



Vancouver Community College Education Council  
Meeting Agenda  
September 14, 2021  
3:30–5:30 p.m. Videoconference

<https://vcc.zoom.us/j/61479009857?pwd=OWQ0K3gzVnp1VG80OFawK3pxRy81QT09>

Meeting ID: 614 7900 9857

Passcode: 892864

| Item | Topic  | Action   | Speaker             | Time   | Attachment                       | Page                   |
|------|--|----------|---------------------|--------|----------------------------------|------------------------|
| 1.   | <b>CALL TO ORDER</b>   |          | E. Ting             | 1 min  |                                  |                        |
| 2.   | <b>ACKNOWLEDGEMENT</b>   |          | E. Ting             | 1 min  |                                  |                        |
| 3.   | <b>ADOPT AGENDA</b>  | Approval | E. Ting             | 1 min  | ✓                                | <b>1-2</b>             |
| 4.   | <b>APPROVE PAST MINUTES</b>  | Approval | E. Ting             | 1 min  | ✓                                | <b>3-8</b>             |
| 5.   | <b>ENQUIRIES &amp; CORRESPONDENCE</b>  | Info     | E. Ting             | 1 min  |                                  |                        |
| 6.   | <b>BUSINESS ARISING</b>  |          |                     |        |                                  |                        |
|      | a. Annacis Island Update/<br>Feasibility Report  | Info     | D. Wells            | 10 min |                                  |                        |
|      | b. Affiliation Agreement with<br>Stenberg College  | Approval | A. Lipsett          | 15 min | <i>distributed<br/>via email</i> |                        |
|      | c. Return to Campus &<br>Governance Implications -<br>Alternative Process for<br>Curriculum Changes during<br>COVID-19 Pandemic - Update | Approval | E. Ting             | 10 min | ✓                                | <b>9-11</b>            |
|      | d. Concept Papers:<br>UI/UX Design Diploma &<br>Web Design and Development<br>(WDD) Diploma  | Info     | B. Griffiths        | 10 min | ✓                                | <b>12-30<br/>31-40</b> |
|      | e. Academic Plan - Update  | Info     | D. Wells            | 5 min  |                                  |                        |
|      | f. Online Learning Agreement -<br>Update   | Info     | S. Lew, A. Sellwood | 10 min | ✓                                | <b>41-44</b>           |
|      | g. EdCo Meeting Time & Format  | Decision | E. Ting             | 10 min |                                  |                        |
|      | h. EdCo Elections  | Info     | E. Ting             | 2 min  |                                  |                        |
| 7.   | <b>COMMITTEE REPORTS</b>   |          |                     |        |                                  |                        |
|      | <b>a. Curriculum Committee</b>   |          |                     |        |                                  |                        |
|      | i. New Course: MATH 2120<br>Discrete Mathematics 2   | Approval | N. Mandryk          | 5 min  | ✓                                | <b>45-50</b>           |
|      | ii. Course Updates: DRFT 1270-<br>1278 & 1371-1375   | Approval | M. Della-Savia      | 5 min  | ✓                                | <b>51-105</b>          |

|                                       |   |          |             |        |   |                            |
|---------------------------------------|---|----------|-------------|--------|---|----------------------------|
| iii.                                  | New Program: Optician Diploma   | Approval | R. Bennett  | 5 min  | ✓ | <b>106-192</b>             |
| iv.                                   | Program Update: Business and Project Management Post-Degree Diploma                 | Approval | M. Jamshidi | 10 min | ✓ | <b>193-267</b>             |
| v.                                    | Program Update: Pharmacy Technician Certificate                                     | Approval | J. Vo       | 5 min  | ✓ | <b>268-340</b>             |
| <b>b. Policy Committee</b>            |   |          |             |        |   |                            |
| i.                                    | D.1.5 Use of Library Resources  | Approval | N. Mandryk  | 5 min  | ✓ | <b>341-346</b>             |
| ii.                                   | D.3.6 Admissions & C.2.1 International Students on Study Permits ( <i>rescind</i> ) | Approval | N. Mandryk  | 5 min  | ✓ | <b>347-355<br/>356-357</b> |
| <b>c. Appeals Oversight Committee</b> |   |          |             |        |   |                            |
| <b>d. Education Quality Committee</b> |   |          |             |        |   |                            |

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| <b>8.</b> | <b>RESEARCH REPORT</b> | Info | E. Ting | 2 min |
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| <b>9.</b> | <b>CHAIR REPORT</b> | Info | E. Ting | 2 min |
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| <b>10.</b> | <b>STUDENT REPORT</b> | Info | P. Patigdas | 2 min |
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| <b>11.</b> | <b>NEXT MEETING &amp; ADJOURNMENT</b> | Info | E. Ting | 1 min |
|------------|---------------------------------------|------|---------|-------|

October 12, 2021, 3:30–5:30 p.m.

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

Elle Ting (Chair)  
 Natasha Mandryk (Vice-Chair)  
 Ali Oliver  
 Brett Griffiths  
 Dave McMullen  
 David Wells  
 Heidi Parisotto  
 John Demeulemeester  
 Julie Gilbert  
 Lucy Griffith  
 Marcus Ng  
 Natasha (Student Representative)  
 Shantel Ivits  
 Todd Rowlatt

**Guests**

Adrian Lipsett  
 Andy Sellwood  
 Barry Tsang  
 Bonnie Chan  
 Clay Little  
 Dawn Cunningham-Hall  
 Deborah Lucas  
 Dennis Innes  
 Jane Shin  
 Jennifer Gossen  
 Lisa Beveridge  
 Phoebe Patigdas  
 Rebeccah Bennett  
 Shirley Lew  
 Sonny Ho  
 Yulia Gracheva

**Regrets**

Blair McLean  
 Jo-Ellen Zakoor  
 Julia Skye Summers  
 Sarah Kay  
 Shane McGowan

**Recording Secretary**

Darija Rabadzija

**1. CALL TO ORDER**

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

**2. ACKNOWLEDGEMENT**

- E. Ting acknowledged that the College is located on the traditional unceded territory of the Skwxwú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples, and extended the acknowledgement to the ancestral territories of all participants joining remotely.

**3. ADOPT AGENDA**

**MOTION:** THAT Education Council adopt the June 8, 2021 agenda as presented.

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

**4. APPROVE PAST MINUTES**

**MOTION:** THAT Education Council approve the May 11, 2021 minutes as presented.

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

**5. ENQUIRIES & CORRESPONDENCE**

- There were none.

## a) Annacis Island Update/Feasibility Report Committee

- D. Wells and T. Rowlett provided a status update. A meeting between VCC, BCIT and ministry representatives is scheduled for June 9. The feasibility working group is costing out a potential return of part of the HMT program to the Broadway campus.

## b) Strategic Innovation Plan

**MOTION:** THAT Education Council recommends the Board of Governors approve the VCC Strategic Innovation Plan 2022–2025.

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

- J. Shin presented the updated draft of the Strategic Innovation Plan, following robust consultations over the last weeks. Changes from the draft presented to EdCo on May 19 included updated language around environmental stewardship and the climate emergency, accessibility, and equity-deserving groups.
- The main change was to create two separate goals for reconciliation and JEDI+d (Justice, Equity, Diversity, Inclusion + decolonization). D. Wells spoke to the distinction between Decolonization/ decolonization. J. Shin thanked R. Noel and S. Ivits for their contributions. Minor edits may still be made to the draft before the final version is presented to the Board of Governors for approval on June 30. The next step will be implementation planning.

## c) Affiliation Agreement with Stenberg College

**MOTION:** THAT Education Council approve the Affiliation Agreement with Stenberg College International (SCI) regarding the Optician Diploma program at VCC.

**Moved by D. Wells and Seconded; 5 in favour, 8 opposed. Motion Defeated.**

- A. Lipsett and R. Bennett presented the draft affiliation agreement with Stenberg College International (SCI) for the Optician Diploma program. The agreement was previously discussed at the May Education Council meeting, and feedback received. Drafts of the affiliation and rental agreements, as well as the signed licensing agreement, were distributed prior to the meeting via email.
- Education Council members raised several questions, which were addressed by A. Lipsett and R. Bennett:
- Study space available to VCC students at the SCI campus: A classroom-sized common study space with computers and desks will be freely accessible; an explicit statement was included in sections 17 and 18 of the draft rental agreement. R. Bennett will conduct a site visit in the summer, once pandemic restrictions are lifted. There were questions about the process, should facilities not meet expectations. Although this particular scenario was not discussed, SCI is willing to ensure the space is suitable to provide a positive experience for VCC students. The rental agreement is not permanent; an eventual transition to a VCC campus in the future would be more financially sustainable. The rental agreement includes a dispute resolution process, should there be concerns about the space. While the positive relationship with SCI and their willingness to make alterations as needed was acknowledged, it was recommended to capture this explicitly in the contract.
- Support for international students: Question whether there have been discussions with International Education (IE) since the last EdCo meeting around supporting the specific needs of international students, particularly regarding study space. A. Lipsett discussed student support with J. Gossen; students will continue to be encouraged to book appointments and connect with IE. Since the commute from SCI's campus to VCC is only about 30 minutes by SkyTrain, students will have access to VCC services in person during business hours, in addition to phone and email support.
- Support for faculty: Concerns about a full-time program being taught by CS instructors, rather than unionized faculty. Lower levels of compensation and support may increase stress for instructors, impacting educational quality for students, particularly in view of the needs of international students.

It was noted that compensation would equal that of other CS instructors in health programs. There are<sup>5</sup> different supports available to all CS instructors to enable them to deliver delivery quality programs (assistance of program coordinators; development opportunities; review processes). CS has experience with full-time programming in ECCE.

- Use of the VCC logo by SCI: Risk of confusing students, particularly in view of competing health programs at both institution, and concern about maintaining VCC's excellent reputation. The licensing agreement includes a clause (#21) regarding appropriate use of the VCC logo, which would enable VCC to take steps against inappropriate use. There were discussions about SCI possibly including the VCC logo on documentation provided to students being referred to VCC, but this has not been formalized.
- Transferability of courses between SCI and VCC: Question about ensuring SCI students transferring to VCC meet VCC's program admission requirements. Some private institutions have different standards for equivalencies. The affiliation agreement (section 6b) outlines that transfers are subject to VCC policy; previous admission to SCI would not exempt a student from VCC's transfer processes.
- Provision of disability accommodations: Student services will be provided by VCC, except in emergencies (first aid) if no VCC employees are available. As there is no provincial funding for international students, the cost for accommodations would fall to VCC. Discussion about the College's legal duty to accommodate, up to a point of undue hardship.
- Support for Indigenous students: While most students will be international, there may be some domestic Indigenous students. CS would connect with IECE regarding orientation and support for these students, as for other CS programs. Question about cultural humility and competencies in the program, and support for decolonization and Indigenization of the VCC curriculum and learning activities. New National Alliance of Canadian Optician Regulators (NACOR) competencies around cultural humility were incorporated into the curriculum.
- Consultation with students/SUVCC around off-site delivery of a two-year program: There has been no consultation with student groups.
- The initial vote on the motion was six in favour, seven opposed. Due to the close result, the vote was repeated. The motion was defeated with eight opposed, five in favour. The question was raised whether the proposal would still move forward to the Board. It was noted that the agreement includes an element of course equivalency, and therefore requires joint approval by EdCo and the Board. A member suggested amending the motion to provisional approval for two years, after which the agreement would be revisited. It was noted that the motion was defeated, and the item could be brought back to EdCo. E. Ting will follow up with A. Lipsett and R. Bennett regarding next steps.

#### **d) Planning for the New Normal in Teaching – Return to Campus & Governance Implications**

- E. Ting reported that as part of EdCo Planning Day, members participated in an activity around the return to campus, blended learning, and governance implications. The transition will be a longer process, and the importance of clear, system-wide communication of the College's vision and plan around blended learning was emphasized. Another key discussion point was the importance of evaluation and feedback to improve practices.

#### **e) CS Non-Credit Courses**

- A. Lipsett presented the annual update on non-credit courses in Continuing Studies. In 2020, 46 new non-credit courses were launched; the 10% alumni discount was available for the second year running. Fully online, asynchronous LERN offerings were trialed to gauge demand for this type of programming; these accessible offerings fit in well with the Destiny One online registration system launching in July. Azure courses started last summer; uptake has been lower than expected, and CS will explore shifting the focus from individual students to medium and larger-sized organizations looking for technology training. Areas to explore further include niche offerings in business, as well as building service worker (BSW) training, which has seen increased demand.

## f) EdCo Planning Day Debrief

- A half-day planning session was held on June 3. E. Ting thanked R. Noel and Elder John Sam for leading a Circle, following the discovery of 215 Tk'emlúps te Secwépemc First Nation children buried at a former Indian Residential School in Kamloops.
- S. Ivits presented on the work of the Equity, Diversity & Inclusion Advisory Committee (EDIAC), followed by a conversation about blended delivery, co-facilitated by E. Ting and A. Sellwood.

## 7. COMMITTEE REPORTS

### a) Curriculum Committee

#### i) New Program: Optician Diploma

- As the affiliation agreement with SCI was not approved (item 7c), T. Rowlatt suggested holding off on the curriculum until an agreement is in place. There were no objections. The item was withdrawn.

#### ii) New Program: Asian Culinary Arts Advanced Certificate

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the curriculum for the Asian Culinary Arts Advanced Certificate and three new courses, and recommends the Board of Governors approve the credential.

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

- T. Rowlatt presented the proposal for the new Asian Culinary Arts Advanced Certificate, which builds on the existing certificate program. This 14-week program offers advanced training in East and South-East Asian culinary techniques. Curriculum Committee discussed the proposal twice, and requested edits to expand learning outcomes, specify the types of cuisines, and clarify language around business management skills. These changes have been completed. L. Griffith commended S. Ho and B. Tsang for their work in designing this unique program.
- D. McMullen voiced concerns from the Registrar's Office about course ACUL 2202 being worth 14 credits; students who do not succeed in one part would need to repeat the entire course. He recommended repackaging the content into several shorter courses. T. Rowlatt responded that this was discussed extensively by Curriculum Committee. While acknowledging the RO's concern, the committee was comfortable with the current structure; the integrated way in which the course is taught does not lend itself to splitting up content into smaller components. In addition, there were no concerns about transferability, since there is no equivalent program.

#### iii) Program Update: Health Care Assistant Certificate (EAL Cohort)

**MOTION:** THAT Education Council approve, in the form presented at this meeting, revisions to the Health Care Assistant Certificate (EAL Cohort) program content guide and three courses: ELSK 0701, ELSK 0702 and ELSK 0703.

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

- T. Rowlatt presented revisions to the program in response to requirements of the BC Registry of Health Care Assistants and Community Workers; changes mostly focused on aligning English language components with the Canadian Language Benchmarks (CLBs).

#### iv) Minor Curriculum Changes

- T. Rowlatt presented the biannual update on minor curriculum changes approved by Curriculum Committee. He noted that some changes to areas that would technically be considered major changes were treated as minor if the changes were not significant. EdCo members had no concerns about this approach.

## b) Policy Committee

### i) D.3.6 Admissions

**MOTION:** THAT Education Council send, in the form presented at this meeting, D.3.6 Admissions policy and procedures out for community feedback.

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

- N. Mandryk presented revisions to policy D.3.6 Admissions, which was merged with C.2.1 International Students on Study Permits (item 7bii). The Registrar's Office and International Education collaborated on this revision. Education Policy Committee suggested only some minor wording changes.

### ii) C.2.1 International Students on Study Permits (to be rescinded)

**MOTION:** THAT Education Council send C.2.1 International Students on Study Permits policy and procedures out for community feedback.

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

- As this policy was merged with D.3.6 Admissions, the proposal was to post the policy for feedback before its rescission.

## c) Appeals Oversight Committee

- L. Griffith reported that the committee has not met since the last EdCo meeting; the next meeting will be in September. A small working group including N. Mandryk is developing a process for paper appeals; N. Degagne is working on draft documents.

## c) Education Quality Committee

### i) Gap Analysis Working Group Recommendations

**MOTION:** THAT Education Council adopt the VCC Quality Assurance Process for Externally Accredited or Reviewed Programs.

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

- T. Rowlatt reported that one of the recommendations from the 2019 Quality Assurance Process Audit (QAPA) was to perform a gap analysis comparing VCC's program renewal process with accreditation processes completed by VCC programs. A working group evaluated six accreditation processes in comparison to program renewals. There were very few gaps related to instruction, curriculum and student outcomes. Some gaps were identified around support services, and instructors and staff. The areas with the largest gaps were related to program administration, physical learning environments, department resources and succession planning, as well as online learning environments and educational technology.
- Based on these findings, the group recommended a process for departments to identify and address gaps as programs go through accreditation, with support from a smaller subcommittee of EQC.
- As the working group also made recommendations for program renewals at VCC, EQC is reviewing both program renewal and annual program review processes. T. Rowlatt thanked working group members L. Griffith, H. Parisotto, J. Gilbert, and P. Fahim.

## 8. RESEARCH REPORT

- E. Ting reported that the last REB meeting before the fall will take place on June 18. Regular regional REB conferences were cancelled again this year. Three REB members will take an online course on Indigenous research data ownership, control, access, and possession.
- E. Ting was elected Vice-Chair of BCARIN.

## 9. CHAIR REPORT

- E. Ting reported from the Academic Governance Council meeting on June 1; the discussion focused on third-party proctoring, a topic the CTLR is working on. The AGC will meet again in October. EdCo members were encouraged to submit questions and comments for discussion.

## 10. STUDENT REPORT

- P. Patigdas reported on SUVCC activities over the summer, including social media campaigns around Indigenous History Month and Pride Month. Online wellness events for students will continue, such as yoga and dance classes.

## 11. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on September 14, 2021, 3:30–5:30 p.m.

**MOTION:** THAT Education Council adjourn the June 8, 2021 meeting.

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

- The meeting was adjourned at 5:10 p.m.

**Elle Ting**  
**Chair, VCC Education Council**





## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 14, 2021

**ISSUE:** Curriculum Changes during the COVID-19 Pandemic

### BACKGROUND:

Following guidance from the Provincial Health Officer and the Ministry of Advanced Education, Skills & Training (AEST) during the COVID-19 pandemic, VCC suspended face-to-face instruction as of March 17, 2020. The transition to alternative delivery methods made it necessary to adjust courses and programs very quickly to allow for a smooth transition and positive learning experience, but due to the urgency of the situation, following standard governance processes was not practicable at that time.

Education Council approved a provisional process for curriculum changes necessitated by the COVID-19 pandemic, consisting of two pathways, on May 12, 2020.

**Pathway 1:** Changes to curriculum driven by the need to transition to alternative delivery due to the COVID-19 pandemic.

- Departments and instructors are allowed to make changes to courses and programs without seeking prior governance approval, except for changing or meeting program learning outcomes (see Pathway 2 below).
- These changes should be focused on ensuring students can meet overall learning outcomes and competencies.
- Guidelines provided by regulatory, accrediting, or governing bodies (such as the Industry Training Authority) can be followed without internal VCC governance approval.
- A summary of changes must be sent to Education Council for information. The summary can be sent as soon as reasonable; in some cases, this will be after the start date of the program. This chronology of changes will record the College's teaching approach and facilitate future debriefing that will take place after the COVID-19 health emergency has ended.
- Changes are considered temporary and are only in effect during program/course offerings during the COVID-19 pandemic. The summary of changes sent to EDCO should include dates.
- It is the responsibility of instructors and department leaders to inform students as soon as possible about changes to courses or programs (including evaluation plans, sequencing of courses, and teaching modes). Whenever possible, changes to courses should be established in the syllabus at the start of a class. Given the likelihood of conditions changing, Education Council authorizes reasonable changes to be made that are required on short notice (such as the availability of lab or clinical opportunities).

**Pathway 2:** Changes to program learning outcomes (PLOs) for cohort-based programs; changes to course learning outcomes (CLOs) for non-cohort-based courses; and the granting of credentials based on *substantial completion*.

- Changes to program learning outcomes (and some course learning outcomes) require approval from Education Council. These changes will receive expedited review by Education Council.
- For courses that are not primarily part of a program (e.g., University Transfer), and in cases where course learning outcomes cannot be met in that course, changes to course learning outcomes must be approved by Education Council. However, alternate options for delivery (such as delaying a lab component) are acceptable and fall under Pathway 1 above.
- Substantial completion: Programs awarding credentials to students based on substantial completion of the program must submit a description of how substantial completion has been determined for expedited approval by Education Council. Consultation with external stakeholders/Program Advisory Committees is recommended. Programs whose regulatory, accrediting, or external governance bodies (such as the ITA) have provided guidelines for substantial completion are exempt from this requirement but must report these guidelines under Pathway 1.

The alternative process was put in place for the duration of the COVID-19 pandemic; the return to campus on September 7, 2021 prompted a review of the current process.

#### **DISCUSSION:**

The Education Council Executive discussed the question of ending or extending the alternative curriculum change process at its August 17, 2021 meeting.

While the College is resuming on-campus operations as of September 7, 2021, the pandemic has not ended, and the planned transition to Phase 4 of the Province of British Columbia's COVID-19 Restart Plan has been delayed indefinitely.

The return to campus means a high workload for departments, as they incorporate aspects of what they learned and did during the pandemic into their programs; requiring additional paperwork to bring changes through the full governance process at this time would create a significant additional burden. In addition, most aspects of delivery (online versus face-to-face) are not embedded in formal curriculum, and instructors have flexibility without the need for formal curriculum changes.

The Program Reset Working Group under Tannis Morgan is currently working on various aspects of returning to campus, including implications for governance.

Within this context, the Education Council Executive recommends extending the alternative curriculum change process approved on May 12, 2020 for Fall 2021 and Winter 2022 programming (until the end of March 2022).

**RECOMMENDATION:**

THAT Education Council approve extension of the provisional process for curriculum changes necessitated by the COVID-19 pandemic for Fall 2021 and Winter 2022 programming (until the end of March 2022).

**PREPARED BY:** Elle Ting, Chair, Education Council  
Natasha Mandryk, Vice Chair, Education Council  
Lucy Griffith, Executive Member, Education Council  
Todd Rowlatt, Executive Member, Education Council

**DATE:** September 2, 2021

# New Concept Paper Proposal

## UI/UX Design Diploma

**Name of Program:**

UI/UX Design Diploma

**School/Centre:**

Trades, Technology & Design

**Credential Level:**

Diploma

**Anticipated Start Date:**

September 2022

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

**Contact(s)**

| Name           | E-mail            | Phone/Ext.                |
|----------------|-------------------|---------------------------|
| Anne Emberline | aemberline@vcc.ca | 604.871.7000 ext.<br>8535 |
| Jon Bantados   | jbantados@vcc.ca  | 778-836-6099              |

### PART 1: CONCEPT

#### Purpose and Context

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

This ladder diploma program prepares learners to work in the field of UI/UX design. Graduates will be able to work in the following types of roles: UI designer, UX designer, UX researcher, product designer, interaction designer, project manager, web designer, app designer, web strategist, or graphic designer.

This diploma's unique ladder structure builds the diploma from three new shorter certificates: a Design Foundation Certificate (18 credits), a UI/UX Design Certificate (36 credits), and a UI/UX Design Professional Practice certificate (19 credits). It includes several other unique features including a strong focus on work-integrated-learning through industry partnerships; flexible pathways into and out of the program; a flexible part-time/full-time structure; blended or asynchronous delivery; a focus on diversity, equity, and inclusion in design; and training in digital entrepreneurship to support students in self-employment.

Upon completion of the UI/UX Design Diploma, graduates will be able to:

1. Define complex UI/UX problems and research, ideate, prototype, test, and evaluate solutions using a design thinking process
2. Identify and empathize with UI/UX project stakeholders with a focus on a human-centred approach.
3. Create graphics and design wireframes, mockups, and prototypes for UI/UX projects using professional design tools
4. Develop basic websites using hand coding or content management systems
5. Plan and organize content for digital projects using information architecture principles and a design thinking process
6. Perform and analyze UX research from both primary and secondary sources
7. Describe and apply traditional principles of design in the creation of graphics, layouts, and interfaces
8. Describe the importance of branding and apply branding principles when working on design projects
9. Discuss the effects of systemic inequality and the value of diversity, equity, and inclusion in design industries
10. Identify, select, and pursue opportunities for entrepreneurship and self-employment in the design industry
11. Write and communicate effectively in professional situations
12. Work collaboratively with diverse teams on creative and deadline-based projects
13. Use effective project management and client management techniques on both independent and collaborative design projects
14. Think critically and challenge assumptions when making design and management decisions

See attached Appendix 1 for program learning outcomes for the three contributing certificates: Design Foundation Certificate, UI/UX Design Certificate, and UI/UX Design Professional Practice Certificate. Appendix 2 outlines a rough course structure for the programs as well.

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

The Digital Media Design department has identified the development of new programs as a top priority in our annual plan.

This program also supports several of VCC's Key Success Drivers:

1. EDUCATIONAL QUALITY Goal 1.2 – Enhanced instruction, instructional strategy and educational technology This program will be offered in both blended and asynchronous deliveries using Moodle and will employ research-backed instructional-design strategies, like the Community of Inquiry framework and Universal Design for Learning. We will work closely with the CTLR to ensure that we are using quality methods, particularly in the asynchronous components of the program.

2. OPERATIONAL EXCELLENCE 2. Goal 2.4 – Maximize our campus facilities and resources A new Mac lab is going in on the downtown campus and this new program will maximize the use of that new space. This program also allows us to get more use out of some of the existing curriculum for the Graphic Design Diploma program, as some courses will be duplicated from that program. The launch of this program will coincide with a new flexible part-time offering of the Graphic Design Diploma program and will help ensure those classes are full.

3. FINANCIAL STABILITY AND SUSTAINABILITY Goal 3.2 – Achieve our long term growth strategy This program will bring new revenue to the college and the ladder structure, with its flexible entry and exit points, will be able to attract diverse types of learners that otherwise are not well served in our community. This program will bring in two new intakes of students each year while also supporting an additional new intake of part-time students in our existing Graphic Design Diploma program.

4. REPUTATION MANAGEMENT Goal 4.1 Increase Brand awareness of VCC UI/UX design is a growing field with UI/UX design professionals involved in nearly every industry, so this program will help improve VCC's reputation as a top institution for tech skills training. Additionally, this program features industry and community projects that will help link VCC's name with tech skills and innovation in the workforce. The program will also feature an open course in Diversity, Equity, and Inclusion in Design, which will be available for free online, boosting VCC's reputation as an institution that is dedicated to equity, Indigenization, and forward-thinking.

5. BUSINESS DEVELOPMENT Goal 5.1 Develop new partnerships and collaboration This program will build important industry and community connections through the professional practice component, where students work on real projects through industry and community partnerships, and also through the free course in Diversity, Equity, and Inclusion in Design, which we will encourage other institutions to use in their own curricula. We also hope to collaborate with other institutions and researchers in the creation and running of this open course.

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

This program builds upon our current Graphic Design Diploma program which offers UI/UX design training as a component of more general graphic design training. Some of our existing courses are used in the proposed UI/UX Design Diploma, allowing students from the two programs to take the courses together and, if appropriate, transfer between the two programs. Additionally, some instructors that currently teach in the Graphic Design Diploma program will be able to teach in the new UI/UX Design Diploma.

Students who have finished the existing Graphic Design Diploma program or previous Visual Communications Design Certificate would be able to skip the Design Foundation portion of the new

UI/UX Diploma, as well as some of the UI/UX-related courses. Additionally, students who complete the Design Foundation certificate component of the proposed UI/UX Design Diploma would be able to transfer those courses into the Graphic Design Diploma program.

## Needs Assessment

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

The UX/UI program intends to address the following educational needs:

1) There is a need in the industry to hire designers who need to have in-depth knowledge of user behaviours to create more streamlined products. A study done by Nielsen Norman, states that conducting user interviews for research and usability testing purposes takes up between 40% (UX Designer) - 85% (UX Researcher) of their daily activities. By putting more of a focus on these soft skills, graduates are better equipped to tackle highly complex problems.

2) Nielsen Norman also reported that the ability to combine in-depth research skills with visual design, of which 53% of current practitioners state as a skill they wanted to learn more of, ensures graduates have the opportunity to learn traditional graphic design techniques and practices and apply them to this certificate as well, providing a more well-rounded skill set.

3) With an increased level of collaboration between roles, the ability to collaborate with stakeholders and SMEs are becoming a cornerstone in the product development process. By understanding the critical role designers play in a development team, graduates are able to better facilitate and navigate touchpoints - translating complex information between stakeholders of different disciplines.

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

The 2019 BC Labour Market Outlook has identified Web Designers and Developers (NOC 2175) and Graphic Designers and Illustrators (NOC 5241) as high opportunity occupations, with an expected combined 6680 new job openings over the next 10 years (1). 46%-65.3% of these new jobs are due to economic growth. A current search for "UI/UX" on indeed.com, limited to Vancouver, brought up 162 job openings today. Many graphic designers also come from a UI/UX background, and a search for "graphic design" resulted in 242 job openings also available today in the Vancouver area. This growth is mirrored in other parts of the world. The U.S. Bureau of Labor Statistics Occupational Outlook Handbook reports that job openings for Web Developers and Digital Designers will grow by 8% by 2029, double the average rate of all occupations, resulting in an average of 13,400 new jobs each year (2).

Our PAC is also in support of this new program and the demand for the skills it will train students in.

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

In our department, we have seen increased interest in the UI/UX components of our existing Graphic Design Diploma program. In a recent survey, 85.7% of our current students expressed

interest in taking a specialized UI/UX Design program at VCC. Additionally, 30% of our recent applicants to the Graphic Design Diploma program have expressed interest in doing UI/UX design, with many of them citing the UI/UX components of our current program as the reason they applied.

We see this increased interest in other institutions as well. In the IDEA program at Capilano University, where students are allowed to specialize in one of three disciplines (branding, illustration, or interaction design), there has been a sharp increase in students focusing on UI/UX work. While only 17% of student work samples from the 2018 grad show were digital, this portion has increased to 45% in the 2021 grad show. This sharp increase mirrors the positive trends in student interest in UI/UX that we have seen in our program at VCC.

## Competitive Analysis

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

There is a notable lack of programs intended for students who are starting from scratch with their learning in this field. There are currently no full UI/UX design diplomas in the Lower Mainland and not many available online from accredited institutions. (Please see Appendix 3 for a detailed review of existing UI/UX programs. The most comparable programs are highlighted.)

UI/UX credentials are typically offered in short certificates (5-10 courses) or full-time short intensive bootcamp-style training and are intended for students who already have some experience in design, marketing, or development and want to pivot in their careers. UI/UX certificate programs range in cost from \$1500 to \$15,000.

The most comparable program is the UX Design Certificate from Emily Carr, which is a 15-course (520 hour) certificate that takes 7 months, is only offered on a full-time schedule, and costs \$17,600.

In addition to paid programs, there are also several free MOOC-based programs, like the new UX Design Professional Certificate from Google. While this may be an appealing option for some students, many learners struggle with self-paced education with MOOCs, which have notoriously high attrition rates. For many MOOCs, upwards of 90% of students drop out and never complete the course. Students who pay for a “verified” track have better success, but researchers still see more than half of those verified students drop out (3). MOOC-based programs struggle to provide active learning, social learning, or motivation for students. Additionally, these programs are often too light to provide an education equivalent to this proposed UI/UX Design Diploma at VCC. This proposed UI/UX Design diploma, with its ladder certificate structure, flexible delivery, and unique work-integrated learning on real client projects, will fill an important gap in educational options, both for learners looking to start from scratch and more experienced students looking to upgrade or pivot in their careers. The asynchronous delivery option will also offer students around the world an affordable opportunity to gain a more comprehensive education in UI/UX design.

Lastly, this diploma program will be structured so that international students will qualify for a 3-year work permit following their completion of the program.



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

This program will work under the Visual Arts & Design articulation committee.

## Student Profile

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

The ladder structure of this diploma means that the full diploma and component certificates can appeal to different target groups.

The full UI/UX Design diploma will appeal mainly to three types of students:

1. International students who want to study and live in Canada and require a 2-year diploma and 50% residency to qualify for a post-graduation work permit
2. Domestic or international students with no previous experience or training in design, likely 18-25, male or female. Some of these students will come straight from high school.
3. Transfer students from more print-focused graphic design programs at BCIT and Emily Carr, who will be able to skip the first foundation certificate of the program.

The Design Foundation Certificate will appeal to the following types of students:

1. Working professionals or entrepreneurs who want some quick training in design but don't need a full program (for example, people who work in digital marketing or professionals who run side businesses and want to do their own graphic design)
2. Students who want to explore the possibilities of design but don't want to commit to a full program, including younger students who aren't certain of their path of interest and older students who have more responsibilities and are not capable of committing to a more intensive program

The UI/UX Design Certificate will appeal to the following types of students:

1. Professional graphic designers who have the skills to work in print design but need to upgrade their skills to either stay relevant in current jobs or get new jobs as UI/UX designers (likely age 25 – 35)
2. Recent graduates or transfer students from print-focused graphic design programs who need more UI/UX training to compete in the current job market

The UI/UX Design Professional Practice Certificate will appeal to recent graduates or transfer students from other UI/UX programs who are interested in learning more about client management

or digital entrepreneurship. These students will have learned UI/UX fundamentals in a shorter certificate program but may not feel ready for work in the industry. They will be drawn to this certificate to get the training they need to become freelancers, manage their own projects, or move into project management.

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

We will be attracting students with the following strategies:

- Transfer agreements with private colleges
- Free Design Foundation and DEI in Design courses on Access VCC that feed into the program (try it before you buy it)
- A free online module that high schools can use in their design courses, which lets them know about the new programs
- A social media marketing campaign
- PR about industry and community partnership projects
- Career fairs, Experience VCC, etc

We will also work closely with the international admissions office to support them in their global marketing initiatives.

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

The design industry faces several issues with diversity and equity. While design students are often gender balanced or female majority, there is a remarkable lack of women in upper levels of leadership in the design field. According to AIGA's Design Census, while 61% of designers are women, only 29% are creative directors (4). And for women who are creative directors in Canada, the pay gap is large – the most recent Creative Earners report from the Association of Registered Graphic Designers in Canada reported that female creative directors earn a full \$20,000 less per year than male creative directors (5).

With regards to race, the design industry fares even worse. The 2017 AIGA Design Census reported that 73% of designers are white, with only 5% of designers reporting their race as Black or Indigenous (6). The UK's Design Council reports that non-white designers are also the least likely to have management roles (7). Within our department, we plan to address this inequality in three ways. First, all instructors will be trained in diversity, equity, and inclusion initiatives, as well as anti-racism. Second, we will create a mentorship program for BIPOC graduates, where each graduate will be paired with a mentor from either industry or our faculty, who will provide them with additional support and advice as they look for jobs in the industry. Third, the program will feature a mandatory course in Diversity, Equity, and Inclusion in Design, which will train our future designers in these initiatives.

To support change in our industry, we will make a version of this DEI in Design course available as an open course that anyone can take for free on Access VCC, and we will encourage both other

departments at VCC and other institutions to use it as a resource in their design programs. The course will be designed to be applicable across disciplines, so it can support change in many fields of design.

## Quality

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

We will explore the following block transfer opportunities:

- Transfers into our program from general design certificates at BCIT, Emily Carr, and Langara. These students could skip the Design Foundation component of the course.
- Transfers in from UI/UX certificates at BCIT, Emily Carr, and Tamwood International College. These students could skip several courses in the UI/UX Certificate component of the course.
- Transfers into bachelor's degree programs at Emily Carr and SFU, who offer degrees focused on interaction design.

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

We have an existing PAC for this program and have already consulted with them on our first ideas. We will be consulting them again at our next meeting in December 2021 when the curriculum development is underway, and in the interim we will be consulting with them as we build the official list of courses in the coming months.

We will also be engaging with industry to form partnerships around the Industry Project and Community Project components of the diploma, where students will work on real-world projects in industry.

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

We will be staffing this program with existing faculty as well as hiring some additional faculty to cover the increased load. Our current faculty roster combines decades of experience in web and UI/UX design, with several instructors currently working in industry alongside their teaching.

The one area in which instructors are not as well equipped to teach in this program is the Diversity, Equity, and Inclusion in Design course, which we will address by providing training materials and workshops for our faculty.

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

In the final component of the program, students will take two project courses that engage them in work experience.

In the Industry Project course, students will work with an industry partner who will guide them in researching, planning, and designing for a real UI/UX project. We will create partnerships with larger agencies so students will be able to work alongside senior designers and product managers on larger projects, ideally with notable clients, and build important experience that they can then show off in their portfolios.

In the Community Project course, students will work with a non-profit or NGO to research, plan, and design a UI/UX project that can have a positive impact on our community and our world. Students in this course will reflect on the value of design for good while gaining valuable experience doing design work in a real context.

## Admission, Delivery, and Design

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

The program will take a minimum of 2 years (full-time) and a maximum of 5 years to complete. We expect to offer two intakes of 18 students each year.

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

Students will be able to enter into the full UI/UX Design Diploma or the Design Foundation Certificate with no previous education needed beyond high school graduation with English-12 or equivalent. As noted in question 19, students with more experience have some additional options for entry into this program.

For students leaving the program who want more education, we will work to setup block transfers into 4-year degree programs at other institutions, like Emily Carr, SFU, UFV, or Capilano University.

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

Since this program is not cohort-based, students will be able to select courses as they fit into their lives, studying part-time or full-time whenever appropriate. At first, we will be offering the program in a blended model, and we will prioritize offering classes on evenings and weekends. In the second year, we will also offer a completely asynchronous version of the program as well, which will coincide with an asynchronous offering of our existing Graphic Design Diploma program.

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

Entry 1: No Previous Experience

Students with no previous experience can enter either the full UI/UX Design Diploma program or the Design Foundation Certificate via a portfolio review and interview

### Entry 2: Previous Design Experience

Students with previous experience as designers can enter into the UI/UX Design Diploma program and skip the courses from the Design Foundation Certificate component. Additionally, they can take only the UI/UX Design Foundation Certificate courses if they already have experience working with clients and don't need the experience provided in the UI/UX Design Professional Practice Certificate

### Entry 3: Previous UI/UX Design Training

Students who have completed equivalent UI/UX Design training will be able to move directly into the UI/UX Design Professional Practice Certificate, where they will get more project management experience and more practice on real-world projects to build their portfolios and boost their skills.

Entry 4: Transfer in from the existing Graphic Design Diploma program Students from our existing program will be able to transfer their completed courses into the UI/UX Design Diploma program if they want to switch mid-credential.

Exit pathways: Students will be able to exit the program when they complete the course requirements for either the full Diploma or any one of the shorter Certificates. Additionally, we will work to setup block transfers into 4-year degree programs at other institutions, like Emily Carr, SFU, UFV, or Capilano University.

## Operational Needs

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

### CD FUNDS

The development of this program will require additional CD funds for the preparation of course blueprints in the next fiscal year (\$21,420 for 2022/2023, as noted in this years' CD application).

### TECHNOLOGY

The delivery of this program will require additional software licenses for various design apps. We will also need support and storage space for Moodle shells for each course. Fortunately, our hardware needs will be met by the new Mac lab being put in on the downtown campus. This program will maximize the use of that existing space.

### STAFF AND FACULTY

These programs will require additional CUPE support with student intake, industry and community project management, and scheduling. It will also require the hiring of some additional faculty, some of whom can be pulled from our list of auxiliary instructors. **(TBA)**

## MARKETING

As this is a brand new program, we will require some support from marketing to attract new students.

## LIBRARY RESOURCES

## TRAINING

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

The CD funds noted above will be spent on release time for the department head and the faculty working on blueprints.

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

## CD FUNDS

If we don't require further CD funds to develop blueprints, we will struggle to deliver properly aligned and effective courses. Additionally, the new courses cover sensitive and important topics like ethics, sustainability, diversity, and equity, and if we do not receive CD funds to blueprint those courses properly, there is a high risk that faculty will not deliver them with sufficient care or perspective, which at best would tarnish VCC's reputation or at worst cause harm to vulnerable or marginalized groups.

## TECHNOLOGY

If we don't have software licenses, we cannot teach most of the courses in this program.

## STAFF AND FACULTY

If we are unable to add more CUPE support staff, we will not be able to manage the additional administrative workload that comes with offering this program. Specifically, the client studio for our existing Graphic Design Diploma program requires constant attention from our current instructional assistant, who already does not have enough time to properly vet client projects. This leads to some poor quality projects making it through to our students, who struggle to have good learning experiences or, even worse, have negative experiences that steer them away from design work. The new UI/UX Design Diploma adds two new industry/community project courses that will further increase the management workload on our instructional assistant. Without additional support, we may not be able to run those two courses as intended. Since those client-focused projects are likely

to be one of the biggest and most unique selling points of this new program, it's critical for us to be able to manage and vet those projects properly.

## MARKETING

VCC is not yet a top-of-mind school for digital media design programs, so without marketing support, there is a high risk that a new UI/UX Design program will be invisible to prospective students, who are not likely to think of VCC first for this type of training. If we don't get support from marketing, we would be relying only on the hope that students will see the new program when browsing the VCC website – a site they may not even go to if they don't already associate VCC with the design industry. This could result in low intakes and possibly a failure of the program to enroll enough students, despite it being an in-demand credential.

## TRAINING/LIBRARY RESOURCES

### Phase In/Phase Out Plan

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

Not applicable.

## PART 2: INITIAL BUSINESS CASE

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

**What is the source of funding for this program?**

See attached spreadsheet

**Attach Initial Business Case**

UI-UX Program - Digital Media - Costing.xlsx

## PART 3: ADDITIONAL INFORMATION

**Provide any additional information if necessary.**

**Attach documents**

UI-UX Design Concept Paper - Appendix 1, PLOs.docx

UI-UX Design Concept Paper - Appendix 4, Program Research.xlsx

UI-UX Design Concept Paper - Appendix 3, References.docx

UI-UX Design Concept Paper - Appendix 2, Courses.docx



# UI/UX Design Diploma

## Concept Paper – Appendix 1

JUNE 2021, VANCOUVER COMMUNITY COLLEGE

### Program Learning Outcomes

#### UI/UX Design Diploma

Upon completion of the UI/UX Design Diploma, graduates will be able to:

1. Define complex UI/UX problems and research, ideate, prototype, test, and evaluate solutions using a design thinking process
2. Identify and empathize with UI/UX project stakeholders with a focus on a human-centered approach
3. Create graphics and design wireframes, mockups, and prototypes for UI/UX projects using professional design tools
4. Develop basic websites using hand coding or content management systems
5. Plan and organize content for digital projects using information architecture principles and a design thinking process
6. Perform and analyze UX research from both primary and secondary sources
7. Describe and apply traditional principles of design in the creation of graphics, layouts, and interfaces
8. Describe the importance of branding and apply branding principles when working on design projects
9. Discuss the effects of systemic inequality and the value of diversity, equity, and inclusion in design industries
10. Identify, select, and pursue opportunities for entrepreneurship and self-employment in the design industry
11. Write and communicate effectively in professional situations
12. Work collaboratively with diverse teams on creative and deadline-based projects
13. Use effective project management and client management techniques on both independent and collaborative design projects
14. Think critically and challenge assumptions when making design and management decisions



## Design Foundation Certificate

Upon completion of the Design Foundation Certificate, graduates will be able to:

1. Discuss a designer's roles and responsibilities in the design industry and beyond
2. Solve visual communication problems using a contemporary approach to the design process
3. Apply traditional principles of design in the creation of graphics, layouts, and interfaces
4. Create graphics for digital media using professional design tools
5. Prepare and properly format digital graphic files for various uses
6. Describe the importance of branding and apply branding principles when working on design projects

## UI/UX Design Certificate

Upon completion of the UI/UX Design Certificate, graduates will be able to:

1. Define complex UI/UX problems and ideate, prototype, test, and evaluate solutions using a design thinking process
2. Identify and empathize with UI/UX project stakeholders with a focus on a human-centered approach
3. Create graphics and design wireframes, mockups, and prototypes for UI/UX projects using professional design tools
4. Develop basic websites using hand coding or content management systems
5. Plan and organize content for digital projects using information architecture principles and a design thinking process
6. Perform and analyze UX research from both primary and secondary sources
7. Discuss the effects of systemic inequality and the value of diversity, equity, and inclusion in design industries
8. Write and communicate effectively in professional situations
9. Think critically and challenge assumptions when making design and management decisions

## UI/UX Design Professional Practice Certificate

Upon completion of the UI/UX Design Professional Practice Certificate, graduates will be able to:

1. Identify, select, and pursue opportunities for entrepreneurship and self-employment in the design industry
2. Manage both independent and collaborative design projects using effective project management and client management techniques
3. Work collaboratively with diverse teams on creative and deadline-based projects
4. Think critically and challenge assumptions when making design and management decisions
5. Describe the value of design in community and global contexts
6. Prepare a professional design portfolio for reflection and self-promotion



# UI/UX Design Diploma

## Concept Paper - Appendix 2

JUNE 2021, VANCOUVER COMMUNITY COLLEGE

### Rough Outline of Courses

To complete the full UI/UX Design Diploma, students will complete courses from all of the following certificates:

#### Design Foundation Certificate

18 credits\*

VCDP 1110 Design Foundation  
 VCDP 1111 Technical Foundation  
 VCDP 1140 Composition 1  
 VCDP 1120 Digital Image 1  
 VCDP 1250 Brand Identity 1  
 One elective from a selection of our existing design courses

#### UI/UX Design Certificate

36 credits\*

VCDP 1133 Design Thinking  
 DMD (NEW) UI/UX Design Tools  
 VCDP 1280 UI/UX Design 1  
 VCDP 2350 UI/UX Design 2  
 VCDP 1271 Web Development 1  
 DMD (NEW) Content Management Systems (Or edit VCDP 1282 Wordpress 1 into this)  
 DMD (NEW) Diversity, Equity, and Inclusion in Design  
 DMD (NEW) UX Research  
 DMD (NEW) Information Architecture and Content Strategy  
 VCDP 1132 Writing for Designers 1  
 Two electives from a selection of our existing design courses

## UI/UX Design Professional Practice Certificate

19 credits \*

DMD (NEW) UI/UX Project Management

DMD (NEW) Industry Partner Project (5 credits)

DMD (NEW) Community Project (5 credits)

DMD (NEW) Digital Entrepreneurship

VCDP 2490 Portfolio

One elective from a selection of our existing design courses

\*All courses are 3 credits unless otherwise indicated



# UI/UX Design Diploma

## Concept Paper – Appendix 3

JUNE 2021, VANCOUVER COMMUNITY COLLEGE

### References

1. BC Labour Market Outlook Web Designers and Developers <https://workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/2175#earnings-and-outlook>  
BC Labour Market Outlook Graphic Designers and Illustrators <https://workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/5241#earnings-and-outlook>
2. USA Occupational Outlook Handbook – Web Developers and Digital Designers <https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm#tab-6>
3. MOOC Stats <https://www.insidehighered.com/digital-learning/article/2019/01/16/study-offers-data-show-moocs-didnt-achieve-their-goals>
4. AIGA Eye on Design – Gender Disparity <https://eyeondesign.aiga.org/women-make-up-more-than-half-of-the-design-industry-but-how-do-they-get-to-the-top/>
5. Creative Earners Report, RGD - <https://www.rgd.ca/talent/salaries-and-billing.php>
6. Design industry is 73 per cent white, finds AIGA survey <https://www.dezeen.com/2017/01/31/design-industry-73-per-cent-white-lacks-diversity-finds-aiga-census-survey/>
7. Design Council <https://www.designcouncil.org.uk/news-opinion/does-design-have-diversity-issue>

## UI/UX Design Focused Programs

| School Name              | Program Name  | Location           | Type of Credential        | Website Link  | Length                      | Cost        | NOTES  | Mode of Delivery               | Structure Notes (Cohort-)   | Program Focus  | Part-time option? |
|--------------------------|---|--------------------|---------------------------|---|-----------------------------|-------------|--|--------------------------------|---|--|-------------------|
| BCIT                     | User Interface (UI) and User Experience (UX) Design | Burnaby / Downtown | Associate Certificate     | <a href="https://www.bcit.ca/programs/user-interface-ui-and-user-experience-ux/">https://www.bcit.ca/programs/user-interface-ui-and-user-experience-ux/</a>   | 15 credits                  | \$3,000     | 5 courses, offered course by course  | InPerson                       | Cohort  |  | YES               |
| Emily Carr               | User Experience (UX)                                | Vancouver / ONLINE | Certificate               | <a href="https://www.ecuad.ca/ux-design/">https://www.ecuad.ca/ux-design/</a>   | 520 hrs                     | \$17,600    | 15 courses (8 core, 7 special topics) - 7 months, full time                                | Blended InClass and OnLine     | Cohort  | Portfolio on completion is highly promoted   |                   |
| Emily Carr               | User Experience (UX)                                | Vancouver / ONLINE | Associate Certificate     | <a href="https://www.ecuad.ca/academics/continuing-education/ux-design/">https://www.ecuad.ca/academics/continuing-education/ux-design/</a>   | 216 hrs                     | \$4,750     | 10 courses   | Blended InClass and OnLine     | Flexible Schedule   | Portfolio on completion is highly promoted   |                   |
| Humber College           | Accessibility for Digital Content                   | Toronto / ONLINE   | Certificate of Completion | <a href="https://mediaarts.humber.ca/programs/accessibility-for-digital-content/">https://mediaarts.humber.ca/programs/accessibility-for-digital-content/</a>   | 72 hrs                      | unpublished | Not as relevant  | on-line                        | Flexible Schedule   |  |                   |
| Humber College           | User Experience (UX) Design                         | Toronto / Blended  | Graduate Certificate      | <a href="https://mediaarts.humber.ca/programs/graduate-certificate-ux-design/">https://mediaarts.humber.ca/programs/graduate-certificate-ux-design/</a>   | 8 months                    | \$6,600.32  | 14 courses - need bachelors degree to apply  | Blended                        | Flexible Schedule   | Promotes two mandatory work placements   |                   |
| University of Toronto    | User Experience Design                              | Toronto / ONLINE   | Certificate               | <a href="https://learn.utoronto.ca/programs-graduate/certificates/ux-design/">https://learn.utoronto.ca/programs-graduate/certificates/ux-design/</a>   | 6 courses                   | \$3,800     | 6 courses  | Online                         | Flexible Schedule   | Promoted to increase skills for design professionals   |                   |
| University of Washington | UX and UI Design                                    | Toronto / ONLINE   | Certificate               | <a href="https://www.pcc.uw.edu/certificates/ux-and-visual-interface-design/">https://www.pcc.uw.edu/certificates/ux-and-visual-interface-design/</a>   | 3 courses                   | \$3,936     | 3 courses - For students with experience   | Online with in-person meetings | Designated courses offered at certain times                                   | Professionals with some experience in graphic design, front-end development, digital marketing or content strategy who want to get started in UX design.   |                   |
| SVC Seattle              | UX Program  | Seattle / Blended  | Certificate               | <a href="https://www.svcseattle.com/certificate-ux-design/">https://www.svcseattle.com/certificate-ux-design/</a>   | 50 weeks                    | \$9,960     | 13 courses plus prereqs  | Blended InClass and OnLine     |   |  |                   |
| Algonquin                | Mobile and Web User Experience Design               | Ottawa / ONLINE    | Certificate               | <a href="https://www.algonquincollege.com/online/program-info/mobile-and-web-user-experience-design-part-time/">https://www.algonquincollege.com/online/program-info/mobile-and-web-user-experience-design-part-time/</a> | 4 courses / 42 hours each   | \$1,480     | 4 courses, for professionals   | Online                         | Flexible Schedule   | Previous training or related work experience in the field, such as web, software and mobile development, social media, marketing, graphic design and industrial design is required since this is an addition to current skill sets   |                   |
| Algonquin                | Social Media  | Ottawa / ONLINE    | Certificate               | <a href="https://www.algonquincollege.com/online/program-info/social-media-part-time/">https://www.algonquincollege.com/online/program-info/social-media-part-time/</a>   | 5 courses / 42 hours each   | \$1,850     | Not as relevant  | Online                         | Flexible Schedule   | Previous training or related work experience in the field, such as web, software and mobile development, social media, marketing, graphic design and industrial design is required since this is an addition to current skill sets. Courses include: Introduction to Social Media, Developing a Social Media Strategy, Monitoring and Measurement, Digital Communication, Applied Social Media in Business |                   |
| George Brown             | UX Design Program                                   | Toronto / ONLINE   | Certificate of Completion | <a href="https://coned.georgebrown.ca/courses-ux-design/">https://coned.georgebrown.ca/courses-ux-design/</a>   | 6 courses / 21 hours each   | \$428 per   | 6 courses  | Online                         | Flexible Schedule   | Basic UX matrix but courses are not always available   |                   |
| York University          | Certificate in User Experience (UX) Design          | Toronto / ONLINE   | Certificate               | <a href="http://continuu.yorku.ca/certificates/ux-design/">http://continuu.yorku.ca/certificates/ux-design/</a>   | 4 courses / 36hrs each      | \$4,396.00  | 4 courses, for professionals   | Cohort OnLine                  | Classes are full day Saturdays from 9am to 5pm for a total of 36hrs per class | The Certificate in User Experience (UX) Design is ideal for anyone who currently works in a creative field, like graphic or web design, or web development. People in strategic client-facing roles, like product/project managers, strategists and consultants are also a great fit.  |                   |
| IronHack                 | UX/UI Design Bootcamp                               | New York / ONLINE  | Certificate               | <a href="https://www.ironhack.com/en/ux-ui-design/remot/">https://www.ironhack.com/en/ux-ui-design/remot/</a>   | 9 weeks / 40hrs week        | \$11,700    |  | ON-LINE                        | Cohort  | Promotes multiple country offices and outlines what a typical learning day will look like and learning outcomes.   | Yes               |
| BrainStation             | UX/UI Design Bootcamp                               | Vancouver / ONLINE | Certificate               | <a href="https://brainstation.io/course-package/remot-user-experience-design-bootcamp/online/">https://brainstation.io/course-package/remot-user-experience-design-bootcamp/online/</a>                                   | 12 weeks / 40hrs week       | \$15,000    | 9 units  | ON-LINE                        | Cohort  | Promotes high level placement after courses and outlines exactly what to expect during the program. Offers a monthly payment schedule.   | No                |
| Springboard              | UI/UX Design Bootcamp                               |                    |                           | <a href="https://www.springboard.com/courses/">https://www.springboard.com/courses/</a>   | 9 months / 15-20 hours/week | 10,000 USD  | 7 units, no experience required  |                                |   |  |                   |
| Berkeley                 | UX Design Full-Time Certificate                     |                    |                           | <a href="https://extension.berkeley.edu/online/ux-design/">https://extension.berkeley.edu/online/ux-design/</a>   | Full-time one semester      | 8000 USD    | 4 courses, 3 years undergrad required  |                                |   |  |                   |
| CareerFoundry            | UX Design Certificate                               |                    |                           | <a href="https://careerfoundry.com/en/courses/ux-design/">https://careerfoundry.com/en/courses/ux-design/</a>   | 10 months full time         | 8800        |  |                                |   |  |                   |
| DesignLab                | UX Academy  |                    |                           | <a href="https://trvdesignlab.com/ux-academy/">https://trvdesignlab.com/ux-academy/</a>   |                             | 6249        | Prev experience OR do foundation course, 8 weeks, 10 hours/week (or 4 weeks 20 hours/week) |                                |   |  |                   |
| General Assembly         | UX Design Immersive                                 |                    |                           | <a href="https://remotegeneralassembly.com/ux-design/">https://remotegeneralassembly.com/ux-design/</a>   |                             |             | 7 units  |                                |   |  |                   |
| Google                   | UX Design Professional Certificate                  | ONLINE             | Certificate               | <a href="https://www.coursera.org/professional-certificates/google-ux-design/">https://www.coursera.org/professional-certificates/google-ux-design/</a>   | 6 months                    | Free        | 7 courses  | Online                         |   |  |                   |
| HEC Montreal and EdX     | UX Design and Evaluation                            | ONLINE             | Micromasters              | <a href="https://www.edx.org/micromasters/hec-montreal-ux-design-and-evaluation/">https://www.edx.org/micromasters/hec-montreal-ux-design-and-evaluation/</a>   | 10 months part time         | Free/\$2203 | 7 courses  | Online                         |   |  |                   |
| CalArts                  | UI/UX Design Specialization                         | ONLINE             | Certificate               | <a href="https://www.coursera.org/specialization/calarts-ux-design/">https://www.coursera.org/specialization/calarts-ux-design/</a>   | 4 months                    | Free        | 4 courses  | Online                         |   |  |                   |
| UX Design Institute      | Professional Diploma in UX Design                   | Online             | Diploma                   | <a href="https://www.uxdesigninstitute.com/ca/">https://www.uxdesigninstitute.com/ca/</a>   | 6 months part time          | \$4,250     | 5 hours per week, self-paced, 10 modules   |                                |   |  |                   |

Type: Diploma

Start Date: Sept 2022

|   | New        | New        | New        |
|---|------------|------------|------------|
|   | 0%         | 5%         | 10%        |
| Scenarios   | Break-Even | Break-Even | Break-Even |
| Tuition per credit - International                    | \$ 600     | \$ 600     | \$ 600     |
| Tuition per student - International                   | \$ 40,200  | \$ 40,200  | \$ 40,200  |
| Tuition per credit - Domestic                         | \$ 442     | \$ 493     | \$ 550     |
| Tuition per student - Domestic                        | \$ 29,627  | \$ 33,037  | \$ 36,827  |
| No. of Intakes  | 1          | 1          | 1          |
| No. of students per intake - Domestic                 | 10         | 10         | 10         |
| No. of students per intake - International            | 8          | 8          | 8          |
| Total students (with X FTE attrition) - Domestic      | 8          | 8          | 8          |
| Total students (with X FTE attrition) - International | 7          | 7          | 7          |
| Domestic Student FTE                                  | 8          | 8          | 8          |
| International Student FTE                             | 7          | 7          | 7          |
| Total Student FTE                                     | 15         | 15         | 15         |
| Duration - instructor months                          | 20         | 20         | 20         |
| Duration - days                                       | 325        | 325        | 325        |
| Other days  |            |            |            |
| Department head release days                          | 25         | 25         | 25         |
| Duty days per year                                    | 180        | 180        | 180        |
| Instructor FTE required per intake                    | 1.9        | 1.9        | 1.9        |
| Number of credits                                     | 67         | 67         | 67         |
| Tuition Fee per Credit - Domestic                     | \$ 442     | \$ 493     | \$ 550     |
| Tuition Fee per Credit - International                | \$ 600     | \$ 600     | \$ 600     |
| Support Staff FTE                                     | 0.50       | 0.50       | 0.50       |
| Operational costs                                     | \$ 10,000  | \$ 10,000  | \$ 10,000  |
| Revenue per credit per student                        | \$ 516     | \$ 543     | \$ 573     |
| Cost per credit per student                           | \$ 236     | \$ 263     | \$ 293     |
| Revenue per student                                   | \$ 34,561  | \$ 36,380  | \$ 38,401  |
| Cost (breakeven tuition fee) per student              | \$ 34,561  | \$ 34,561  | \$ 34,561  |
| Breakeven tuition fee per credit per student          | \$ 442     | \$ 442     | \$ 442     |
| Tuition fees per student - International              | \$ 40,200  | \$ 40,200  | \$ 40,200  |
| Tuition fees per student - Domestic                   | \$ 29,627  | \$ 33,037  | \$ 36,827  |
| Block fund per student                                |            |            |            |
| OverHead %  | 60%        | 60%        | 60%        |

| PG | Step |
|----|------|
| 24 | 5    |

Revenue

|                                 |                   |                   |                   |
|---------------------------------|-------------------|-------------------|-------------------|
| Tuition revenue - Domestic      | \$ 237,013        | \$ 264,297        | \$ 294,614        |
| Tuition revenue - International | \$ 281,400        | \$ 281,400        | \$ 281,400        |
| Block Funding                   | \$ -              | \$ -              | \$ -              |
| <b>Total revenue</b>            | <b>\$ 518,413</b> | <b>\$ 545,697</b> | <b>\$ 576,014</b> |

Instructor

|                               |                   |                   |                   |
|-------------------------------|-------------------|-------------------|-------------------|
| Salary (step 1)               | \$ 195,858        | \$ 195,858        | \$ 195,858        |
| Benefits (26%)                | \$ 50,923         | \$ 50,923         | \$ 50,923         |
| <b>Total instructor costs</b> | <b>\$ 246,781</b> | <b>\$ 246,781</b> | <b>\$ 246,781</b> |

Support Staff

|                                  |                   |                   |                   |
|----------------------------------|-------------------|-------------------|-------------------|
| Salary                           | 31,420            | 31,420            | 31,420            |
| Benefits (30%)                   | \$ 9,426          | \$ 9,426          | \$ 9,426          |
| <b>Total support staff costs</b> | <b>\$ 40,846</b>  | <b>\$ 40,846</b>  | <b>\$ 40,846</b>  |
| <b>Total labour cost</b>         | <b>\$ 287,627</b> | <b>\$ 287,627</b> | <b>\$ 287,627</b> |

Operational costs

|                                       |                   |                   |                   |
|---------------------------------------|-------------------|-------------------|-------------------|
| Direct Operational Expenses           | \$ 10,000         | \$ 10,000         | \$ 10,000         |
| <b>Total operational costs</b>        | <b>\$ 10,000</b>  | <b>\$ 10,000</b>  | <b>\$ 10,000</b>  |
| <b>Total direct costs of delivery</b> | <b>\$ 297,627</b> | <b>\$ 297,627</b> | <b>\$ 297,627</b> |

Indirect Costs

|   |                   |                   |                   |
|---|-------------------|-------------------|-------------------|
| Agency Fees 15% - International         | \$ 42,210         | \$ 42,210         | \$ 42,210         |
| Indirect student support                | \$ 178,576        | \$ 178,576        | \$ 178,576        |
| <b>Total indirect costs of delivery</b> | <b>\$ 220,786</b> | <b>\$ 220,786</b> | <b>\$ 220,786</b> |

|                           |                   |                   |                   |
|---------------------------|-------------------|-------------------|-------------------|
| <b>Total expenditures</b> | <b>\$ 518,413</b> | <b>\$ 518,413</b> | <b>\$ 518,413</b> |
|---------------------------|-------------------|-------------------|-------------------|

|   |             |                  |                  |
|---|-------------|------------------|------------------|
| <b>Net contribution to VCC overhead / (Deficit)</b> | <b>\$ -</b> | <b>\$ 27,285</b> | <b>\$ 57,601</b> |
|---|-------------|------------------|------------------|

|   |              |              |               |
|---|--------------|--------------|---------------|
| <b>Net contribution to VCC overhead / (Deficit)</b> | <b>0.0 %</b> | <b>5.0 %</b> | <b>10.0 %</b> |
|---|--------------|--------------|---------------|

\*Notes:

Existing laptops/desk & Software for Digital Media Dept - No additional capital required.

# New Concept Paper Proposal

## Web Design and Development (WDD)

**Name of Program:**

Web Design and Development (WDD)

**School/Centre:**

Trades, Technology & Design

**Credential Level:**

Diploma

**Anticipated Start Date:**

September 2022

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

**Contact(s)**

| Name           | E-mail            | Phone/Ext.                |
|----------------|-------------------|---------------------------|
| Anne Emberline | aemberline@vcc.ca | 604.871.7000 ext.<br>8535 |
| Reza Nezami    | rnezami@vcc.ca    | 604-318-8274              |

### PART 1: CONCEPT

#### Purpose and Context

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

This diploma program prepares learners to work in the field of web design and development. Graduates will be able to work in the following types of roles: UI designer, UX designer, product designer, interaction designer, web designer, app designer, junior web developer, Junior Front-End web developer, and entry-level web application developer.

Upon completion of the Web Design and Development Diploma, graduates will be able to:

1. Define complex UI/UX problems and research, ideate, prototype, test, and evaluate solutions using a design thinking process
2. Identify and empathize with UI/UX project stakeholders with a focus on a human-centered approach

3. Create graphics and design wireframes, mockups, and prototypes for UI/UX projects using professional design tools
4. Describe and apply traditional principles of design in the creation of graphics, layouts, and interfaces
5. Write and communicate effectively in professional situations
6. Work collaboratively with diverse teams on creative and deadline-based projects
7. Design and develop basic website back-ends support
8. Design and develop basic client-side scripts to work with the UI
9. Identify and debug common client-side website behaviour issues.
10. Identify basic website performance issues and propose and implement improvements and updates.
11. Perform basic day-to-day backend-related maintenance issues, as part of a team.

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

The Digital Media Design department has identified the development of new programs as a top priority in our annual plan.

This program also supports several of VCC's Key Success Drivers:

1. EDUCATIONAL QUALITY

Goal 1.2 – Enhanced instruction, instructional strategy and educational technology

This program will be offered in both blended and asynchronous deliveries using Moodle and will employ research-backed instructional-design strategies. We will work closely with the CTLR to ensure that we are using quality methods, particularly in the asynchronous components of the program.

2. OPERATIONAL EXCELLENCE

2. Goal 2.4 – Maximize our campus facilities and resources

A new Mac lab is going in on the downtown campus and this new program will maximize the use of that new space. This program also allows us to get more use out of some of the existing curriculum for the Graphic Design Diploma program, as some courses will be duplicated from that program. The launch of this program will coincide with a new flexible part-time offering of the Graphic Design Diploma program and will help ensure those classes are full.

3. FINANCIAL STABILITY AND SUSTAINABILITY

Goal 3.2 – Achieve our long term growth strategy



This program will bring new revenue to the college. This program will bring in two new intakes of students each year while also supporting an additional new intake of part-time students in our existing Graphic Design Diploma program.

#### 4. REPUTATION MANAGEMENT

##### Goal 4.1 Increase Brand awareness of VCC

Web design and development is a growing field, and this program (WDDD) will help improve VCC's reputation as a top institution for tech skills training. This program organically bridges between the 2 existing diploma programs (CST and Digital Media Design).

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

This program builds upon two existing VCC programs – the Graphic Design Diploma program and the Computer Systems Technology Diploma program. It brings together existing VCC courses, allowing students from the three programs to take courses together and, if appropriate, transfer between the programs. Additionally, some instructors that currently teach in the Graphic Design Diploma program and the Computer Systems Technology Diploma program will be able to teach in the new Web Design and Development Diploma.

Students who have finished either the existing Graphic Design Diploma program or the Computer Systems Technology Diploma program would be able to skip duplicated courses when moving into this program.

#### Needs Assessment

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

The WDD program intends to address the following educational needs:

1. Designers are increasingly being expected to be familiar with reading and modifying code. While it is not a core skill, it is often seen as a unique identifier among applicants, especially those working in a tech-related role. In a study by the Nielsen Norman Group, they state that among UX professionals surveyed, they discovered that 56% already identified HTML and CSS as one of their skillsets, while 36% of designers wished to have general programming skills under their belt.
2. Developers, on the other hand, are also being required to understand major web design and UX/UI principles to incorporate into their code. This goes in line with many best practices in terms of Information Architecture, Systems building and Project Management.
3. With collaboration becoming a keystone in the world of technology, the ability for designers and developers to communicate with one another is a key skill to becoming successful in the industry. By graduates having backgrounds in both these fields, it will become easier to understand both the creative and technical requirements when working within these agile teams.

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

The 2019 BC Labour Market Outlook has identified Web Designers and Developers (NOC 2175) and Graphic Designers and Illustrators (NOC 5241) as high opportunity occupations, with an expected combined 6,680 new job openings over the next 10 years. 46%-65.3% of these new jobs are due to economic growth.

This growth is mirrored in other parts of the world. The U.S. Bureau of Labor Statistics Occupational Outlook Handbook reports that job openings for Web Developers and Digital Designers will grow by 8% by 2029, double the average rate of all occupations, resulting in an average of 13,400 new jobs each year.

Our PAC is also in support of this new program and the demand for the skills it will train students in.

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

The Digital Media Design department has seen increased interest in the web design components of our existing Graphic Design Diploma program. In a recent survey, 80% of our current students expressed interest in taking a specialized Web Design and Development program at VCC.

The CST Department has also indicated that similar demand among its student body for taking a specialized Web Design and Development program at VCC.

## Competitive Analysis

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

For the majority of cases, most schools offer a dedicated design program or development program to its students. There are few schools that offer a joint program that allow students to develop skills in both disciplines.

#### POST-SECONDARY COLLEGES/UNIVERSITIES

VanArts's Web development 1 year - Has a program for Web Development and Interactive design.

VFS - Digital Design Program - 2 year course that integrates UX/UI Design, Graphic Design and Front-end development

Langara - Web Developer Certificate - 1 year, but offers courses in Web Design in addition to their collection of traditional development courses

#### ONLINE/BOOTCAMPS

Brainstation - Offers separate certificates in UX/UI/Web Design and Full Stack Development which students often take together.

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

None

## Student Profile

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

This diploma will appeal to the following types of students:

1. International students who want to study and live in Canada and require a 2-year diploma and 50% residency to qualify for a post-graduation work permit
2. Domestic or international students with no previous experience or training in design, likely 18-25, male or female. Some of these students will come straight from high school.
3. Transfer students from more print-focused graphic design programs at BCIT and Emily Carr, who will be able to skip the first foundation certificate of the program.
4. Professional graphic designers who have the skills to work in print design but need to upgrade their skills to either stay relevant in current jobs or get new jobs as UI/UX or web designers (likely age 25 – 35)

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

We will be attracting students with the following strategies:

- Transfer agreements with private colleges
- A social media marketing campaign
- PR about industry and community partnership projects
- Career fairs, Experience VCC, etc

We will also work closely with the international admissions office to support them in their global marketing initiatives.

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

The design industry faces several issues with diversity and equity. While design students are often gender balanced or female majority, there is a remarkable lack of women in upper levels of leadership in the design field. According to AIGA's Design Census, while 61% of designers are women, only 29% are creative directors (4). And for women who are creative directors in Canada, the pay gap is large – the most recent Creative Earners report from the Association of Registered Graphic Designers in Canada reported that female creative directors earn a full \$20,000 less per year than male creative directors (5).

With regards to race, the design industry fares even worse. The 2017 AIGA Design Census reported that 73% of designers are white, with only 5% of designers reporting their race as Black or Indigenous (6). The UK's Design Council reports that non-white designers are also the least likely to have management roles (7).

These rates are similar within the software industry as well. With the WDD program, there is a higher chance to be able to attract more female students to this program vs pure software and coding programs. The combination of having both art and coding sides in this program will help lower the barrier to entry that would normally discourage most women from applying to this program. Additionally, the programs would offer mentorship to women and BIPOC students to ensure they are supported throughout the program.

## Quality

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

We will explore the following block transfer opportunities:

- Transfers in from UI/UX certificates at BCIT, and Tamwood International College.
- Transfers into bachelor's degree programs at SFU, who offer degrees focused on programming and interaction design.

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

The Digital Media Design department has an existing PAC for this program and have already consulted with them on our first ideas. We will be consulting them again at our next meeting in December 2021 when the curriculum development is underway, and in the interim, we will be consulting with them as we build the official list of courses in the coming months.

The CST program will be having its first PAC meeting in August of 2021. The group will be comprised of mostly members of industry that are already involved with CST as well as part-time term instructors.

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

We will be staffing this program with existing faculty as well as hiring some additional faculty to cover the increased load. Our current faculty roster combines decades of experience in web and UI/UX design, with several instructors currently working in industry alongside their teaching.

Web development faculty are already teaching various CST web development courses. They are web industry developer professionals who work in various companies as back-end web developers.

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

Students will complete a capstone project course that gives them the option of working on a real-world client project in industry. In addition, students will have the option to take the Industry Project and Community Project courses from the new UI/UX Design Diploma program as electives. In these courses, students work with industry or community partners to design and build solutions to real-world design challenges.

## Admission, Delivery, and Design

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

The program will take a minimum of 2 years (full-time) and a maximum of 5 years to complete. We expect to offer two intakes of 18 students each year.

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

Students will be able to enter into this program with no previous education needed beyond high school graduation with English-12 or equivalent with a minimum grade of "C" or equivalent, and Pre-calculus or Principles of Math 12 with a minimum grade of 'C' . These are inline with the basic admission requirements of both the DMD and CST departments.

As noted in question 19, students with more experience have some additional options for entry into this program.

For students leaving the program who want more education, we will work to setup block transfers into 4-year degree programs at other institutions, like Emily Carr, SFU, UFV, or Capilano University.

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

Since this program is not cohort based, students will be able to select courses as they fit into their lives, studying part-time or full-time whenever appropriate. At first, we will be offering the program in a blended model, and we will prioritize offering classes on evenings and weekends. In the second year, we will also offer a completely asynchronous version of the program as well, which will coincide with an asynchronous offering of both the existing Graphic Design Diploma program and the new UI/UX Design Diploma program.

CST courses will be scheduled as much as possible to avoid having to offer extra sessions, mostly because of lab time limitations.

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

Entry 1: No Previous Experience

Students with no previous experience will enter this diploma from the beginning and take all courses.

Entry 2: Transfers into the program

We will setup transfer agreements with similar programs that allow our students to transfer skills into this diploma and study just the areas they need. For example, students with previous web development experience can take only the design courses and vice versa. Additionally, VCC students will be able to transfer into this program from the Graphic Design Diploma program, the Computer Systems Technology program, or the proposed UI/UX Design Diploma program.

Exit pathways:

Students will be able to exit the program when they complete the full course requirements. Additionally, we will work to setup block transfers into 4-year degree programs at other institutions, like Emily Carr, SFU, UFV, or Capilano University.

## Operational Needs

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

### TECHNOLOGY

The delivery of this program will require additional software licenses for various design and programming apps. We will also need support and storage space for Moodle shells for each course.

### STAFF AND FACULTY

These programs will require additional CUPE support with student intake, industry and community

project management, and scheduling. It will also require the hiring of some additional faculty, some of whom can be pulled from our list of auxiliary instructors.

#### MARKETING

As this is a new program created from 2 existing programs, we will require some support from marketing to attract new students.

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

As this program repackages existing courses from 2 existing programs, there won't be a need to add additional curriculum development other than what has already been approved. However, there will most likely be a need to add additional release time for Department Heads to handle logistics as well as potential time for assistants to address project/client management needs.

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

#### MARKETING

VCC is not yet a top-of-mind school for digital media design or software related programs, so without marketing support, there is a high risk that a new WDD program will be invisible to prospective students, who are not likely to think of VCC first for this type of training. If we don't get support from marketing, we would be relying only on the hope that students will see the new program when browsing the VCC website – a site they may not even go to if they don't already associate VCC with the design industry. This could result in low intakes and possibly a failure of the program to enroll enough students, despite it being an in-demand credential.

#### Phase In/Phase Out Plan

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

Not applicable

#### PART 2: INITIAL BUSINESS CASE

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

#### **What is the source of funding for this program?**

See attached spreadsheet

Type: Diploma

Start Date: Sept 2022

|   | New        | New        | New        |
|---|------------|------------|------------|
| Scenarios   | 0%         | 5%         | 10%        |
| Break-Even  | Break-Even | Break-Even | Break-Even |
| Tuition per credit - International                    | \$ 600     | \$ 600     | \$ 600     |
| Tuition per student - International                   | \$ 40,800  | \$ 40,800  | \$ 40,800  |
| Tuition per credit - Domestic                         | \$ 429     | \$ 479     | \$ 535     |
| Tuition per student - Domestic                        | \$ 29,180  | \$ 32,595  | \$ 36,389  |
| No. of Intakes  | 1          | 1          | 1          |
| No. of students per intake - Domestic                 | 10         | 10         | 10         |
| No. of students per intake - International            | 8          | 8          | 8          |
| Total students (with X FTE attrition) - Domestic      | 8          | 8          | 8          |
| Total students (with X FTE attrition) - International | 7          | 7          | 7          |
| Domestic Student FTE                                  | 8          | 8          | 8          |
| International Student FTE                             | 7          | 7          | 7          |
| Total Student FTE                                     | 15         | 15         | 15         |
| Duration - instructor months                          | 20         | 20         | 20         |
| Duration - days                                       | 325        | 325        | 325        |
| Other days  |            |            |            |
| Department head release days                          | 25         | 25         | 25         |
| Duty days per year                                    | 180        | 180        | 180        |
| Instructor FTE required per intake                    | 1.9        | 1.9        | 1.9        |
| Number of credits                                     | 68         | 68         | 68         |
| Tuition Fee per Credit - Domestic                     | \$ 429     | \$ 479     | \$ 535     |
| Tuition Fee per Credit - International                | \$ 600     | \$ 600     | \$ 600     |
| Support Staff FTE                                     | 0.50       | 0.50       | 0.50       |
| Operational costs                                     | \$ 10,000  | \$ 10,000  | \$ 10,000  |
| Revenue per credit per student                        | \$ 509     | \$ 536     | \$ 565     |
| Cost per credit per student                           | \$ 229     | \$ 256     | \$ 285     |
| Revenue per student                                   | \$ 34,603  | \$ 36,424  | \$ 38,448  |
| Cost (breakeven tuition fee) per student              | \$ 34,603  | \$ 34,603  | \$ 34,603  |
| Breakeven tuition fee per credit per student          | \$ 429     | \$ 429     | \$ 429     |
| Tuition fees per student - International              | \$ 40,800  | \$ 40,800  | \$ 40,800  |
| Tuition fees per student - Domestic                   | \$ 29,180  | \$ 32,595  | \$ 36,389  |
| Block fund per student                                |            |            |            |
| OverHead %  | 60%        | 60%        | 60%        |

| PG | Step |
|----|------|
| 24 | 5    |

Revenue

|                                 |                   |                   |                   |
|---------------------------------|-------------------|-------------------|-------------------|
| Tuition revenue - Domestic      | \$ 233,443        | \$ 260,761        | \$ 291,114        |
| Tuition revenue - International | \$ 285,600        | \$ 285,600        | \$ 285,600        |
| Block Funding                   | \$ -              | \$ -              | \$ -              |
| <b>Total revenue</b>            | <b>\$ 519,043</b> | <b>\$ 546,361</b> | <b>\$ 576,714</b> |

Instructor

|                               |                   |                   |                   |
|-------------------------------|-------------------|-------------------|-------------------|
| Salary (step 1)               | \$ 195,858        | \$ 195,858        | \$ 195,858        |
| Benefits (26%)                | \$ 50,923         | \$ 50,923         | \$ 50,923         |
| <b>Total instructor costs</b> | <b>\$ 246,781</b> | <b>\$ 246,781</b> | <b>\$ 246,781</b> |

Support Staff

|                                  |                   |                   |                   |
|----------------------------------|-------------------|-------------------|-------------------|
| Salary                           | 31,420            | 31,420            | 31,420            |
| Benefits (30%)                   | \$ 9,426          | \$ 9,426          | \$ 9,426          |
| <b>Total support staff costs</b> | <b>\$ 40,846</b>  | <b>\$ 40,846</b>  | <b>\$ 40,846</b>  |
| <b>Total labour cost</b>         | <b>\$ 287,627</b> | <b>\$ 287,627</b> | <b>\$ 287,627</b> |

Operational costs

|                                       |                   |                   |                   |
|---------------------------------------|-------------------|-------------------|-------------------|
| Direct Operational Expenses           | \$ 10,000         | \$ 10,000         | \$ 10,000         |
| <b>Total operational costs</b>        | <b>\$ 10,000</b>  | <b>\$ 10,000</b>  | <b>\$ 10,000</b>  |
| <b>Total direct costs of delivery</b> | <b>\$ 297,627</b> | <b>\$ 297,627</b> | <b>\$ 297,627</b> |

Indirect Costs

|   |                   |                   |                   |
|---|-------------------|-------------------|-------------------|
| Agency Fees 15% - International         | \$ 42,840         | \$ 42,840         | \$ 42,840         |
| Indirect student support                | \$ 178,576        | \$ 178,576        | \$ 178,576        |
| <b>Total indirect costs of delivery</b> | <b>\$ 221,416</b> | <b>\$ 221,416</b> | <b>\$ 221,416</b> |

|                           |                   |                   |                   |
|---------------------------|-------------------|-------------------|-------------------|
| <b>Total expenditures</b> | <b>\$ 519,043</b> | <b>\$ 519,043</b> | <b>\$ 519,043</b> |
|---------------------------|-------------------|-------------------|-------------------|

|   |             |                  |                  |
|---|-------------|------------------|------------------|
| <b>Net contribution to VCC overhead / (Deficit)</b> | <b>\$ -</b> | <b>\$ 27,318</b> | <b>\$ 57,671</b> |
|---|-------------|------------------|------------------|

|   |              |              |               |
|---|--------------|--------------|---------------|
| <b>Net contribution to VCC overhead / (Deficit)</b> | <b>0.0 %</b> | <b>5.0 %</b> | <b>10.0 %</b> |
|---|--------------|--------------|---------------|

\*Notes:

Existing laptops/desk & Software for Digital Media Dept - No additional capital required.



## Online Learning Classroom Agreement

### Cover Letter for Instructors

The attached online learning classroom agreement was produced in order to clarify a variety of issues and questions that have come up in relation to teaching online. For example, issues around the recording of Zoom class sessions and assessments, privacy, accessibility, and best practices for Universal Design for Learning (UDL). The agreement is consistent with VCC policies and procedures, as well as privacy legislation.

This agreement is intended to be shared by instructors in their courses to address issues such as privacy while promoting a positive and effective online learning environment for everyone.

Instructors should review the contents of this classroom agreement with their students at the start of the course.

### Recording of Online Classes

The agreement states that informed consent is required before each Zoom session is recorded. It is recommended that instructors use the 'Recording Disclaimer' feature in Zoom in order to obtain consent. The Recording Disclaimer feature works in such a way that if a student does not provide consent then they automatically exit the session.

The instructor should then continue with the recording.

It is recommended that online live lectures (e.g. delivered via Zoom) are recorded or pre-recorded in order to support universal design for learning and accessibility. However, to foster open dialogue and to protect the privacy of students and instructors, it is recommended that activities like interactive group work and group discussions are not recorded. Instructors should use their discretion to decide when it is appropriate to stop and start recording based on the nature of the online class activities. These considerations also apply to breakout rooms.

### Online Assessments

If students do have issues around participating in online activities or completing required online assessments, instructors should discuss these issues with the student to seek workable solutions. The appropriate coordinator, department leader or dean of the area should be consulted if further support is needed. Instructors may contact Disability Services for support regarding student accessibility concerns.

## Emergency Response

At the start of the course, instructors should ask students to provide their address and emergency contact person details. Instructors should explain that this information would only be used if the student is observed to be in possible distress (VCC has a duty of care under Canadian civil law). In addition, instructors should ask that students update this information should it change at any point during the course. If students refuse to provide this information, instructors should make a note in their emergency address/contact list.

If instructors have questions about integrating the classroom agreement into their classes or would like further support they should email [IASupport@vcc.ca](mailto:IASupport@vcc.ca)

Questions regarding student accommodations in the online environment should be directed to [disabilityservices@vcc.ca](mailto:disabilityservices@vcc.ca)

## Online Learning: Classroom Agreement

VCC is committed to an accessible and supported online learning environment that respects privacy with respectful dialogue/discussion.

This classroom agreement supports a positive and effective online learning environment for instructors and students.

### Classroom agreement between students & instructors

#### LEARNING ENVIRONMENT

- To support a rich learning environment, follow [Zoom Tips For Online Classes](#).
- VCC's educational policies and procedures apply to the online learning environment. Nothing in this agreement displaces VCC Policy and/or collective agreements. Issues that fall outside this classroom agreement will be dealt with according to VCC Policy. Examples of relevant policies or procedures include:
  - [D.4.3 Student Code of Conduct \(non-educational matters\)](#)
  - [D.4.5 Academic Integrity](#)
  - [A.3.6 Standards of Employee Conduct & Conflict of Interest](#)
  - [A.3.9 Records Management](#)
  - [A.3.3 Freedom of Information and Protection of Privacy \(FOIPPA\)](#)
  - [D.4.1 Students with Disabilities](#)
- Students who are unable to participate in online learning activities must talk with instructors outside of class time. Instructors will determine appropriate ways for students to meet course requirements or if additional support is needed.
- Additional support or guidance can be provided by the department leader, or student service area, such as the Arbiter of Student Issues Office, the VCC Privacy Officer, or Disability Services, etc.
- Students should not share course materials such as tests, quizzes, and recordings with people not registered in the course.

#### RECORDING OF ONLINE CLASSES

- All recordings follow privacy and confidentiality legislation.
- Instructors may record some or all of the online live sessions (Zoom) to support universal access and accessibility. Instructors will ask students for their consent to be recorded in each class. It is the student's responsibility to leave the session if they do not give consent to be recorded.
- If a student does not give consent to be recorded for privacy reasons, the content will be provided in another way (for example via a link to the recording etc.).

- Students must not record the session (and breakout room sessions) using any medium or recording tool unless the instructor and all students give clear consent.

### **ONLINE ASSESSMENTS**

- The instructor will tell students in advance how course exams, tests, quizzes, will be conducted and invigilated online (e.g. via Zoom).
- Students who can't complete any online assessments due to access to technology, accessibility concerns, or other barriers should talk to their instructor before the assessment activity.
- Students who have difficulties during an assessment should contact their instructor as soon as possible.

### **ACCESS AND USE OF RECORDINGS**

- If assessments are recorded, recordings will be stored for two years at the college and then discarded, as per the records management policy.
- Recordings of assessments will only be accessible to the student, the instructor, and the department leader of the program area.
- All recordings (online lectures and assessments) may be used for student educational conduct or individual non-educational conduct purposes.

### **EMERGENCY RESPONSE**

- If a student is observed to be in possible distress VCC has a duty of care (under Canadian civil law) to contact the student's emergency contact. This requires students to provide their instructor(s) with their current address and emergency contact details.
- A student's address and emergency contact details would only be used in an emergency situation. This information may be communicated at the beginning of the term, or if the information changes, may be updated at the beginning of an online class.



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 14, 2021

**ISSUE:** New course: MATH 2120 Discrete Mathematics 2

**BACKGROUND:**

The Math department is proposing a new course: MATH 2120 Discrete Mathematics 2. MATH 2120 will support the Computer Science pathways for the Associate of Science degree program and expands the number of second year university-transfer courses available to students at VCC. The department believes this course will also support students interested in transferring to the Software Systems program at Simon Fraser University.

**DISCUSSION:**

Natasha Mandryk, Department Head of Mathematics, presented the proposal. There were no major concerns. Curriculum Committee discussed the heavy use of exams in the evaluation plan. This is still standard in math courses in universities and colleges, and credit transfer can be dependent on heavy exam assessments.

**RECOMMENDATION:**

THAT Education Council approve, in the form presented at this meeting, the new course MATH 2120 Discrete Mathematics 2.

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

**DATE:** July 16, 2021

# Course Change Request

## New Course Proposal

Date Submitted: 05/28/21 4:47 pm

Viewing: **MATH 2120 : Discrete Mathematics 2**

Last edit: 06/08/21 10:36 am

Changes proposed by: nmandryk

Programs  
referencing this  
course

[118: Associate of Science Degree](#)

Course Name:

Discrete Mathematics 2

Effective Date: May 2022

School/Centre: Arts & Sciences

Department: UT Math (2017)

Contact(s)

### In Workflow

1. 2017 Leader
2. SAS Dean
3. Curriculum  
Committee Chair
4. EDCO Chair
5. Records
6. Banner

### Approval Path

1. 05/28/21 5:32 pm  
Costa Karavas  
(ckaravas):  
Approved for 2017  
Leader
2. 05/31/21 11:56 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 06/16/21 4:04 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Natasha Mandryk | nmandryk@vcc.ca | 7294       |

Banner Course Name: Discrete Mathematics 2

Subject Code: MATH - Mathematics

Course Number: 2120

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

## Course Description:

This course is a continuation of MATH 1120 (Discrete Mathematics 1). It introduces students to more advanced topics in graph theory, inclusion and exclusion, recurrence relations, generating functions, optimization and matching, with an emphasis on applications in computer science.

## Course Pre-Requisites (if applicable):

MATH 1120 Discrete Mathematics 1

## Course Co-requisites (if applicable):

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

No

## Course Learning

## Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Apply and demonstrate more advanced methods of mathematical proof in problem solving.   |
| CLO #2 | Describe and use generating functions to solve counting problems and recurrence relations.                                    |
| CLO #3 | Solve linear homogeneous and nonhomogeneous recurrence relations and develop recurrence relations to model problems.          |
| CLO #4 | Explain and construct solutions related to Euler trails/circuits, Hamilton path/cycles and chromatic numbers and polynomials. |
| CLO #5 | Generate functions based on recurrence relations using infinite sums and various algebraic methods.                           |
| CLO #6 | Solve optimization problems by implementing the Dijkstra's Shortest-Path algorithm and Kruskal's and Prim's algorithms.       |
| CLO #7 | Solve the "assignment problem" using matching functions that establish one-to-one correspondence between elements of subsets. |

Instructional

Strategies:

Lectures and exercises

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

| Type         | Percentage | Brief description of assessment activity |
|--------------|------------|--|
| Assignments  | 15-30      | Formative assessments                    |
| Midterm Exam | 20-25      |  |
| Midterm Exam | 20-25      |  |
| Final Exam   | 25-35      |  |

## Hours by Learning Environment Type

---

Total Hours

Lecture, Seminar, Online

60

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

Course Topics

**Course Topics:**



**Course Topics:**

- Inclusion-exclusion: The principle of inclusion-exclusion (review); Generalized inclusion-exclusion; Derangements
- Generating functions: Introduction to generating functions; Computational techniques; Inverses; Rational generating functions; Partitions of integers; Coefficient extraction
- Recurrence relations: General form of linear recurrence relations; First-order linear recurrence relations; Second-order linear homogeneous relations; Nonhomogeneous recurrence relations; Solutions via method of undetermined coefficients; Solutions via generating functions
- Graph theory: Review; Euler trails and circuits; Planar graphs; Hamilton paths and cycles; Graph coloring and chromatic number
- Optimization and matching: Review of trees; Dijkstra's shortest-path algorithm; Minimum spanning trees: Kruskal's and Prim's algorithms; Matching theory

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

Yes

Provide a rationale  
for this proposal:

This course supports the Computer Science pathway for the Associate of Science degree. Computer Science is a growing area at VCC, and there is appetite for additional second-year science and math classes.

We also anticipate that this course will be taken by students in the University Transfer - Software Systems (SFU) certificate program who wish to complete additional courses at VCC.

Are there any  
expected costs as a

result of this  
proposal?

### Consultations

| Consulted Areas                                    | Consultation Comments   |
|--|---|
| Centre for Teaching, Learning, and Research (CTLR) | Met with IAs on May 26.   |
| Faculty/Department                                 | Faculty members likely to teach this course were all involved in its development. |
| Other Department(s)                                | Science department has encouraged and supported the development of this course.   |
| Registrar's Office                                 |   |
| Advising & Recruitment                             |   |

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

Make Available on Website:

Key: 9179

[Preview Bridge](#)



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 14, 2021

**ISSUE:** Revisions to 14 courses in the Architectural Technician program

**BACKGROUND:**

The CAD & BIM Technologies department is proposing adjustments to 14 courses in their architectural technician specialty. The updates are primarily to assessment plans, topics, and a few adjustments to learning outcomes. The pre-requisite courses were also adjusted.

**DISCUSSION:**

Maurice Della-Savia, architectural instructor, presented the proposal. There were no major concerns. A few learning outcomes were further adjusted, as was wording in the assessment plans.

Given the minimal scope of the changes, the Registrar's Office was comfortable with a September 2021 effective date for all courses.

**RECOMMENDATION:**

THAT Education Council approve, in the form presented at this meeting, revisions to 14 architectural technician courses: DRFT 1270-1278 and DRFT 1371-1375.

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

**DATE:** August 23, 2021

# Course Change Request

Date Submitted: 06/08/21 9:56 am

Viewing: **DRFT 1270 : Residential Design**

Last edit: 09/02/21 12:44 pm

Changes proposed by: mdellasavia

Programs  
referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling \(BIM\) Technician Diploma](#)

Course Name:

**Residential Design**

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

## In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/09/21 8:16 am  
Bruce McGarvie  
(bmcgarvie):  
Approved for 4203  
Leader
2. 06/09/21 9:00 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 09/03/21 11:10 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

| Name                       | E-mail                    | Phone/Ext.          |
|----------------------------|---------------------------|---------------------|
| <b>Maurice Della-Savia</b> | <b>mdellasavia@vcc.ca</b> | <b>778-861-3626</b> |

Banner Course Name: Residential Design

Subject Code: DRFT - Drafting

Course Number: 1270

Year of Study            1st Year Post-secondary

Credits:                    1

Bridge College Code

Bridge Billing Hours    0-1

Bridge Course Level

#### Course Description:

In this course, students will identify the roles of engineering and architectural professionals. Students will study and apply architectural theory, sustainable development initiatives such as LEED and the development and design processes.

This course is part of the full-time Architectural Technician, Civil/Structural Technician, Steel Detailing Technician Certificate Programs.

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

**DRFT 1010, DRFT 1011, DRFT 1012**

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

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

No

#### Course Learning

#### Outcomes (CLO):

|               | <b>Upon successful completion of this course, students will be able to:</b>  |
|---------------|--|
| <b>CLO #1</b> | Identify the roles of engineering and architectural professionals  |
| <b>CLO #2</b> | Describe various media, reproduction methods and drawing applications  |
| <b>CLO #3</b> | Identify design principles used in architecture  |
| <b>CLO #4</b> | Complete a <b>space planning proposal</b> <del>building permit application form</del>                              |
| <b>CLO #5</b> | Identify the properties of sustainable design  |
| <b>CLO #6</b> | <b>Identify and develop</b> <del>Complete</del> a <b>list set</b> of construction <b>categories specifications</b> |

Instructional

Strategies:

Lectures, handouts, group/team participation, and videos are used.

### Evaluation and Grading

---

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

Evaluation Plan:

| Type                        | Percentage | Brief description of assessment activity   |
|-----------------------------|------------|--|
| Assignments                 | 60         | Minimum of 2 research projects of approx. <del>assignments of equal value</del> equal value    |
| Quizzes/Tests Participation | 40         | Minimum of 2 quizzes of approx. <del>group/team work sessions of equal value</del> equal value |

### Hours by Learning Environment Type

---

Total Hours 30

Lecture, Seminar, Online  
10

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation  
20

Practicum, Self-Paced, Individual  
Learning

Course Topics

**Course Topics:**

Roles of careers and professional practices

Team responsibilities

Architectural conventions and standards

Drafting media and reproduction methods

**Course Topics:**

Design basics and process

Room relationships and sizes

Construction procedures

Conservation and environmental design and construction (sustainable design)

Guidelines and required codes that effect building design

Building permits

Construction **categories** **specifications**

Exterior design factors

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

**Architectural Drafting and Design (Jefferis/Madsen)**

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of 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

DRFT 1374

## Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

# Course Change Request

Date Submitted: 06/08/21 9:57 am

Viewing: **DRFT 1271 : Site Planning**

Last edit: 09/03/21 11:01 am

Changes proposed by: mdellasavia

Programs  
referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling \(BIM\) Technician Diploma](#)

Course Name:

**Site Planning**

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

## In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/09/21 8:17 am  
Bruce McGarvie  
(bmcgarvie):  
Approved for 4203  
Leader
2. 06/09/21 9:00 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 09/03/21 11:10 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

| Name                       | E-mail                    | Phone/Ext.          |
|----------------------------|---------------------------|---------------------|
| <b>Maurice Della-Savia</b> | <b>mdellasavia@vcc.ca</b> | <b>778-861-3626</b> |

Banner Course Name: Site Planning

Subject Code: DRFT - Drafting

Course Number: 1271



Year of Study            1st Year Post-secondary

Credits:                    1

Bridge College Code

Bridge Billing Hours    0-1

Bridge Course Level

#### Course Description:

In this course, students will study site development and follow best practice design required for a typical residence. Students will prepare a site plan following the applicable standards and conventions.

This course is part of the full-time Architectural Technician, Civil/Structural Technician, Steel Detailing Technician Certificate Programs.

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

**DRFT 1013, DRFT 1270**

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

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

No

#### Course Learning

#### Outcomes (CLO):

|               | <b>Upon successful completion of this course, students will be able to:</b>        |
|---------------|--|
| <b>CLO #1</b> | Identify and select attributes for proper site orientation                         |
| <b>CLO #2</b> | Name divisions of a section of land  |
| <b>CLO #3</b> | Illustrate common survey systems   |
| <b>CLO #4</b> | <b>Calculate bearings</b>  |
| <b>CLO #5</b> | Identify <b>common 10</b> site plan items found on drawings                        |
| <b>CLO #6</b> | Use graphic conventions to represent building practices and components in drawings |
| <b>CLO #7</b> | Construct and assemble a site plan drawing using accurate drafting standards       |

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

**CLO #8** Organize and store documents applying the appropriate filing procedures

Instructional

Strategies:

Lectures, handouts, worksheets, videos and project/drawing-based problems are used.

## Evaluation and Grading

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 35         | Drawing of a site plan Assignments       |
| Quizzes/Tests | 30         | Site Plans Quizzes/Tests                 |
| Assignments   | 35         | Bearings calculations Assignments        |

## Hours by Learning Environment Type

Total Hours 30

Lecture, Seminar, Online

10

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

20

Practicum, Self-Paced, Individual  
Learning

Course Topics

**Course Topics:**

Site planning

Legal descriptions

**Bearings & Azimuths**

**Course Topics:**

CAD and Architectural drafting standards

Site plan requirements

Site plan layout

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

**Architectural Drafting and Design (Jefferis/Madsen)****Canadian Wood Frame Construction (CMHC) & Glossary**

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of 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

DRFT 1374

Provide a rationale  
for this proposal:

Are there any

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

# Course Change Request

Date Submitted: 06/08/21 9:57 am

Viewing: **DRFT 1272 : Codes Code and Regulations**

**1**

Last edit: 09/03/21 11:01 am

Changes proposed by: mdellasavia

Programs  
referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling \(BIM\) Technician Diploma](#)

Course Name:

**Codes and Regulations 1**

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

## In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/09/21 8:18 am  
Bruce McGarvie  
(bmcgarvie):  
Approved for 4203  
Leader
2. 06/09/21 9:00 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 09/03/21 11:10 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

| Name                       | E-mail                    | Phone/Ext.          |
|----------------------------|---------------------------|---------------------|
| <b>Maurice Della-Savia</b> | <b>mdellasavia@vcc.ca</b> | <b>778-861-3626</b> |

Banner Course Name: **Codes Code and Regulations 1**

Subject Code: DRFT - Drafting

Course Number: 1272

Year of Study            1st Year Post-secondary

Credits:                    1

Bridge College Code

Bridge Billing Hours    0-1

Bridge Course Level

#### Course Description:

In this course, students are introduced to the B.C. Building Code (BCBC) Part 9 and the National Building Code as related to the Canadian Wood-Frame House Construction Guide by CMHC. Students develop knowledge in acceptable building practices and standards of light wood frame construction.

This course is part of the full-time Architectural Technician, Civil/Structural Technician, Steel Detailing Technician Certificate Programs.

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

**DRFT 1271**

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

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

No

#### Course Learning

#### Outcomes (CLO):

|               | <b>Upon successful completion of this course, students will be able to:</b>                      |
|---------------|--|
| <b>CLO #1</b> | List the stages of construction  |
| <b>CLO #2</b> | List standard lumber sizes used in wood frame construction                                       |
| <b>CLO #3</b> | Describe <b>3</b> categories found in Division B of the BCBC                                     |
| <b>CLO #4</b> | <b>Consult appropriate</b> <del>Identify and list the</del> sections found in Part 9 of the BCBC |
| <b>CLO #5</b> | <b>Consult</b> <del>Identify and list</del> definitions used in the BCBC                         |
| <b>CLO #6</b> | Draw sketches of components in assemblies  |

Instructional

Strategies:

Lectures, handouts, group/team participation, videos and problem based learning activities are used.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type                | Percentage | Brief description of assessment activity   |
|---------------------|------------|--|
| Quizzes/Tests       | 20         | Minimum of 2 quizzes of approx. equal value Quizzes/Tests                            |
| Project Assignments | 80         | Minimum 4 drawing sketches of 3 drawings of views of approx. equal value equal value |

## Hours by Learning Environment Type

---

Total Hours 30

Lecture, Seminar, Online

10

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

20

Practicum, Self-Paced, Individual  
Learning

Course Topics

### Course Topics:

The construction process

B.C. Building Code, Part 9

Introduction to wood frame construction

Healthy housing building practices

Building component and assemblies practices

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

**Architectural Drafting and Design (Jefferis/Madsen)**  
**Canadian Wood Frame Construction (CMHC) & Glossary**

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of 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

DRFT 1374

Provide a rationale  
for this proposal:

Are there any

## Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

## Marketing Information

---

# Course Change Request

Date Submitted: 06/08/21 9:58 am

Viewing: **DRFT 1273 : Construction Assemblies 1**

Last edit: 09/03/21 11:02 am

Changes proposed by: mdellasavia

Programs  
referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling \(BIM\) Technician Diploma](#)

Course Name:

**Construction Assemblies 1**

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

## In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/09/21 10:27 am  
Bruce McGarvie  
(bmcgarvie):  
Approved for 4203  
Leader
2. 06/09/21 10:54 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 09/03/21 11:10 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

| Name                       | E-mail                    | Phone/Ext.          |
|----------------------------|---------------------------|---------------------|
| <b>Maurice Della-Savia</b> | <b>mdellasavia@vcc.ca</b> | <b>778-861-3626</b> |

Banner Course Name: Construction Assemblies 1

Subject Code: DRFT - Drafting

Course Number: 1273



Year of Study            1st Year Post-secondary

Credits:                    1

Bridge College Code

Bridge Billing Hours    0-1

Bridge Course Level

#### Course Description:

In this course, students are introduced to conventional building assemblies and building envelope design and materials used in the coastal climate of B.C. Students prepare a typical wall section required for course DRFT 1274, Single Family Residences.

This course is part of the full-time Architectural Technician, Civil/Structural Technician, Steel Detailing Technician Certificate Programs.

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

**DRFT 1272**

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

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

No

#### Course Learning

#### Outcomes (CLO):

|               | <b>Upon successful completion of this course, students will be able to:</b>     |
|---------------|---|
| <b>CLO #1</b> | Identify and list the major building assemblies                                 |
| <b>CLO #2</b> | Identify and list materials in the building envelope                            |
| <b>CLO #3</b> | Use residential building codes to create graphical representation of structures |
| <b>CLO #4</b> | Identify and list the components in a section view                              |
| <b>CLO #5</b> | Draw and complete a section view using accurate drafting standards              |

#### Instructional

#### Strategies:

Lectures, handouts, group/team participation, props, videos and problem based learning activities are used.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage       | Brief description of assessment activity  |
|---------------|------------------|---|
| Assignments   | 40 <del>10</del> | Minimum of 6 sketches of approx. equal value Assignments  |
| Project       | 50               | Minimum of 3 drawings of views of approx. equal value Complete and identify all building components in a section view |
| Quizzes/Tests | 10 <del>40</del> | Assemblies quiz 2 quizzes of equal value  |

## Hours by Learning Environment Type

---

Total Hours 30

Lecture, Seminar, Online

10

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

20

Practicum, Self-Paced, Individual  
Learning

Course Topics

### Course Topics:

Wood framing and Construction

Residential building codes, BCBC Part 9

Building assembly systems used in the coastal climate of BC

Building envelopes

**Course Topics:**

CAD and Architectural drawing conventions

Section views

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

**Architectural Drafting and Design (Jefferis/Madsen)****Canadian Wood Frame Construction (CMHC) & Glossary**

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of 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

DRFT 1374

Prop

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

# Course Change Request

Date Submitted: 06/08/21 9:58 am

Viewing: **DRFT 1274 : Single Family Residences**

Last edit: 09/03/21 11:02 am

Changes proposed by: mdellasavia

Programs  
referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling \(BIM\) Technician Diploma](#)

Course Name:

**Single Family Residences**

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

## In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/09/21 8:20 am  
Bruce McGarvie  
(bmcgarvie):  
Approved for 4203  
Leader
2. 06/09/21 9:00 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 09/03/21 11:10 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

| Name                       | E-mail                    | Phone/Ext.          |
|----------------------------|---------------------------|---------------------|
| <b>Maurice Della-Savia</b> | <b>mdellasavia@vcc.ca</b> | <b>778-861-3626</b> |

Banner Course Name: Single Family Residences

Subject Code: DRFT - Drafting

Course Number: 1274

Year of Study            1st Year Post-secondary

Credits:                    5

Bridge College Code

Bridge Billing Hours    0-5

Bridge Course Level

#### Course Description:

In this course students build on architectural residential design practices by applying the appropriate codes and theory of wood framing for residential structures. Students develop knowledge in acceptable standards for preparing a set of framing drawings of a residential wood framed residence.

This course is part of the full-time Architectural Technician, Civil/Structural Technician, Steel Detailing Technician Certificate Programs.

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

**DRFT 1273**

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

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

No

#### Course Learning

#### Outcomes (CLO):

|               | <b>Upon successful completion of this course, students will be able to:</b>                |
|---------------|--|
| <b>CLO #1</b> | Construct residential drawing plans using accurate drafting standards                      |
| <b>CLO #2</b> | Assemble and construct building views using the correct CAD tools and formats              |
| <b>CLO #3</b> | Use and apply residential building codes to create graphical representations of structures |
| <b>CLO #4</b> | Use graphic conventions to represent building practices and components in drawings         |
| <b>CLO #5</b> | Research vendor suppliers to find correct products for drawings                            |
| <b>CLO #6</b> | Apply vendor specifications to drawings  |
| <b>CLO #7</b> | Collect and classify a list of components to create schedules in drawings                  |

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

**CLO #8** Use tables to calculate and select structural framing requirements

Instructional

Strategies:

Lectures, handouts, group/team participation, field trip, props, videos and project/problem based learning activities are used.

## Evaluation and Grading

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

Evaluation Plan:

| Type                      | Percentage | Brief description of assessment activity                              |
|---------------------------|------------|---|
| Quizzes/Tests Assignments | 10 15      | Terminology quiz Assignments  |
| Exam                      | 25         | Residential Exam  |
| Project                   | 65 60      | A set of 4 residential drawings of approx. or equal value equal value |

## Hours by Learning Environment Type

Total Hours 150

Lecture, Seminar, Online

50

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

94

Practicum, Self-Paced, Individual  
Learning

6

Course Topics

### Course Topics:

CAD and Architectural drafting standards

Room layouts

**Course Topics:**

Floor framing methods

Floor plans

Foundation plans

Span and framing tables

Stairs

Elevations

Roof styles

Door and window schedules

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

**Architectural Drafting and Design (Jefferis/Madsen)****Canadian Wood Frame Construction (CMHC) & Glossary**

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of 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

DRFT 1374

## Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

# Course Change Request

Date Submitted: 06/08/21 9:58 am

Viewing: **DRFT 1275 : Codes and Regulations 2**

Last edit: 09/03/21 11:03 am

Changes proposed by: mdellasavia

Programs  
referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling  
\(BIM\) Technician Diploma](#)

Course Name:

**Codes and Regulations 2**

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

## In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/09/21 8:21 am  
Bruce McGarvie  
(bmcgarvie):  
Approved for 4203  
Leader
2. 06/09/21 9:00 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 09/03/21 11:10 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

| Name                       | E-mail                    | Phone/Ext.          |
|----------------------------|---------------------------|---------------------|
| <b>Maurice Della-Savia</b> | <b>mdellasavia@vcc.ca</b> | <b>778-861-3626</b> |

Banner Course Name: Codes and Regulations 2

Subject Code: DRFT - Drafting

Course Number: 1275



Year of Study            1st Year Post-secondary

Credits:                    1

Bridge College Code

Bridge Billing Hours    0-1

Bridge Course Level

#### Course Description:

In this course students are introduced to Part 9 of the Vancouver Building Bylaw (VBBL) and to the Zoning and Development Bylaw RM-5 as it applies to multi-family dwellings. Students develop a preliminary site plan layout to determine the allowable building coverage and size as determined by the VBBL.

This course is part of the full-time Architectural Technician, Civil/Structural Technician, Steel Detailing Technician Certificate Programs.

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

**DRFT 1272, DRFT 1274**

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

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

No

#### Course Learning

#### Outcomes (CLO):

|               | <b>Upon successful completion of this course, students will be able to:</b> |
|---------------|---|
| <b>CLO #1</b> | Select and apply the VBBL and the Zoning Bylaw                              |
| <b>CLO #2</b> | Apply zoning bylaw requirements for a plot plan                             |
| <b>CLO #3</b> | Calculate building areas and floor space ratios (FSR)                       |
| <b>CLO #4</b> | Draw and construct building outlines to a plot plan                         |

#### Instructional

#### Strategies:

Lectures, handouts, group/team participation, on-line resources, videos, and problem based learning activities are used.

## Evaluation and Grading

---

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

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity                          |
|---------------|------------|---|
| Assignments   | 30         | <b>Minimum of 8 sketches of equal value</b><br><b>Assignments</b> |
| Quizzes/Tests | 20         | <b>Stair quiz</b> <del>Quizzes/Tests</del>                        |
| Project       | 50         | Preliminary <b>drawing</b> <del>layout</del> of a plot plan       |

## Hours by Learning Environment Type

---

Total Hours 30

Lecture, Seminar, Online  
10

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation  
20

Practicum, Self-Paced, Individual  
Learning

Course Topics

### Course Topics:

Introduction to the VBBL and Part 9

Introduction to Zoning & Development Bylaw RM-5

Building areas and floor space ratios (FSR)

Multi family residential building construction practices

Plot plan layout

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

**Architectural Drafting and Design (Jefferis/Madsen)**  
**Canadian Wood Frame Construction (CMHC) & Glossary**

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of 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

DRFT 1374

Provide a rationale  
for this proposal:

Are there any

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

Make Available on Website:

# Course Change Request

Date Submitted: 06/08/21 9:59 am

Viewing: **DRFT 1276 : Construction Assemblies 2**

Last edit: 09/03/21 11:03 am

Changes proposed by: mdellasavia

Programs  
referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling \(BIM\) Technician Diploma](#)

Course Name:

**Construction Assemblies 2**

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Is this a non-credit course?

Department: Drafting (4203)

Contact(s)

## In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/09/21 8:23 am  
Bruce McGarvie  
(bmcgarvie):  
Approved for 4203  
Leader
2. 06/09/21 9:00 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 09/03/21 11:10 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

| Name                       | E-mail                    | Phone/Ext.          |
|----------------------------|---------------------------|---------------------|
| <b>Maurice Della-Savia</b> | <b>mdellasavia@vcc.ca</b> | <b>778-861-3626</b> |

Banner Course Name: Construction Assemblies 2

Subject Code: DRFT - Drafting

Course Number: 1276

Year of Study            1st Year Post-secondary

Credits:                    1

Bridge College Code

Bridge Billing Hours    0-1

Bridge Course Level

#### Course Description:

In this course students build knowledge by applying more advanced methods of building assemblies. Students prepare various assembly views required for course DRFT 1277, Multi Family Residences.

This course is part of the full-time Architectural Technician, Civil/Structural Technician, Steel Detailing Technician Certificate Programs.

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

**DRFT 1273, DRFT 1275**

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

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

No

Details of PLAR:

#### Course Learning

#### Outcomes (CLO):

|               | <b>Upon successful completion of this course, students will be able to:</b> |
|---------------|---|
| <b>CLO #1</b> | Identify areas requiring assembly views                                     |
| <b>CLO #2</b> | Locate and use the appropriate assemblies from the Best Practice Guide      |
| <b>CLO #3</b> | Modify assembly views to comply with Part 9 of the VBBL                     |
| <b>CLO #4</b> | Draw and complete detail views using accurate drafting standards            |
| <b>CLO #5</b> | Interpret sentences from Part 9 of the VBBL into graphical representations  |

#### Instructional

#### Strategies:

Lectures, handouts, group/team participation, props, videos, and problem based learning activities are used.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type                | Percentage | Brief description of assessment activity   |
|---------------------|------------|--|
| Project Assignments | 100        | Minimum 4 drawing assembly views of 6 drawings of views of approx. equal value equal value |

## Hours by Learning Environment Type

---

Total Hours 30

Lecture, Seminar, Online

10

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

20

Practicum, Self-Paced, Individual  
Learning

Course Topics

### Course Topics:

Introduction to CMHC Best Practice Guides

Typical building assemblies

VBBL Part 9 requirements

Section and detail views

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

**Architectural Drafting and Design (Jefferis/Madsen)**  
**Canadian Wood Frame Construction (CMHC) & Glossary**

# Course Change Request

Date Submitted: 06/08/21 9:59 am

Viewing: **DRFT 1277 : Multi Family Residences**

Last edit: 09/03/21 11:04 am

Changes proposed by: mdellasavia

Programs  
referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling  
\(BIM\) Technician Diploma](#)

Course Name:

**Multi Family Residences**

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

## In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/09/21 8:23 am  
Bruce McGarvie  
(bmcgarvie):  
Approved for 4203  
Leader
2. 06/09/21 9:00 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 09/03/21 11:10 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

| Name                       | E-mail                    | Phone/Ext.          |
|----------------------------|---------------------------|---------------------|
| <b>Maurice Della-Savia</b> | <b>mdellasavia@vcc.ca</b> | <b>778-861-3626</b> |

Banner Course Name: Multi Family Residences

Subject Code: DRFT - Drafting

Course Number: 1277

Year of Study            1st Year Post-secondary

Credits:                 3.5

Bridge College Code

Bridge Billing Hours    0-3.5

Bridge Course Level

#### Course Description:

In this course students apply the appropriate codes and zoning requirements as set out in the Vancouver Building Bylaw (VBBL) for multi-family wood framed structures. Using previous courses, DRFT 1275 and DRFT 1276, students follow a typical design workflow process to prepare a set of architectural drawings.

This course is part of the full-time Architectural Technician, Civil/Structural Technician, Steel Detailing Technician Certificate Programs.

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

**DRFT 1276**

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

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

No

#### Course Learning

#### Outcomes (CLO):

|               | <b>Upon successful completion of this course, students will be able to:</b>   |
|---------------|---|
| <b>CLO #1</b> | Apply City of Vancouver building plan requirements                            |
| <b>CLO #2</b> | Apply project requirements within the RM-5 zoning regulations                 |
| <b>CLO #3</b> | Apply project specifications and building codes to residential drawings       |
| <b>CLO #4</b> | Draw and apply building construction practices used in multi family dwellings |
| <b>CLO #5</b> | Design and draw room layouts and spaces in floor plans                        |
| <b>CLO #6</b> | Develop interior elevation views  |
| <b>CLO #7</b> | Finalize the FSR site area requirements                                       |



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

|               |  |
|---------------|--|
| <b>CLO #8</b> | Apply various exterior finishes on elevation views               |
| <b>CLO #9</b> | Research and present a building product for a group presentation |

Instructional

Strategies:

Lectures, handouts, group/team participation, field trip, props, videos and project/problem based learning activities are used.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type                                | Percentage              | Brief description of assessment activity  |
|-------------------------------------|-------------------------|---|
| <b>Assignments</b> <del>Other</del> | <b>10</b> <del>5</del>  | Group <b>work</b> presentation <b>of approx. equal value</b>                                    |
| Exam                                | 20                      | <b>Multi-Family</b>   |
| Project                             | 60                      | A set of <b>Multi-Family residential</b> drawings <b>of approx. for a townhouse equal value</b> |
| Assignments                         | <b>10</b> <del>15</del> | <b>FSR statement calculations</b><br><del>Assignments</del>                                     |

## Hours by Learning Environment Type

---

Total Hours                      105

Lecture, Seminar, Online

75

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

18

Practicum, Self-Paced, Individual  
Learning

12

## Course Topics

**Course Topics:**

Drawing requirements for the city of Vancouver

Zoning &amp; Development Bylaw, RM-5

Typical drawing plan procedure

Framing methods for multi family residences

Roof framing methods

Multi level stair arrangements

Vancouver Building Bylaw, Part 9

Room design and layout strategies

Interior elevations

Interior and exterior finishes

Plot plans for multi family zoning

Wall types and assemblies

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

**Architectural Drafting and Design (Jefferis/Madsen)****Canadian Wood Frame Construction (CMHC) & Glossary**

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of 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

DRFT 1374

# Course Change Request

Date Submitted: 06/08/21 9:59 am

Viewing: **DRFT 1278 : Drawing Plan Reading**

Last edit: 09/03/21 11:05 am

Changes proposed by: mdellasavia

Programs  
referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling  
\(BIM\) Technician Diploma](#)

Course Name:

**Drawing Plan Reading**

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Is this a non-credit course?

Department: Drafting (4203)

Contact(s)

## In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/09/21 8:24 am  
Bruce McGarvie  
(bmcgarvie):  
Approved for 4203  
Leader
2. 06/09/21 9:00 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 09/03/21 11:10 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

| Name                       | E-mail                    | Phone/Ext.          |
|----------------------------|---------------------------|---------------------|
| <b>Maurice Della-Savia</b> | <b>mdellasavia@vcc.ca</b> | <b>778-861-3626</b> |

Banner Course Name: Drawing Plan Reading

Subject Code: DRFT - Drafting

Course Number: 1278

Year of Study            1st Year Post-secondary

Credits:                 .5

Bridge College Code

Bridge Billing Hours    0-.5

Bridge Course Level

#### Course Description:

In this course, students are introduced to the basic skills needed to read, study and understand construction drawings.

This course is part of the full-time Architectural Technician, Civil/Structural Technician, Steel Detailing Technician Certificate Programs.

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

**DRFT 1277**

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

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

No

Details of PLAR:

#### Course Learning

#### Outcomes (CLO):

|               | <b>Upon successful completion of this course, students will be able to:</b>               |
|---------------|---|
| <b>CLO #1</b> | Read and interpret a set of construction drawings   |
| <b>CLO #2</b> | Describe and Identify standard symbols used in construction drawings                      |
| <b>CLO #3</b> | Define and interpret standard terminology and abbreviations used in construction drawings |

#### Instructional

#### Strategies:

Lectures, handouts and resource materials are used.

### Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C-

Evaluation Plan:

| Type                     | Percentage       | Brief description of assessment activity  |
|--------------------------|------------------|---|
| Quizzes/Tests            | 50 <del>40</del> | Reading a set of Architectural <b>residential</b> <del>Residential</del> drawings                     |
| Quizzes/Tests            | 50 <del>40</del> | Reading a set of Structural & Concrete <b>commercial</b> drawings <del>of a Industrial building</del> |
| <del>Quizzes/Tests</del> | <del>20</del>    | <del>Quizzes/Tests</del>  |

### Hours by Learning Environment Type

---

Total Hours 18

Lecture, Seminar, Online

6

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

12

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

Drafting techniques &amp; conventions used in construction drawings

Standard Symbols used in construction drawings

Standard Terminology and Abbreviations used in construction drawings

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

## Rationale and Consultations

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# Course Change Request

Date Submitted: 06/08/21 10:00 am

Viewing: **DRFT 1371 : Codes and Regulations 3**

Last edit: 09/03/21 11:09 am

Changes proposed by: mdellasavia

Programs  
referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling  
\(BIM\) Technician Diploma](#)

Course Name:

**Codes and Regulations 3**

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

## In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/09/21 8:25 am  
Bruce McGarvie  
(bmcgarvie):  
Approved for 4203  
Leader
2. 06/09/21 9:00 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 09/03/21 11:10 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

| Name                       | E-mail                    | Phone/Ext.          |
|----------------------------|---------------------------|---------------------|
| <b>Maurice Della-Savia</b> | <b>mdellasavia@vcc.ca</b> | <b>778-861-3626</b> |

Banner Course Name: Codes and Regulations 3

Subject Code: DRFT - Drafting

Course Number: 1371

Year of Study            1st Year Post-secondary

Credits:                    1

Bridge College Code

Bridge Billing Hours    0-1

Bridge Course Level

#### Course Description:

In this course, students are introduced to Part 3 of the British Columbia Building Code (BCBC) as it applies to commercial occupancies. **Using 3D CAD, students** prepare **drawing a floor plan layouts layout** for a small convenience store required for course DRFT 1373, Commercial Retail Buildings.

This course is part of the full-time Architectural Technician, Civil/Structural Technician, Steel Detailing Technician Certificate Programs.

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

**DRFT 1275, DRFT 1370**

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

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

No

#### Course Learning

#### Outcomes (CLO):

|               | <b>Upon successful completion of this course, students will be able to:</b>                             |
|---------------|---|
| <b>CLO #1</b> | List 5 major occupancy classifications and identify the corresponding group designation in BCBC, Part 3 |
| <b>CLO #2</b> | <b>Research and select fixtures for accessible washrooms</b>  |
| <b>CLO #3</b> | <b>Assemble model components</b>  |
| <b>CLO #4</b> | Research and select commercial equipment  |
| <b>CLO #5</b> | Select and organize floor plan equipment allowing proper means of egress                                |
| <b>CLO #6</b> | Apply Architectural drawing standards for commercial drawings   |

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

**CLO #7** Apply project specifications

Instructional

Strategies:

Lectures, handouts, group/team participation, on-line resources, videos and problem based learning activities are used.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type                       | Percentage              | Brief description of assessment activity   |
|----------------------------|-------------------------|--|
| <b>Assignments</b>         | <b>10</b>               | <b>Proposed sketch of an accessible washroom</b>   |
| <b>Project Assignments</b> | 70                      | <b>Minimum of 2 drawing plan views of approx. equal value <del>1 Floor plan drawing for a mercantile store</del></b> |
| Quizzes/Tests              | <b>20</b> <del>30</del> | <b>Codes and regulations Quiz</b><br><del>Quizzes/Tests</del>  |

## Hours by Learning Environment Type

---

Total Hours 30

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

15

Practicum, Self-Paced, Individual  
Learning

Course Topics



**Course Topics:**

Introduction to Part 3, BCBC

Occupancy classifications

Building requirements for persons with disabilities

Exits

Architectural drawing conventions for commercial drawings

Project specifications

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

**Commercial Drafting and Detailing (Jefferis/Smith)****Commercial Design Using Autodesk Revit Architectural (Stine)**

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of 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

DRFT 1374

Prov

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

# Course Change Request

Date Submitted: 06/08/21 10:00 am

Viewing: **DRFT 1372 : Construction Assemblies 3**

Last edit: 09/03/21 11:10 am

Changes proposed by: mdellasavia

Programs  
referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling \(BIM\) Technician Diploma](#)

Course Name:

**Construction Assemblies 3**

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

## In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/09/21 8:26 am  
Bruce McGarvie  
(bmcgarvie):  
Approved for 4203  
Leader
2. 06/09/21 9:00 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 09/03/21 11:10 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

| Name                       | E-mail                    | Phone/Ext.          |
|----------------------------|---------------------------|---------------------|
| <b>Maurice Della-Savia</b> | <b>mdellasavia@vcc.ca</b> | <b>778-861-3626</b> |

Banner Course Name: Construction Assemblies 3

Subject Code: DRFT - Drafting

Course Number: 1372

Year of Study            1st Year Post-secondary

Credits:                    1

Bridge College Code

Bridge Billing Hours    0-1

Bridge Course Level

#### Course Description:

In this course, students build knowledge from previous courses by applying advanced methods of building assemblies for concrete block and light steel framed buildings. Students prepare various assembly views **using 3D CAD** required for course DRFT 1373, Commercial Retail Buildings.

This course is part of the full-time Architectural Technician, Civil/Structural Technician, Steel Detailing Technician Certificate Programs.

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

**DRFT 1276, DRFT 1371**

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

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

No

#### Course Learning

#### Outcomes (CLO):

|               | <b>Upon successful completion of this course, students will be able to:</b> |
|---------------|---|
| <b>CLO #1</b> | Develop assembly views from project specifications                          |
| <b>CLO #2</b> | Identify and draw components in detail views                                |
| <b>CLO #3</b> | Arrange detail views using architectural drawing practices                  |

#### Instructional

#### Strategies:

Lectures, handouts, group/team participation, guest speaker, videos and problem based learning activities are used.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage       | Brief description of assessment activity  |
|---------------|------------------|---|
| Assignments   | 70 <del>90</del> | A drawing <del>6-Detail views</del> of a minimum of 3 views of approx. <del>equal value</del> equal value |
| Quizzes/Tests | 30 <del>10</del> | Assembly quiz <del>Quizzes/Tests</del>  |

## Hours by Learning Environment Type

---

Total Hours 30

Lecture, Seminar, Online  
10

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation  
18

Practicum, Self-Paced, Individual  
Learning  
2

Course Topics

### Course Topics:

Building assembly systems used for commercial building applications

Project specification requirements

Roofing materials & flashing details for flat roofs & parapets

Section & detail views

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

**Commercial Drafting and Detailing (Jefferis/Smith)**

**Commercial Design Using Autodesk Revit Architectural (Stine)**

# Course Change Request

Date Submitted: 06/08/21 10:00 am

Viewing: **DRFT 1373 : Commercial Retail Buildings**

Last edit: 09/03/21 11:07 am

Changes proposed by: mdellasavia

Programs  
referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling  
\(BIM\) Technician Diploma](#)

Course Name:

**Commercial Retail Buildings**

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

## In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/09/21 8:27 am  
Bruce McGarvie  
(bmcgarvie):  
Approved for 4203  
Leader
2. 06/09/21 9:00 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 09/03/21 11:10 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

| Name                       | E-mail                    | Phone/Ext.          |
|----------------------------|---------------------------|---------------------|
| <b>Maurice Della-Savia</b> | <b>mdellasavia@vcc.ca</b> | <b>778-861-3626</b> |

Banner Course Name: Commercial Retail Buildings

Subject Code: DRFT - Drafting

Course Number: 1373

Year of Study            1st Year Post-secondary

Credits:                    3

Bridge College Code

Bridge Billing Hours    0-3

Bridge Course Level

#### Course Description:

In this course, students are introduced to commercial drawing and detailing practices as they apply to concrete block and light steel framed buildings. Students prepare a set of architectural drawings **using 3D CAD** for a retail convenience store.

This course is part of the full-time Architectural Technician, Civil/Structural Technician, Steel Detailing Technician Certificate Programs.

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

**DRFT 1372**

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

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

No

#### Course Learning

##### Outcomes (CLO):

|               | <b>Upon successful completion of this course, students will be able to:</b>   |
|---------------|---|
| <b>CLO #1</b> | Construct architectural commercial drawings using accurate drafting standards |
| <b>CLO #2</b> | Construct and generate building views of structures                           |
| <b>CLO #3</b> | Employ the use of building codes for commercial buildings                     |
| <b>CLO #4</b> | Design and draw a parking plan  |
| <b>CLO #5</b> | Design and draw a low sloped roof plan  |

#### Instructional

##### Strategies:

Lectures, handouts, group/team participation, props, field trip, videos and project/problem based learning activities are used.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type        | Percentage       | Brief description of assessment activity                          |
|-------------|------------------|---|
| Assignments | 20               | 6 assignments of equal value                                      |
| Project     | 70 <del>50</del> | A set of 4 commercial drawings of approx. equal value equal value |
| Exam        | 30               | Exam  |

## Hours by Learning Environment Type

---

Total Hours 90

Lecture, Seminar, Online

25

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

59

Practicum, Self-Paced, Individual  
Learning

6

Course Topics

### Course Topics:

Concrete block masonry & light steel framing

Roofing materials & flashing details for flat roofs & parapets

Sections and details for concrete block and light steel framed buildings

Parking spaces for mixed retail and residential outlets

Elevations commonly used for Commercial projects

Door and window schedules used for Commercial projects

**Course Topics:**

Low sloped roofs and drainage

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

**Commercial Drafting and Detailing (Jefferis/Smith)**

**Commercial Design Using Autodesk Revit Architectural (Stine)**

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of 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

DRFT 1374

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

Make Available on Website:



# Course Change Request

Date Submitted: 06/03/21 3:19 pm

Viewing: **DRFT 1374 : Introduction to 3D and BIM**

Last edit: 09/03/21 11:08 am

Changes proposed by: mdellasavia

Programs  
referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling \(BIM\) Technician Diploma](#)

Course Name:

**Introduction to 3D and BIM**

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

## In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/03/21 3:23 pm  
Bruce McGarvie  
(bmcgarvie):  
Approved for 4203  
Leader
2. 06/04/21 9:52 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 09/03/21 11:10 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

| Name                       | E-mail                    | Phone/Ext.          |
|----------------------------|---------------------------|---------------------|
| <b>Maurice Della-Savia</b> | <b>mdellasavia@vcc.ca</b> | <b>778-861-3626</b> |

Banner Course Name: Introduction to 3D and BIM

Subject Code: DRFT - Drafting

Course Number: 1374

Year of Study            1st Year Post-secondary

Credits:                 3.5

Bridge College Code

Bridge Billing Hours    0-3.5

Bridge Course Level

#### Course Description:

In this course, students are introduced to 3D modeling **and rendering**, building **visualization** ~~their~~ skills **learned to date.** ~~incorporate the addition of machine components completed earlier in course DRFT 1011 by developing 3D solids from 2D drawings to construct an assembly drawing.~~ An introduction to **3D CAD** Building Information Modeling (BIM) software enables students to construct **realistic models** ~~a parametric model~~ by including all interior and exterior components, entourage and lighting features to produce visually accurate renderings and **an animation.** ~~other drawing documents.~~

This course is part of the full-time Architectural Technician, Civil/Structural Technician, Steel Detailing Technician Certificate Programs.

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

**DRFT 1373**

#### 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:   |
|---------------|--|
| <b>CLO #1</b> | Construct models using 3D CAD <b>BIM</b> software  |
|               | <del>Construct three dimensional wire frame, surface and solid models</del>  |
| <b>CLO #2</b> | Assemble and <b>construct</b> <del>organize a 3D assembly drawing from</del> solid model components <b>from specifications</b> |
|               | <del>Identify presentation drawing types</del>   |

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

|               |  |
|---------------|--|
| <b>CLO #3</b> | Produce realistic renders of models using 3D CAD <b>BIM</b> software                           |
| <b>CLO #4</b> | <b>Produce an animation from 3D CAD BIM software</b> <del>Produce construction documents</del> |

Instructional

Strategies:

Self-paced workbook, lecture, demonstrations, group activities, and student research will be used.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type                     | Percentage              | Brief description of assessment activity   |
|--------------------------|-------------------------|--|
| Assignments              | <b>75</b> <del>60</del> | <b>Approx. 3 renders</b> <del>An exterior and interior-render</del> of equal value |
| Assignments              | <b>25</b> <del>30</del> | <b>Animation</b> <del>2-3D models of equal value</del>                             |
| <del>Quizzes/Tests</del> | <del>10</del>           | <del>Quizzes/Tests</del>   |

## Hours by Learning Environment Type

---

Total Hours 105

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

50

Practicum, Self-Paced, Individual  
Learning

35

Course Topics

**Course Topics:**

Introduction to **AutoCad** 3D **software**

**Course Topics:**~~Wire frame, surfaced and solid modeling~~**Assemble 3D models using specifications** ~~Assembly drawings~~**Produce a render scene of a 3D model** ~~Introduction to Sketch-Up~~**Introduction to BIM software** ~~Parts List~~**Assemble BIM model components using specifications** ~~Presentation Drawings~~**Produce render scenes of a BIM model**Introduction to **animation software** ~~3D-CAD & BIM~~**Produce an animation from a BIM model** ~~3D-building-model-assemblies~~~~Rendering 3D models~~~~Construction documents~~

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

**Commercial Design Using Autodesk Revit Architectural (Stine)**

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

Yes

Provide a rationale  
for this proposal:

During the delivery of Levels 2 & 3 over the past 5 years, these proposed changes are considered to bring the learning outcomes and evaluations into more alignment.

Some course learning outcomes

Most evaluation and grading (adjusted values)

Some course descriptions

Some course topics

Added learning resources

Added course pre-requisites that did not transfer over to Course Leaf

Level 3 courses aligned with department 3D implementation:

Updated DRFT 1374 to better define 3D CAD BIM outcomes, added animation assignment

Moved course DRFT 1374 in front of DRFT 1371

Updated DRFT 1371, 1372, 1373 to 3D CAD BIM

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

No

Consultations

| Consulted Areas                                    | Consultation Comments   |
|--|---|
| Faculty/Department                                 | Department lead Bruce McGarvie and faculty fully support proposed changes |
| Centre for Teaching, Learning, and Research (CTRL) | Worked with Franceso Barillaro  |
| Indigenous Education & Community Engagement (IECE) | Reached out, waiting for response   |

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

Make Available on Website:

Key: 2362

[Preview Bridge](#)

# Course Change Request

Date Submitted: 06/08/21 10:01 am

Viewing: **DRFT 1375 : Commercial Layouts Using BIM**

Last edit: 09/03/21 11:08 am

Changes proposed by: mdellasavia

Programs  
referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling \(BIM\) Technician Diploma](#)

Course Name:

**Commercial Layouts Using BIM**

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

## In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 06/09/21 10:34 am  
Bruce McGarvie  
(bmcgarvie):  
Approved for 4203  
Leader
2. 06/09/21 10:54 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 09/03/21 11:10 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

| Name                       | E-mail                    | Phone/Ext.          |
|----------------------------|---------------------------|---------------------|
| <b>Maurice Della-Savia</b> | <b>mdellasavia@vcc.ca</b> | <b>778-861-3626</b> |

Banner Course Name: Commercial Layouts Using BIM

Subject Code: DRFT - Drafting

Course Number: 1375

Year of Study            1st Year Post-secondary

Credits:                    6

Bridge College Code

Bridge Billing Hours    0-6

Bridge Course Level

#### Course Description:

This course introduces students to design **principles** ~~principals~~ relating to the arrangement of offices and access for persons with disabilities using Part 3 of the British Columbia Building Code (BCBC). Arrangements are developed using 3D **Building Information Modeling (BIM)** ~~BIM-modeling~~ software for the final development of construction working drawings.

This course is part of the full-time Architectural Technician, Civil/Structural Technician, Steel Detailing Technician Certificate Programs.

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

**DRFT 1374**

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

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

No

#### Course Learning

#### Outcomes (CLO):

|               | <b>Upon successful completion of this course, students will be able to:</b>                         |
|---------------|---|
| <b>CLO #1</b> | Employ the use of commercial building codes for means of egress                                     |
| <b>CLO #2</b> | Construct models using 3D <b>BIM</b> <del>CAD</del> software  |
| <b>CLO #3</b> | Construct drawings from 3D <b>BIM</b> <del>CAD</del> software using accurate drafting standards     |
| <b>CLO #4</b> | Construct and organize building views using the correct <b>BIM</b> <del>CAD</del> tools and formats |
| <b>CLO #5</b> | Apply graphic conventions to represent building components in drawings                              |
| <b>CLO #6</b> | Create schedules using <b>BIM</b> <del>CAD</del> software tools                                     |

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

|               |  |
|---------------|--|
| <b>CLO #7</b> | Research vendor suppliers to find correct products for their model |
| <b>CLO #8</b> | Use and modify vendor models                                       |
| <b>CLO #9</b> | Create a project drawing list of deliverables                      |

Instructional

Strategies:

Lectures, handouts, group/team participation, field trip, videos and project/problem based learning activities are used.

### Evaluation and Grading

---

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

Evaluation Plan:

| Type        | Percentage       | Brief description of assessment activity                          |
|-------------|------------------|---|
| Assignments | 10               | 2 assignments of equal value                                      |
| Project     | 70 <del>60</del> | A set of 5 commercial drawings of approx. equal value equal value |
| Exam        | 30               | Exam  |

### Hours by Learning Environment Type

---

Total Hours 180

Lecture, Seminar, Online

55

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

125

Practicum, Self-Paced, Individual  
Learning

Course Topics

**Course Topics:**



**Course Topics:**

Architectural standards for office buildings

Building codes Part 3 – building requirements for persons with disabilities

Using 3D BIM software to develop model of project

Family components

Importing 2D CAD files to 3D BIM software

Vendor drawings

Locker room layouts

Washroom layouts

Office layouts

Interior elevations

Room finish schedules

Suspended ceilings

Develop drawing deliverables from 3D model

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

**Commercial Drafting and Detailing (Jefferis/Smith)****Commercial Design Using Autodesk Revit Architectural (Stine)**

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of 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

DRFT 1374

Provide a rationale  
for this proposal:



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 14, 2021

**ISSUE:** New Program: Optician Diploma

### BACKGROUND:

Continuing Studies is proposing a new full-time diploma program in Opticianry. VCC has licensed curriculum from Stenberg College (a private career-training college) and is developing an agreement to use their optician lab space and other campus facilities in Surrey. Stenberg is unable to offer their program to international students, and our program would predominantly focus on international students, though domestic students could also take the program.

According to Work BC, Opticianry is a high opportunity occupation with projected job openings coming from retirements and new job creation. Compared to other occupations, “high opportunity occupations” are expected to experience higher demand and typically offer higher pay. The demand for optical services can be attributed to both provincial population growth and aging. British Columbia’s growing population will require more optical products, such as glasses and contact lenses. In addition, as B.C.’s population ages, a larger portion of the population will need enhanced vision aids such as corrective lenses and bifocal contact lenses.

### DISCUSSION:

Rebecca Bennett, Program Coordinator in Continuing Studies, presented the proposal. There were a number of questions raised about access to services and supports available to students at the Stenberg College campus. Additional details should be provided at the EDCO meeting.

There were several small edits to the course outcomes and assessment plans in the curriculum, as well as:

- Removing the requirement for extenuating circumstances to extend the maximum time of completion to three years.
- Reviewing the assessment plans for the S/U lab courses to clarify assessment requirements and confirm whether the instructor or the host mentor completes the assessments.

Continuing Studies has requested *provisional approval* to support the launch of this program. Curriculum Committee agreed with this recommendation.

### RECOMMENDATION:

THAT Education Council provisionally approve, in the form presented at this meeting, the curriculum for the new Optician Diploma program, and recommend the Board of Governors approve the credential.

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

**DATE:** April 21, 2021

# Program Change Request

## New Program Proposal

Date Submitted: 03/26/21 1:40 pm

Viewing: **Optician Diploma**

Last edit: 04/21/21 11:51 am

Changes proposed by: rbennett

Program Name:

Optician Diploma

Credential Level: Diploma

Effective Date: May 2022

Effective Catalog Edition: 2021-2022

Edition:

School/Centre: Continuing Studies

Department: Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. Ministry Review
7. Board of Directors

### Approval Path

1. 03/26/21 1:41 pm  
Rebecca Bennett (rbennett):  
Approved for 6255 Leader
2. 04/06/21 9:20 am  
Claire Sauve (csauve): Rollback to 6255 Leader for Senior PC
3. 04/07/21 4:18 pm  
Rebecca Bennett (rbennett):  
Approved for 6255 Leader
4. 04/08/21 5:47 pm  
Claire Sauve (csauve): Approved for Senior PC
5. 04/08/21 9:36 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean

108  
6. 05/04/21 8:26 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext. 8674  |

## Program Content Guide

---

### Purpose

The Optician Diploma Program provides students with the opportunity to develop the knowledge and skills required for practice within the field of opticianry. Graduates will have the knowledge, skills and attitudes consistent with industry expectations for entry-level practice.

Through theory and lab courses and clinical experience, students will gain comprehensive education in all areas of opticianry, including eyeglasses, contact lenses, low vision devices, and automated refraction. Along with learning the science of optics, students will develop professional skills in business management, communication, and customer service.

Graduates will be prepared to meet the competency requirements for the national licensing exam as set out by the National Association of Canadian Optician Regulators (NACOR).

### Admission Requirements

Grade 12 graduation or equivalent

**Knowledge of English** demonstrated by *one* of the following:

English 12 or Communications 12 with a minimum 'C-' grade or equivalent, *or*

Academic IELTS 6.0 (no band lower than 6.0), *or*

TOEFL iBT 80

Math 11 with a minimum 'C-' grade or equivalent

Upon Acceptance

Criminal Record Check (CRC)

In accordance with the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Record Check through the Ministry of Justice. Applicants to this program will be responsible for any costs incurred in the Criminal record Check.

Prior to first practice experience, students may be required to complete site specific orientation

## Prior Learning Assessment & Recognition (PLAR)

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

## Program Duration & Maximum Time for Completion

This full-time program is four (4) academic terms and must be completed within three (3) years from the date the student began studies in the first term of the program.

## Program Learning Outcomes

Graduates of this diploma will have acquired the knowledge and abilities to:

Apply the National Competencies for Canadian Opticians as set out by the National Alliance of Canadian Optician Regulators to provide the best care for patients.

Practice within relevant legislation, Standards of Practice & Guidelines, and Code of Ethics set out by the College of Opticians of BC.

Build and maintain collaborative relationships with patients, colleagues, and industry professionals.

Provide ethical and transparent patient-centred care and service that recognizes and respects the diverse needs of each individual.

Apply essential knowledge of optics, ocular anatomy, physiology, and pathology to make informed decisions about opticianry practice.

Demonstrate safe and competent practice in all aspects of dispensing eyeglasses, contact lenses, and low-vision devices.

Provide patient-centred care and education throughout the dispensing process from initial assessment to follow-up care.

Integrate acquired knowledge and skills to recommend and sell products based on patient's lifestyle requirements.

Apply professional business management skills to opticianry practice.

Accurately perform vision assessments using an automated refraction system.

Recognize the need to engage in continuous learning to maintain and enhance ability to better serve patients.

## Instructional Strategies, Design, and Delivery Mode

The Optician program is designed to provide students with practical and experiential learning with a focus on active student participation and hands-on practice.

Theory courses are delivered through lecture, small group discussion, case studies, demonstrations, guest speakers, student presentations and individual/group assignments. Students apply the theory in the lab courses, consolidated practice experiences and final preceptorship.

The lab components of the program provides the student with the opportunity to integrate practice and theory in a fully functioning Opticianry lab, where students gain hands-on skills in a real-world setting. Lab instructional strategies include videos, demonstration, clinical simulation, and hands-on practice.

Terms two and three are supported by a Consolidated Practice Experience (CPE) which reinforces the learning that has taken place within each term.

Term four includes a final preceptorship which prepares the student for the role and expectations of the graduate.

In addition to the diploma, students will also receive industry-relevant certifications: Standard First Aid & Basic Life Support, Body Mechanics & Back Safety, WHMIS, and Managing Hostile Interactions.

## Evaluation of Student Learning

Evaluation of theoretical learning will be include presentations, case studies, assignments, self-reflective evaluations, and quizzes and exams.

Evaluation of practical skills in the lab courses will be based on practice education assessments, clinical skills checklists and practical exams.

Students must receive a minimum 68% in all courses and a satisfactory (S) grade in the Consolidated Practice Experiences and Preceptorship in order to graduate.

Eligibility to enter the Consolidated Practice Experience at the end of terms two and three is dependent upon the successful completion of all of the other courses within each term. Eligibility to enter the final preceptorship at the end of term four is dependent upon the successful completion of all courses in terms one, two, three and four.

Students must successfully complete all courses in one term before enrolling in the next term. If a student fails a course, there is an opportunity to write a supplemental exam one time for a passing grade of 68%. Students have the opportunity to rewrite three final exams over the duration of the program.

If a course is not completed satisfactorily, a student may apply to repeat the course the next time it is offered, providing there is space available and the Program Coordinator's approval is granted.

Students must meet 80% attendance in order to pass all courses.

## Recommended Characteristics of Students

Ability to listen empathetically and communicate effectively with a diverse patient population  
 Good computer skills including correct typing technique and experience with the Internet, Windows, and Microsoft Office  
 A sincere interest in working with patients in a sales environment  
 Ability to act respectfully, decisively, and professionally with patients and colleagues  
 Good organization skills with an attention to detail  
 Good eyesight (corrected vision is accepted), with excellent hand-eye coordination and manual dexterity  
 Creativity and mathematical aptitude are assets

## Courses

## Plan of Study Grid

## First Year

| Term One   | Credits |
|--|---------|
| <a href="#">OPTC 1100</a> Customer Service & Professional Communications | 11.5    |
| <a href="#">OPTC 1110</a> Anatomy & Physiology of the Eye                | 4       |
| <a href="#">OPTC 1120</a> Professional Practice & Office Procedures      | 1.5     |
| <a href="#">OPTC 1130</a> Foundations of Optics                          | 4       |
| <a href="#">OPTC 1140</a> Eyeglasses Theory                              | 8       |
| Credits  | 19      |

## Term Two

|  |      |
|--|------|
| <a href="#">OPTC 1210</a> Eyeglasses Lab                                 | 5.5  |
| <a href="#">OPTC 1220</a> Eyeglasses Fabrication & Design                | 2.5  |
| <a href="#">OPTC 1230</a> Customer Service & Professional Communications | 21.5 |
| <a href="#">OPTC 1240</a> Low Vision Conditions & Devices                | 2    |
| <a href="#">OPTC 1250</a> Consolidated Practice Experience: Eyeglasses   | 4    |
| Credits  | 15.5 |

## Second Year

## Term Three

|  |      |
|--|------|
| <a href="#">OPTC 2310</a> Sales & Marketing Skills for the Entrepreneur    | 2.5  |
| <a href="#">OPTC 2320</a> Contact Lens Theory                              | 8    |
| <a href="#">OPTC 2340</a> Contact Lens Lab                                 | 6    |
| <a href="#">OPTC 2350</a> Consolidated Practice Experience: Contact Lenses | 4    |
| Credits  | 20.5 |

## Term Four

|  |     |
|--|-----|
| <a href="#">OPTC 2420</a> Business Management for the Entrepreneur     | 2.5 |
| <a href="#">OPTC 2430</a> Refractive Conditions & Automated Refraction | 2   |
| <a href="#">OPTC 2450</a> Preceptorship                                | 5.5 |
| <a href="#">OPTC 2440</a> Program Review and License Exam Prep         | 1   |

|               |    |
|---------------|----|
| Credits       | 11 |
| Total Credits | 66 |

## Transcript of Achievement

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

## 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 Optician Diploma program is intended to meet the educational need for increased Health Sciences programming in B.C. as an increasing number of students (both international and domestic) are seeking careers related to emerging occupations in healthcare - including the need for more Opticians in the province. This need is compounded by a limited number of appropriate programming opportunities available to prospective students.

According to Work BC, Opticianry is a high opportunity occupation with projected job openings coming from retirements and new job creation. Compared to other occupations, High Opportunity Occupations are expected to experience higher demand and typically offer higher pay. The demand for optical services can be attributed to both provincial population growth and aging. British Columbia's growing population will require more optical products, such as glasses and contact lenses. In addition, as B.C.'s population ages, a larger portion of the population will need enhanced vision aids such as corrective lenses and bifocal contact lenses.

Furthermore, with the large number of people using computers in their jobs, demand has significantly increased for special "task-specific" lenses, which help reduce eye fatigue. When combined with a trending interest in eyewear as a fashion accessory, the eyewear market is poised for an increased number of accredited opticians to assist with a range of optical products.

Stenberg College (a private career-training college) in Surrey is the institution from which we are prepared to license the curriculum. While their college will continue to offer this program to domestic students, they are unable (due to provincial legislation) to attract cohorts of international students. As our predominant marketing focus will be international students, this provides a sufficient distinction for our program offering.

Are there any expected costs to this proposal.

No

Consultations

| Consultated Area | Consultation Comments |
|------------------|-----------------------|
|------------------|-----------------------|

| Consultated Area                                       | Consultation Comments   |
|--|---|
| International Education                                | <p>Initial consultations regarding VCC/Stenberg licensing agreement began with Jennifer Gossen &amp; Stenberg in November 2020.</p> <p>Multiple consultations with Alison Rudko and Jennifer Gossen regarding admission requirements, program length in regards to Immigration, Refugees and Citizenship Canada (IRCC) regulations, international student support etc.</p> <p>February, March &amp; April 2021</p> <p>Consultations have continued until present time, and will continue until the program begins and beyond.</p>                                       |
| Affiliation, Articulation, and/or Accreditation Bodies | <p>Met with Jodi Dodds, Executive Director National Alliance of Canadian Optician Regulators (NACOR) to get an overview of the accreditation process</p> <p>March 2021</p> <p>Met with Milena Cotinghi, Program Manager EQual Accreditation Canada to further discuss the accreditation process.</p> <p>April 2021</p> <p>Met with Adrian Lipsett, Claire Sauve, Jo-Ellen Zakoor, Dean of School of Health Sciences, and Pervin Fahim, Operations Manager School of Health Sciences to discuss institution-wide considerations for accreditation.</p> <p>April 2021</p> |
| Centre for Teaching, Learning, and Research (CLR)      | <p>Met with Julie Gilbert, CLR Instructional Associate for support in Optician curriculum documentation (PCG &amp; course outlines).</p> <p>Met on several occasion regarding quality assurance in curriculum documents and program design.</p> <p>February, March &amp; April 2021</p>   |
|  |   |

| Consultated Area                                   | Consultation Comments   |
|--|---|
| Registrar's Office                                 | <p>Reached out to Karima Samnani, CS Associate Registrar, Bonnie Chan, Associate Registrar Admissions, and Alison Rudko, Associate Registrar Intl Education to provide program information. Discussion followed about the integration between CourseLeaf, Banner and Destiny One.</p> <p>February 2021</p>  |
| Department Support Staff                           | <p>Program Assistant has been kept up to date during the strategic planning phases of the curriculum development and proposed start dates.</p> <p>Will continue to provide updates and support to the program assistant as we work through the curriculum process until the program start date, and beyond.</p> <p>November 2020 - present.</p>   |
| Student Services                                   | <p>International Education will provide an orientation for all new IE Optician students and provide information about the VCC resources and student services available to them.</p> <p>Additional support related to immigration-related issues will be managed by the International team.</p> <p>CS Program Coordinator will also provide information to students prior the start of the program about the VCC student services available and how to access them.</p> <p>How to support offsite students will be discussed and included throughout the planning process.</p> <p>Program Coordinator will check in regularly with offsite Optician students and instructors regarding student services/supports.</p> <p>February 2021</p> |
| Indigenous Education & Community Engagement (IECE) | <p>Met with Clay Little, Associate Director IECE to provide program information and discuss recruitment/support for Indigenous domestic students.</p> <p>February/March 2021</p>  |
|  |   |

| Consultated Area           | Consultation Comments  |
|----------------------------|--|
| Disabilities Services      | <p>Reached out to Brianna Higgins, Disability Services Department Head in regards to the role that DS plays in supporting International students, with a particular focus on the accommodation timeline and process.<br/>March 2021</p> <p>Follow up Zoom meeting with Brianna Higgins, Ron Kee and Ali Oliver<br/>April 2021</p>  |
| Finance                    | <p>Adrian Lipsett, Dean of CS, and Erin Lenz, CS Operation's Manager worked on the costing model in preparation to bring to Finance.<br/>November 2020 - March 2021</p> <p>Andre Duinkerke (Associate Director Financial Services) approved initial costing.<br/>January-March 2021</p>  |
| Marketing & Communications | <p>Reached out to CS &amp; VCC Marketing team to provide information on this new program. Sarah Murray, CS Marketing Liaison will add the Optician program to the Marketing team meetings once approved.</p> <p>The plan for domestic marketing is to promote the program in the Continuing Studies Catalogue, on the VCC website, within our digital and print ad campaigns, through information sessions, at education fairs/events, and via our in-country representatives. International Education will work with global agents and partners who will support marketing and recruiting efforts. Once the curriculum has moved through governance, Angela Liang, Manager of Marketing and Recruitment will build online content and draft promotional materials for the IE website.<br/>February 2021</p> |

| Consultated Area       | Consultation Comments   |
|------------------------|---|
| Learning Centre        | <p>Reached out to Emily Simpson, Learning Centre Coordinator to discuss support for math &amp; computer skills, and further support for students re: study skills, exam writing, time management, academic writing and resume writing.</p> <p>Discussion ensued regarding student support for offsite students. This will be further discussed throughout the planning process.</p> <p>IE will provide an orientation for all new students where they will learn about all resources available at the Learning Centre.</p> <p>February 2021</p> <p>Reached out again to discuss resume writing skills/interview skills support</p> <p>Follow up Zoom meeting - April 2021</p>   |
| Advising & Recruitment | <p>International Education will manage advising and recruitment for international students, and domestic students will be recruited through the regular channels in CS and VCC recruitment.</p> <p>Reached out to Wendy LaFrance, Supervisor Academic Advising &amp; Assessment Services to discuss advising services for domestic students.</p> <p>Program Coordinator will provide the Advising team with the necessary information well before the program launch date to ensure they are prepared to advise domestic students. Program coordinator will work with Sarah Murray, Continuing Studies Marketing Liaison, and IE for recruitment through to the program start date and beyond.</p> <p>February 2021</p> |
| Counselling            | <p>Reached out to Nona Coles, Counselling Services Department Head for discussion on how to best support offsite students.</p> <p>March 2021</p>  |
|                        |   |

| Consultated Area | Consultation Comments  |
|------------------|--|
| Financial Aid    | Reached out to Murray MacGregor, Financial Aid Supervisor regarding scholarships and bursaries for International students.<br>March 2021 |

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

### Marketing Information

---

*FOR MARKETING PURPOSES ONLY. DO NOT EDIT.*

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

This program is for: International

Marketing Description

What you will learn

What to expect

Reviewer

Comments

**Claire Sauve (csauve) (04/06/21 9:20 am):** Rollback: Minor edits required

Key: 157

# Course Change Request

## New Course Proposal

Date Submitted: 04/07/21 4:07 pm

Viewing: **OPTC 1100 : Customer Service 1**

Last edit: 04/07/21 4:07 pm

Changes proposed by: rbennett

Programs  
referencing this  
course

[157: Optician Diploma](#)

Course Name:

Customer Service & Professional Communications 1

Effective Date:

May 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 04/07/21 4:19 pm  
Rebecca Bennett  
(rbennett):  
Approved for 6255  
Leader
2. 04/08/21 4:23 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 04/08/21 9:36 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 05/04/21 8:26 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext. 8674  |

Banner Course      Customer Service 1

Name:

Subject Code:      OPTC - Optician Diploma

Course Number      1100

Year of Study      1st Year Post-secondary

Credits:              1.5

**Course Description:**

In this foundational course, students learn practical skills to promote effective communication with patients and colleagues. Concepts in the relationship between sales and communication in the optical industry are explored, and students are encouraged to become more aware of the impact of their own communication choices and patterns. Students develop and practice communication techniques that demonstrate personal awareness, respect, and active listening skills. Communication theory, therapeutic communication, cross-cultural communication, and effective teamwork are all covered. Students receive a comprehensive introduction to the professional sales and communication cycle in the eyecare profession.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment &amp; Recognition)

No

Course Learning

Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                   |
|--------|---|
| CLO #1 | Explain the basic sales cycle in the optical industry   |
| CLO #2 | Explain how customer service and sales complement each other                                  |
| CLO #3 | Use a wide range of verbal and non-verbal communication strategies                            |
| CLO #4 | Examine strategies to improve one's communication skills                                      |
| CLO #5 | Communicate in a manner that is respectful to the individual needs and beliefs of the patient |



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

|        |   |
|--------|---|
| CLO #6 | Deliver information in an open, honest, respectful and thoughtful manner          |
| CLO #7 | Explain the importance of responsibility and accountability in effective teamwork |
| CLO #8 | Demonstrate effective teamwork and decision making skills                         |
| CLO #9 | Use an appropriate mix of questions to obtain information from a patient          |

Instructional

Strategies:

Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
B- (68%)

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Assignments   | 30         | Group Assignment - Case Scenarios group presentation, individual written response and written reflective component |
| Assignments   | 30         | Review Questions   |
| Project       | 30         | Teamwork Assignment - individual written response  |
| Participation | 10         | Class participation based on rubric  |

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

## Self Paced / Individual Learning

## Course Topics

**Course Topics:**

Professional optician role and responsibilities  
Basic sales cycle  
Service culture  
Customer service organizational policies  
Professionalism in the retail environment  
Identifying patient needs  
Verbal and non-verbal communication styles  
Patient-centered language  
Interpersonal communication skills  
Conflict resolution  
Intercultural communication  
Building rapport  
Effective listening  
Providing and receiving feedback  
Importance of listening to a patient  
Information gathering techniques  
Effective communication using technology

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

# Course Change Request

## New Course Proposal

Date Submitted: 04/07/21 4:07 pm

Viewing: **OPTC 1110 : Eye Anatomy & Physiology**

Last edit: 04/20/21 12:55 pm

Changes proposed by: rbennett

Programs  
referencing this  
course

[157: Optician Diploma](#)

Course Name:

Anatomy & Physiology of the Eye

Effective Date:

May 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 04/07/21 4:19 pm  
Rebecca Bennett  
(rbennett):  
Approved for 6255  
Leader
2. 04/08/21 4:35 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 04/08/21 9:36 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 05/04/21 8:26 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext.8674   |

Banner Course Eye Anatomy &amp; Physiology

Name:

Subject Code: OPTC - Optician Diploma

Course Number 1110

Year of Study 1st Year Post-secondary

Credits: 4

**Course Description:**

In this course students will learn the concepts of ocular anatomy, pathology, physiology, medical terminology and pharmacology as it pertains to the eye. This course provides an overview of the structure and function of each component of the visual system and the external anatomical structures. Students will learn the photochemistry of vision and visual systems.

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

OPTC 1100 Customer Service &amp; Professional Communications

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b> |
|--------|---|
| CLO #1 | Describe the location and function of each part of the eye                  |
| CLO #2 | Identify the external anatomical structures surrounding the eye             |
| CLO #3 | Describe the photochemistry of vision                                       |
| CLO #4 | Discuss the visual pathway  |
| CLO #5 | Define common ophthalmic medical terminology and how it is constructed      |
| CLO #6 | Describe the signs and symptoms of common ocular conditions                 |
| CLO #7 | Discuss the use of prescribed and/or non-prescribed common ophthalmic drugs |

| Upon successful completion of this course, students will be able to:  |   |
|---|---|
| CLO #8  | Discuss the role of laser surgery in the treatment of eye conditions and correction of vision               |
| CLO #9  | Recognize the current landscape of infectious diseases and required preventative measures for public safety |
| Instructional Strategies:<br>Classroom based delivery with lecture, small group discussions, readings, and assignments. |   |

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
B- (68%)

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 15         | Anatomy and Physiology Worksheets        |
| Assignments   | 15         | Successful Workbook Completion           |
| Quizzes/Tests | 15         | Anatomy & Physiology Quiz                |
| Quizzes/Tests | 15         | Medical Terminology Quiz                 |
| Final Exam    | 30         | Comprehensive Final Exam                 |
| Participation | 10         | Class participation based on rubric      |

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

## Course Topics

**Course Topics:**

Anatomy of the eye  
Structures and functions of the eye  
Physiology of the eye  
Photochemistry of vision  
Visual pathway  
Medical terminology  
Retinal disorders  
Glaucoma  
Ocular conditions  
Pediatric conditions  
Disruptions in vision  
Laser theory and surgery  
Interpreting prescriptions  
Pharmacology  
Medication  
Infectious diseases and prevention  
Infection prevention and control measures  
Aseptic techniques  
Workplace safety

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

## Additional Information

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# Course Change Request

## New Course Proposal

Date Submitted: 04/07/21 4:12 pm

Viewing: **OPTC 1120 : Professional Practice**

Last edit: 04/29/21 2:51 pm

Changes proposed by: rbennett

Programs  
referencing this  
course

[157: Optician Diploma](#)

Course Name:

Professional Practice & Office Procedures

Effective Date:

May 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 04/07/21 4:20 pm  
Rebecca Bennett  
(rbennett):  
Approved for 6255  
Leader
2. 04/08/21 4:36 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 04/08/21 9:36 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 05/04/21 8:26 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext.8674   |

Banner Course Professional Practice

Name:

Subject Code: OPTC - Optician Diploma

Course Number 1120

Year of Study 1st Year Post-secondary

Credits: 1.5

**Course Description:**

This course introduces students to the regulations and legislation that inform the opticianry practice in British Columbia. Students will be provided with an in depth look at the Health Professional Act, Code of Ethics, and the Standards of Practice set out by the College of Opticians of BC (COBC). Students learn how to use analytical and critical thinking skills in dealing with ethics and professional practice.

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

OPTC 1100 Customer Service &amp; Professional Communications 1

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Distinguish between the roles and responsibilities of eye care professionals   |
| CLO #2 | Adhere to privacy and confidentiality legislation, regulatory requirements and employer policies                                 |
| CLO #3 | Describe the legal, ethical and professional responsibilities of opticians   |
| CLO #4 | Integrate the Code of Ethics into professional practice as a basis for all decisions and actions                                 |
| CLO #5 | Explain the importance of self regulation in relation to the standards of professional practice                                  |
| CLO #6 | Evaluate the limitations of the dispensing optician role and when to seek guidance from or refer to another eye care team member |
| CLO #7 | Apply critical thinking skills and ethical principles to manage complex situations   |



| Upon successful completion of this course, students will be able to:  |  |
|---|--|
| CLO #8  | Serve as a patient advocate with other members of the eye care team  |
| CLO #9  | Explain the process of obtaining informed consent  |
| CLO #10   | Prepare and maintain documents and records in accordance with provincial legislation, standards and guidelines |
| Instructional Strategies:<br>Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments. |  |

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
B- (68%)

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 25         | Worksheets                               |
| Assignments   | 15         | Successful Workbook Completion           |
| Assignments   | 25         | Ethical Case Study - group assignment    |
| Quizzes/Tests | 25         | Quiz                                     |
| Participation | 10         | Class participation based on rubric      |

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

## Course Topics

**Course Topics:**

Overview of the optician industry  
Opticians, optometrists and ophthalmologists  
Limitations of the optician  
Self-regulation  
Professional limits and boundaries  
Legislation, policies and regulations  
Regulatory Bodies  
College of Optician British Columbia (COBC)  
National Alliance of Canadian Optician Regulators (NACOR)  
Health Professional Act  
Code of Ethics  
Standards of Practice  
Confidentiality  
Patient records  
Client advocacy and health promotion  
Problem solving and critical thinking  
Decision-making skills

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

### Additional Information

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# Course Change Request

## New Course Proposal

Date Submitted: 04/07/21 4:08 pm

Viewing: **OPTC 1130 : Foundations of Optics**

Last edit: 04/20/21 2:47 pm

Changes proposed by: rbennett

Programs  
referencing this  
course

[157: Optician Diploma](#)

Course Name:

Foundations of Optics

Effective Date:

May 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 04/07/21 4:20 pm  
Rebecca Bennett  
(rbennett):  
Approved for 6255  
Leader
2. 04/08/21 5:00 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 04/08/21 9:37 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 05/04/21 8:26 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext.8674   |

Banner Course            Foundations of Optics

Name:

Subject Code:            OPTC - Optician Diploma

Course Number            1130

Year of Study             1st Year Post-secondary

Credits:                    4

**Course Description:**

Building on the knowledge gained in OPTC 1110 Anatomy & Physiology of the Eye, this course provides a detailed overview of the basic principles of light, plane and curved surfaces of mirrors and lenses. Students review mathematical principles related to algebra, geometry, and trigonometry, and practice mathematical calculations needed for opticianry practice. The photochemistry of vision is studied along with the concept of visual fields. Students are introduced to monocular and binocular vision and compare the effects of each on depth perception and visual acuity.

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

OPTC 1110 Anatomy & Physiology of the Eye

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

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

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                       |
|--------|---|
| CLO #1 | Describe prisms, concave and convex, and the application of each for eyeglass prescriptions       |
| CLO #2 | Analyze data using mathematical calculations to contribute to the design of ophthalmic appliances |
| CLO #3 | Explain magnifications using calculations with thin lens correction                               |
| CLO #4 | Problem solve high power or specialty forms   |
| CLO #5 | Solve problems of geometric optics related to the fitting of ophthalmic eyewear                   |
| CLO #6 | Describe the photochemistry of vision and identify possible disruptions                           |

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

|         |   |
|---------|---|
| CLO #7  | Describe visual fields and the effect of eyeglasses                         |
| CLO #8  | Discuss monocular and binocular vision and the effects for eyeglass wearers |
| CLO #9  | Describe ocular motility and alignment                                      |
| CLO #10 | Explain principles of refraction and refractive errors                      |

Instructional

Strategies:

Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
B- (68%)

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 20         | Optical Worksheets                       |
| Quizzes/Tests | 30         | Weekly Quizzes                           |
| Assignments   | 10         | Successful Workbook Completion           |
| Final Exam    | 30         | Comprehensive Final Exam                 |
| Participation | 10         | Class participation based on rubric      |

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

## Course Topics

**Course Topics:**

Review: anatomy of the eye  
Mathematical principles  
Mathematical calculations  
Analyzing data to design ophthalmic appliances  
Ophthalmic theories  
Physical, geometric and physiologic optics  
Photochemistry of vision (polarization, colour vision, UV light)  
Visual fields  
Binocular and monocular function  
Ocular motility  
Depth perception  
Visual acuity  
Principles of refractions  
Polarization  
Ametropia  
Refractive errors  
Schematic of the eye

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

## Additional Information

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# Course Change Request

## New Course Proposal

Date Submitted: 04/07/21 4:08 pm

Viewing: **OPTC 1140 : Eyeglasses Theory**

Last edit: 04/20/21 2:48 pm

Changes proposed by: rbennett

Programs  
referencing this  
course

[157: Optician Diploma](#)

Course Name:

Eyeglasses Theory

Effective Date:

May 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 04/07/21 4:23 pm  
Rebecca Bennett  
(rbennett):  
Approved for 6255  
Leader
2. 04/08/21 5:20 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 04/08/21 9:37 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 05/04/21 8:26 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext. 8674  |

Banner Course      Eyeglasses Theory  
 Name:

Subject Code:      OPTC - Optician Diploma

Course Number      1140

Year of Study      1st Year Post-secondary

Credits:              8

#### Course Description:

In this extensive course, students investigate all aspects of eyeglass production and delivery to the client. This course provides a comprehensive overview of lens theory, interpretation of prescriptions, types of materials and an introduction to the instruments of the trade. Students learn the variety of lens and frame selections along with the manufacturing process. Conducting patient assessments and documentation is explored along with methods of patient teaching. Finally, students learn how to evaluate eyeglasses and how to provide follow up care to patients.

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

OPTC 1110 Anatomy & Physiology of the Eye  
 OPTC 1130 Foundations of Optics

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

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

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Discuss relevant and current knowledge of physiology, lens theory, and solutions to the fabrication of ophthalmic appliances |
| CLO #2 | Obtain relevant patient optical and health history   |
| CLO #3 | Recommend appropriate ophthalmic appliances, taking into consideration visual, vocational, and avocational needs             |



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

|         |  |
|---------|--|
| CLO #4  | Identify ophthalmic instruments used to perform measurements and assessments for eyeglasses fitting          |
| CLO #5  | Identify best lens options for patients based on prescription and frame choice, including specialized frames |
| CLO #6  | Compare and contrast lens designs, materials and manufacturing methods                                       |
| CLO #7  | Calculate and determine direction of induced and unwanted prism  |
| CLO #8  | Explain the steps of verification and neutralization   |
| CLO #9  | Explain the process of evaluating completed eyeglass products  |
| CLO #10 | Discuss appropriate teaching methods to promote optimal ocular health  |
| CLO #11 | Discuss follow up care for patients with eyeglasses  |

Instructional

Strategies:

Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
B- (68%)

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity       |
|---------------|------------|--|
| Assignments   | 15         | Worksheets                                     |
| Quizzes/Tests | 25         | Weekly Quizzes                                 |
| Assignments   | 10         | Comprehensive Patient Profile and and Analysis |
| Assignments   | 10         | Successful Workbook Completion                 |
| Final Exam    | 30         | Comprehensive Final Exam                       |
| Participation | 10         | Class participation based on rubric            |

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

120

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

### Course Topics

#### Course Topics:

Preparing recommendations (lens and frames design, prescriptions, multi focal and single vision)  
 Safety eyewear  
 Manufacturing processes  
 Interpreting prescriptions  
 Ophthalmic instruments  
 Systemic disease and ocular impact  
 Aniseikonia  
 Strabismus  
 Calculations and prisms  
 Progressives, bifocals and multifocals  
 Anisometropia  
 Patient measurements (pupillary distance measurements, fitting frame to patient)  
 Standard alignment  
 Adjusting frames  
 Lens edging, mounting and spotting  
 Repairs  
 Neutralizing lenses  
 Ordering and verification of lenses  
 Evaluating completed eyeglasses  
 ANSI standards (American National Standards Institute)  
 Conducting patient assessments  
 Record keeping  
 Follow up care

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

# Course Change Request

## New Course Proposal

Date Submitted: 04/07/21 4:09 pm

Viewing: **OPTC 1210 : Eyeglasses Lab**

Last edit: 04/20/21 12:56 pm

Changes proposed by: rbennett

Programs  
referencing this  
course

[157: Optician Diploma](#)

Course Name:

Eyeglasses Lab

Effective Date:

May 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 04/07/21 4:23 pm  
Rebecca Bennett  
(rbennett):  
Approved for 6255  
Leader
2. 04/08/21 5:22 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 04/08/21 9:37 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 05/04/21 8:26 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext. 8674  |

Banner Course Name: Eyeglasses Lab

Subject Code: OPTC - Optician Diploma

Course Number: 1210

Year of Study: 1st Year Post-secondary

Credits: 5.5

#### Course Description:

During this lab based course, students have the opportunity to turn their theoretical knowledge into real world practice as they apply their learning in the eyeglasses lab. This lab practice allows students to become familiar with the instruments, equipment, and tools required for the process of eyeglass dispensing. This hands-on course will teach students how to take ocular measurements, manage infection control and aseptic techniques, as well as safe operating procedures, lens and frames specifications, and validation. Effective customer services skills through professional communications are practiced as students conduct assessments, provide patient teaching, and document appropriately. This course builds on content in OPTC 1140 Eyeglasses Theory.

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

OPTC 1140 Eyeglasses Theory

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

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

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Engage the patient in the informed consent process  |
| CLO #2 | Conduct and document a complete patient assessment  |
| CLO #3 | Demonstrate proper infection control and prevention procedures and aseptic techniques related to the eyeglasses lab environment |
| CLO #4 | Perform the correct steps in lensometry   |

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

|         |   |
|---------|---|
| CLO #5  | Demonstrate competency in safely operating equipment and tools appropriate to practice                    |
| CLO #6  | Demonstrate the ability to use and interpret the results found using optical tools                        |
| CLO #7  | Perform the correct steps in fitting eyeglasses, including patient and frame measurements                 |
| CLO #8  | Demonstrate how to edge and mount eyewear accurately using the proper equipment and safety guidelines     |
| CLO #9  | Adjust eyewear to standard alignment and to the patient   |
| CLO #10 | Recommend eyewear that best suit the patient's needs based on patient history and current assessment      |
| CLO #11 | Communicate the advantages and limitations of the product to the patient in a meaningful and clear manner |
| CLO #12 | Dispense complete eyewear while demonstrating safe, competent and ethical patient care                    |
| CLO #13 | Implement an individualized teaching plan in order to promote, maintain, and restore ocular health        |

**Instructional**

**Strategies:**

This course is delivered on campus in the Optician lab under the guidance of a lab instructor. Lab activities include hands-on practice, demonstrations, real-life scenarios, simulations, or troubleshooting in addition to lab assessments and evaluations.

## Evaluation and Grading

---

Grading System:      Satisfactory/Unsatisfactory      Passing grade:  
S

**Evaluation Plan:**

| Type                 | Percentage | Brief description of assessment activity   |
|----------------------|------------|--|
| Clinical Examination | S/U        | Skills Assessments - S based on demonstrated competency based on rubric                      |
| Clinical Examination | S/U        | Eyeglasses Procedural Exam - S based on demonstrated competency in all aspects of eyeglasses |
| Participation        | S/U        | S based on 80% attendance and rubric   |

| Type | Percentage | Brief description of assessment activity   |
|------|------------|--|
|      |            | Students must achieve a satisfactory grade on all evaluations in order to be successful in the course. |

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

138

Practicum

Self Paced / Individual Learning

Course Topics

|                       |
|-----------------------|
| <b>Course Topics:</b> |
|-----------------------|

**Course Topics:**

Professional practice and communication  
Patient assessments  
Recording information  
Lensometry (zero point, lensometer parts, sphere and cylinder lines, verifying and neutralizing eyeglasses, verifying and neutralizing uncut lens, and preparing lenses for edging using ANSI standards)  
Instruments, equipment and tools related to eyeglass dispensing  
Safe operating procedures of equipment  
Infectious diseases and prevention  
Infection prevention and control measures  
Aseptic techniques  
Workplace safety  
Patient measurements  
Frame measurement  
Edging and mounting eyewear  
Adjustments and repairs (Restraining nylon frames, bench tools)  
Eyeglass products  
Preparing recommendations  
Dispensing complete eyewear  
Patient teaching  
Follow-up care

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

# Course Change Request

## New Course Proposal

Date Submitted: 04/07/21 4:24 pm

Viewing: **OPTC 1220 : Eyeglasses**

## Fabrication/Design

Last edit: 04/20/21 2:48 pm

Changes proposed by: rbennett

Programs  
referencing this  
course

[157: Optician Diploma](#)

Course Name:

Eyeglasses Fabrication & Design

Effective Date:

May 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 04/07/21 4:32 pm  
Rebecca Bennett  
(rbennett):  
Approved for 6255  
Leader
2. 04/08/21 5:23 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 04/08/21 9:37 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 05/04/21 8:26 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext.8674   |



Banner Course      Eyeglasses Fabrication/Design

Name:

Subject Code:      OPTC - Optician Diploma

Course Number      1220

Year of Study      1st Year Post-secondary

Credits:            2.5

**Course Description:**

During this course, students learn how lenses are tinted, spotted, surfaced, edged and mounted into eyeglasses. Students learn the calculations for determining the lens size required to ensure proper fitting into eyewear. Students gain an understanding of the process of rejecting and accepting lenses based on the American National Standards Institute (ANSI) standards.

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

OPTC 1210 Eyeglasses Lab

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

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

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                 |
|--------|---|
| CLO #1 | Explain different tints and its uses  |
| CLO #2 | Explain the importance of manufacturing specifications                                      |
| CLO #3 | Identify potential lens issues and corrections during the tinting process                   |
| CLO #4 | Describe hand edging techniques, the edging process, and different types of edging wheels   |
| CLO #5 | Apply appropriate calculations for determining lens size and proper fit for frames          |
| CLO #6 | Identify frame materials and consider material properties for basic repairs                 |
| CLO #7 | Explain the process of grooving and mounting finished lenses into different frame materials |

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

|        |   |
|--------|---|
| CLO #8 | Describe how to evaluate lenses for safety and sport eyewear requirements |
| CLO #9 | Translate and use ANSI standards to ensure eyewear meets tolerances       |

Instructional

Strategies:

Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
B- (68%)

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 25         | Worksheets                               |
| Quizzes/Tests | 25         | Quiz                                     |
| Assignments   | 10         | Successful Workbook Completion           |
| Final Exam    | 30         | Comprehensive Final Exam                 |
| Participation | 10         | Class participation based on rubric      |

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

**Course Topics:**

Tinting styles, effects, UV protection  
Tinting process  
Calculations related to lens centering and size  
Spotting and Lensometry  
Lens edging techniques  
Lens edging process  
Lens chucking  
Bevels  
Hand edging  
Polishing  
Spotting and lensometry  
Grooving and mounting lenses  
Manufacturing specifications  
Mounting lenses into different frame materials  
Types of frames  
Standard alignment  
Safety and sports eyewear  
Impact resistance lenses  
ANSI standard chart  
Rejecting and accepting lenses

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

# Course Change Request

## New Course Proposal

Date Submitted: 04/07/21 4:24 pm

Viewing: **OPTC 1230 : Customer Service 2**

Last edit: 04/20/21 2:49 pm

Changes proposed by: rbennett

Programs  
referencing this  
course

[157: Optician Diploma](#)

Course Name:

Customer Service & Professional Communications 2

Effective Date:

May 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 04/07/21 4:32 pm  
Rebecca Bennett  
(rbennett):  
Approved for 6255  
Leader
2. 04/08/21 5:25 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 04/08/21 9:37 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 05/04/21 8:26 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext.8674   |

Banner Course Name: Customer Service 2

Subject Code: OPTC - Optician Diploma

Course Number: 1230

Year of Study: 1st Year Post-secondary

Credits: 1.5

#### Course Description:

Building on OPTC 1100 Customer Service and Professional Communications 1, students continue to learn about professional customer service and communication. This course provides students with the opportunity to learn how to be an advocate for patients from diverse backgrounds and to demonstrate cultural competence. This course teaches students about dealing with service breakdown, different behaviour styles, and the importance of effective communication in the service industry. This course also builds on knowledge gained in OPTC 1120 Professional Practice & Office Procedures.

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

OPTC 1100 Customer Service & Professional Communications 1  
OPTC 1120 Professional Practice & Office Procedures

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

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

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                                     |
|--------|---|
| CLO #1 | Demonstrate compassionate and culturally competent communication and patient service                            |
| CLO #2 | Discuss communication strategies to use with patients demonstrating sensory, language, and/or cognitive changes |
| CLO #3 | Apply effective problem-solving models for diffusing complex situations   |
| CLO #4 | Explain the role of behavioural styles within the customer service environment                                  |
| CLO #5 | Apply appropriate information gathering techniques to better serve patients                                     |

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

|        |  |
|--------|--|
| CLO #6 | Identify strategies that can be used to help patients feel valued and develop loyalty                  |
| CLO #7 | Describe how to clearly communicate the advantages and limitations of eyewear products to patients     |
| CLO #8 | Implement an individualized teaching plan in order to promote, maintain, and restore ocular health     |
| CLO #9 | Describe strategies for effective communication using the telephone, email, internet, and social media |

Instructional

Strategies:

Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
B- (68%)

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Assignments   | 30         | Review Questions  |
| Assignments   | 30         | Case Study - individual written analysis and reflection                           |
| Project       | 30         | Mini Class Presentation - group customer service role play and written reflection |
| Participation | 10         | Class participation based on rubric   |

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

## Self Paced / Individual Learning

## Course Topics

**Course Topics:**

Diverse patient population  
Cultural competence  
Patient advocacy and support  
Behaviour styles  
Conflict management  
Problem solving models  
Managing complex situations  
Effective listening  
Information gathering techniques  
Communicating with older adults  
Patient learning styles  
Patient education  
Transparency in product recommendation  
Technology and effective communication

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

### Additional Information

---

# Course Change Request

## New Course Proposal

Date Submitted: 04/07/21 4:24 pm

Viewing: **OPTC 1240 : Low Vision**

## Conditions/Devices

Last edit: 04/21/21 12:26 pm

Changes proposed by: rbennett

Programs  
referencing this  
course

[157: Optician Diploma](#)

Course Name:

Low Vision Conditions & Devices

Effective Date:

May 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 04/07/21 4:32 pm  
Rebecca Bennett  
(rbennett):  
Approved for 6255  
Leader
2. 04/08/21 5:25 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 04/08/21 9:37 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 05/04/21 8:26 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext. 8674  |



Banner Course      Low Vision Conditions/Devices

Name:

Subject Code:      OPTC - Optician Diploma

Course Number      1240

Year of Study      1st Year Post-secondary

Credits:            2

**Course Description:**

This course provides a comprehensive overview of age-related and specific diseases that cause low vision. Students learn the skills and techniques required to assess and support patients, read low vision prescriptions, and explore current products available to patients.

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

OPTC 1110 Anatomy & Physiology of the Eye

OPTC 1130 Foundations of Optics

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

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

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                           |
|--------|---|
| CLO #1 | Explain what low vision is and the effects on patients  |
| CLO #2 | Describe effects of age related and special diseases that contribute to vision loss                   |
| CLO #3 | Recognize signs and symptoms specific to reduced functional vision                                    |
| CLO #4 | Assess a patient's visual goals and functions through a visual history and assessment                 |
| CLO #5 | Engage patients in the decision making process to help them make informed choices to meet their goals |
| CLO #6 | Evaluate functional limitations of visual impairment to advise about suitable devices                 |
| CLO #7 | Educate patients on the use and care of low vision devices  |

| <b>Upon successful completion of this course, students will be able to:</b>   |  |
|---|--|
| CLO #8  | Create and implement an annual care plan to help patients maintain optimal functional vision                   |
| CLO #9  | Monitor for changes in vision resulting in the need to alter or replace devices                                |
| CLO #10   | Apply concepts in continuous learning to identify new technology or devices that may be beneficial to patients |
| <p>Instructional Strategies:</p> <p>Classroom based delivery with lecture, small group discussions, student presentations, readings, case studies, and assignments.</p> |  |

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
B- (68%)

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Assignments   | 20         | Weekly Review Questions  |
| Assignments   | 10         | Successful Workbook Completion   |
| Assignments   | 20         | Eye Disease Assignment and Presentation - written research and class presentation                |
| Assignments   | 20         | Case Study - individual case study based on low vision condition, assessment and recommendations |
| Quizzes/Tests | 20         | Quiz   |
| Participation | 10         | Class participation based on rubric  |

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

### Course Topics

#### Course Topics:

Low vision overview  
Types of impaired vision  
Impact of low vision  
Age related diseases  
Diseases related to vision loss or blindness  
Low vision assessments  
Documenting patient history  
Low vision devices  
Proper use of devices  
Visual field  
Techniques to correct vision loss  
Laser surgery related to vision loss  
Amsler grid  
Continuing care of low vision patients

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

# Course Change Request

## New Course Proposal

Date Submitted: 04/07/21 4:24 pm

Viewing: **OPTC 1250 : Eyeglasses Practice Experience**

Last edit: 04/29/21 4:02 pm

Changes proposed by: rbennett

Programs  
referencing this  
course

[157: Optician Diploma](#)

Course Name:

Consolidated Practice Experience: Eyeglasses

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 04/07/21 4:32 pm  
Rebecca Bennett  
(rbennett):  
Approved for 6255  
Leader
2. 04/08/21 5:27 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 04/08/21 9:37 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 05/04/21 8:26 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext. 8674  |

Banner Course      Eyeglasses Practice Experience

Name:

Subject Code:      OPTC - Optician Diploma

Course Number      1250

Year of Study      1st Year Post-secondary

Credits:            4

#### Course Description:

This consolidated practice experience provides students the opportunity to apply theoretical knowledge in the optical workplace with a focus on eyeglasses. Students receive exposure to the day-to-day operations of the workplace as well as practical experience in professional behaviour, patient care and instrumentation under the direct supervision of an optician, optometrist or ophthalmologist. This practice experience allows students to build on knowledge and skills gained in terms one and two.

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

OPTC 1210 Eyeglasses Lab

OPTC 1220 Eyeglasses Fabrication & Design

OPTC 1230 Customer Service & Professional Communications 2

OPTC 1240 Low Vision Conditions & Devices

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

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

No

#### Course Learning

#### Outcomes (CLO):

| <b>Upon successful completion of this course, students will be able to:</b> |   |
|---|---|
| CLO #1  | Provide culturally informed patient care that recognizes and respects the uniqueness of each individual       |
| CLO #2  | Perform in a professional manner within the expectations and polices of the optical workplace                 |
| CLO #3  | Integrate knowledge of the anatomy and physiology of the eye and optics to all aspects of eyeglass dispensing |

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

|        |  |
|--------|--|
| CLO #4 | Apply theoretical knowledge of eyeglasses to professional practice in the optical environment  |
| CLO #5 | Demonstrate effective dialogue and active engagement with patients and the larger eyecare team |
| CLO #6 | Recognize personal and professional limits and know when to seek assistance                    |
| CLO #7 | Use correct instrumentation and equipment  |

Instructional

Strategies:

A designated mentor will guide and encourage students to apply their knowledge, insight and skills in a professional optical setting. The student and mentor work closely together, and an instructor will collaborate with the mentor and student to help facilitate the practice experience.

## Evaluation and Grading

---

Grading System:      Satisfactory/Unsatisfactory      Passing grade:  
S

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Participation | S/U        | Participate fully during the practice education experience   |
| Assignments   | S/U        | Complete all assignment requirements and pass a final clinical assessment review   |
| Assignments   | S/U        | Maintain the punctuality and 80% attendance expectations of the host site and Vancouver Community College.   |
|               |            | Students must achieve a satisfactory grade on all evaluations in order to be successful in the course. S based on completion of all assignments, self-reflective evaluations, and a final assessment review. |

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum                    120

Self Paced / Individual Learning

### Course Topics

#### Course Topics:

Optical work environment  
Workplace legislation and policies  
Professional behavior  
Patient care  
Instrumentation  
Eyeglasses dispensing

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

# Course Change Request

## New Course Proposal

Date Submitted: 04/07/21 4:25 pm

Viewing: **OPTC 2310 : Sales & Marketing Skills**

Last edit: 04/20/21 2:52 pm

Changes proposed by: rbennett

Programs  
referencing this  
course

[157: Optician Diploma](#)

Course Name:

Sales & Marketing Skills for the Entrepreneur

Effective Date:

May 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 04/07/21 4:32 pm  
Rebecca Bennett  
(rbennett):  
Approved for 6255  
Leader
2. 04/08/21 5:33 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 04/08/21 9:37 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 05/04/21 8:26 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext. 8674  |



Banner Course      Sales & Marketing Skills

Name:

Subject Code:      OPTC - Optician Diploma

Course Number      2310

Year of Study      2nd Year Post-secondary

Credits:            2.5

**Course Description:**

During this course, students focus on sales and marketing concepts including gaining insight into patient behaviour, appealing to a target audience, developing promotional strategies, the art of selling to patient's needs, trust based selling, and building long term relationships to retain a loyal customer base.

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

OPTC 1250 Consolidated Practice Experience: Eyeglasses

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

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

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                                       |
|--------|---|
| CLO #1 | Describe strategies for engaging and involving the patient in the sale of eyewear                                 |
| CLO #2 | Assess the needs of a target audience to confidently recommend eyewear  |
| CLO #3 | Identify a company's selling points for promotional strategies  |
| CLO #4 | Explain the importance of strong product knowledge in product promotion   |
| CLO #5 | Develop a social media marketing strategy   |
| CLO #6 | Explain how to create a selling environment, including common sales techniques and principles of personal selling |
| CLO #7 | Develop strategies for addressing patient concerns  |

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

|        |  |
|--------|--|
| CLO #8 | Discuss strategies for earning a commitment and building long-term patient relationships |
|--------|--|

Instructional

Strategies:

Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
B- (68%)

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 20         | Weekly Review Questions                  |
| Assignments   | 20         | Targeted Promotion Assignment            |
| Quizzes/Tests | 25         | Quiz                                     |
| Assignments   | 25         | Sales Interaction Case Study             |
| Participation | 10         | Class participation based on rubric      |

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

**Course Topics:**

Marketing and promotional strategies  
Identifying target audiences  
Product knowledge and promotion  
Creating a selling environment  
Building rapport  
Building a sale dialogue  
Information gathering  
Making recommendations  
Addressing customer concerns  
Earning a commitment  
Building long-term patient relationships  
Customer retention

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

# Course Change Request

## New Course Proposal

Date Submitted: 04/07/21 4:26 pm

Viewing: **OPTC 2320 : Contact Lens Theory**

Last edit: 04/20/21 2:52 pm

Changes proposed by: rbennett

Programs  
referencing this  
course

[157: Optician Diploma](#)

Course Name:

Contact Lens Theory

Effective Date:

May 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 04/07/21 4:32 pm  
Rebecca Bennett  
(rbennett):  
Approved for 6255  
Leader
2. 04/08/21 5:36 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 04/08/21 9:37 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 05/04/21 8:27 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext. 8674  |

Banner Course      Contact Lens Theory

Name:

Subject Code:      OPTC - Optician Diploma

Course Number      2320

Year of Study      2nd Year Post-secondary

Credits:              8

**Course Description:**

In this course students have the opportunity to refresh their anatomy and physiology knowledge before exploring eye conditions common to contact lens wearers. Students then learn methods for fitting and dispensing contact lenses. Contact lens materials, manufacturing processes, prescriptions and required instruments are all examined. Students discuss the different products available and how to promote optimal ocular health for contact lens wearers.

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

OPTC 1250 Consolidated Practice Experience: Eyeglasses

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                           |
|--------|---|
| CLO #1 | Describe in detail the anatomy and physiology of the eye  |
| CLO #2 | Discuss common eye conditions of contact lens wearers   |
| CLO #3 | Explain the effect of contact lenses on the eye   |
| CLO #4 | Analyze patient data to develop a patient's visual profile and inform recommendations                 |
| CLO #5 | Interpret contact lens prescriptions to design different types of contact lens                        |
| CLO #6 | Identify ophthalmic instruments used to perform measurements and assessments for contact lens fitting |

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

|         |  |
|---------|--|
| CLO #7  | Compare and contrast different types of contact lens products and modalities |
| CLO #8  | Describe the procedure for fitting soft and rigid contact lenses             |
| CLO #9  | Discuss appropriate teaching methods to promote optimal ocular health        |
| CLO #10 | Discuss follow up care for patients with contact lenses                      |

Instructional

Strategies:

Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
B- (68%)

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Quizzes/Tests | 25         | Weekly Quizzes                           |
| Assignments   | 10         | Client Assessment Case Study             |
| Assignments   | 10         | Optical Worksheets                       |
| Assignments   | 10         | Design Client Questionnaire              |
| Assignments   | 5          | Successful Workbook Completion           |
| Final Exam    | 30         | Comprehensive Final Exam                 |
| Participation | 10         | Class participation based on rubric      |

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

120

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

## Self Paced / Individual Learning

## Course Topics

**Course Topics:**

Anatomy & physiology review  
Common eye conditions  
Conducting patient assessments  
Record keeping  
Contact lens fitting  
Measurements  
Dispensing  
Contact lens materials  
Manufacturing processes  
Specialty lenses  
Contact lens solutions  
Interpreting prescriptions  
Ophthalmic instruments  
Keratometry  
Slit lamp evaluation (overview)  
Slit lamp illuminations  
Vertex Lenses  
Soft Contact Lenses  
Rigid contact lenses  
Calculating lens power  
Nomograms  
Presbyopia  
Patient education and care regime  
Ocular health promotion

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

## **Rationale and Consultations**

---

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

# Course Change Request

## New Course Proposal

Date Submitted: 04/07/21 4:26 pm

Viewing: **OPTC 2340 : Contact Lens Lab**

Last edit: 04/29/21 4:02 pm

Changes proposed by: rbennett

Programs  
referencing this  
course

[157: Optician Diploma](#)

Course Name:

Contact Lens Lab

Effective Date:

May 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 04/07/21 4:33 pm  
Rebecca Bennett  
(rbennett):  
Approved for 6255  
Leader
2. 04/08/21 5:36 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 04/08/21 9:37 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 05/04/21 8:27 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext. 8674  |



Banner Course            Contact Lens Lab  
 Name:

Subject Code:            OPTC - Optician Diploma

Course Number            2340

Year of Study             2nd Year Post-secondary

Credits:                  6

#### Course Description:

This course provides students the opportunity to apply their theoretical knowledge to the contact lens laboratory. Students develop their abilities to operate in a safe and competent manner in a supervised lab environment. Students will become proficient in conducting a patient assessment, taking measurements, preparing and ordering lenses, and then fitting, modifying and evaluating the finished contact lenses. Educating the patient on proper care of contact lenses will be emphasized along with providing follow-up care. This course builds on content in OPTC 2320 Contact Lens Theory.

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

OPTC 2320 Contact Lens Theory

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

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

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Engage the patient in the informed consent process  |
| CLO #2 | Obtain and review a patient's current medication use, medical history and contact lens history                                    |
| CLO #3 | Conduct a comprehensive patient assessment to obtain corneal readings including ocular health and visual acuity                   |
| CLO #4 | Demonstrate proper infection control and prevention procedures and aseptic techniques related to the contact lens lab environment |
| CLO #5 | Demonstrate competency in safely operating equipment and tools appropriate to practice  |

| <b>Upon successful completion of this course, students will be able to:</b>   |  |
|---|--|
| CLO #6  | Interpret assessment results from optical tools and apply theoretical knowledge to inform decisions in contact lens dispensing |
| CLO #7  | Perform the correct steps in the insertion and removal of contact lens on a patient  |
| CLO #8  | Educate patients in the training of insertion of removal of contact lenses, solution, biocompatibility, storage, and wear      |
| <p>Instructional Strategies:</p> <p>This course is delivered on campus in the dispensing optician lab. Students will work under the guidance of a lab instructor.</p> |  |

## Evaluation and Grading

---

Grading System:      Satisfactory/Unsatisfactory      Passing grade:  
S

Evaluation Plan:

| Type                 | Percentage | Brief description of assessment activity   |
|----------------------|------------|--|
| Lab Work             | S/U        | Skills Assessments - S based on 20 successful fittings   |
| Clinical Examination | S/U        | Contact Lenses Procedural Exam - S based on demonstrated knowledge of fundamental concepts and competent performance skills and functions  |
| Participation        | S/U        | S based on 80% attendance and rubric   |
|                      |            | Students must achieve a satisfactory grade on all evaluations in order to be successful in the course. S based on completion of all assignments, self-reflective evaluations, and a final assessment review. |

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

144

Practicum

Self Paced / Individual Learning

### Course Topics

#### Course Topics:

Professional practice and communication  
 Patient assessments  
 Recording information  
 Infection control and prevention  
 Asepsis  
 Instruments, equipment and tools related to contact lens dispensing  
 Safe operating procedures of equipment  
 Keratometer  
 Slit Lamp  
 Radiuscope  
 Lensometer  
 V-gauge  
 Lens loupe  
 Fitting lens  
 Preparing recommendations  
 Lens insertion and removal  
 Contact lens care regime  
 Patient teaching  
 Follow up care

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

# Course Change Request

## New Course Proposal

Date Submitted: 04/07/21 4:27 pm

Viewing: **OPTC 2350 : Contact Lenses Practice Exp.**

Last edit: 04/29/21 2:45 pm

Changes proposed by: rbennett

Programs  
referencing this  
course

[157: Optician Diploma](#)

Course Name:

Consolidated Practice Experience: Contact Lenses

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 04/07/21 4:33 pm  
Rebecca Bennett (rbennett):  
Approved for 6255 Leader
2. 04/08/21 5:37 pm  
Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:37 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:27 am  
Darija Rabadzija (drabadzija):  
Approved for Curriculum Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext. 8674  |

Banner Course            Contact Lenses Practice Exp.

Name:

Subject Code:            OPTC - Optician Diploma

Course Number            2350

Year of Study            2nd Year Post-secondary

Credits:                    4

#### Course Description:

During the consolidated practice experience, students will apply theoretical knowledge in the optical workplace with a focus on contact lenses. Students will receive exposure to the day-to-day operations of the workplace as well as experience in professional behaviour, patient care and instrumentation under the direct supervision of an optician, optometrist or ophthalmologist. This practice experience allows students to build on knowledge and skills gained in terms one, two and three.

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

OPTC 2310 Sales & Marketing Skills for the Entrepreneur

OPTC 2320 Contact Lens Theory

OPTC 2340 Contact Lens Lab

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

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

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                                       |
|--------|---|
| CLO #1 | Provide culturally informed patient care that recognizes and respects the uniqueness of each individual           |
| CLO #2 | Perform in a professional manner within the expectations and polices of the optical workplace                     |
| CLO #3 | Integrate knowledge of the anatomy and physiology of the eye and optics to all aspects of contact lens dispensing |
| CLO #4 | Apply theoretical knowledge of contact lenses to professional practice in the optical environment                 |

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

|        |  |
|--------|--|
| CLO #5 | Demonstrate effective dialogue and active engagement with patients and the larger eyecare team |
| CLO #6 | Recognize personal and professional limits and know when to seek assistance                    |
| CLO #7 | Use correct instrumentation and equipment  |

Instructional

Strategies:

A designated mentor will guide and encourage students to apply their knowledge, insight and skills in a professional setting. The student and mentor work closely together, and instructors will collaborate with the mentor and student to help facilitate the practice experience.

## Evaluation and Grading

---

Grading System:      Satisfactory/Unsatisfactory      Passing grade:  
S

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Assignments   | S/U        | Complete all assignment requirements and pass a final review   |
| Attendance    | S/U        | Based on 80% attendance and rubric   |
| Participation | S/U        | Based on rubric  |
|               |            | Students must achieve a satisfactory grade on all evaluations in order to be successful in the course. |

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

120

Practicum

Self Paced / Individual Learning

## Course Topics

**Course Topics:**

Optical work environment  
Workplace legislation and policies  
Professional behavior  
Patient care  
Instrumentation  
Contact lens dispensing

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

# Course Change Request

## New Course Proposal

Date Submitted: 04/07/21 4:28 pm

Viewing: **OPTC 2420 : Business Management**

Last edit: 04/20/21 2:54 pm

Changes proposed by: rbennett

Programs  
referencing this  
course

[157: Optician Diploma](#)

Course Name:

Business Management for the Entrepreneur

Effective Date:

May 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 04/07/21 4:33 pm  
Rebecca Bennett  
(rbennett):  
Approved for 6255  
Leader
2. 04/08/21 5:37 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 04/08/21 9:37 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 05/04/21 8:27 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext.8674   |



Banner Course Name: Business Management

Name:

Subject Code: OPTC - Optician Diploma

Course Number: 2420

Year of Study: 2nd Year Post-secondary

Credits: 2.5

**Course Description:**

This course introduces students to the basic business requirements for establishing and running a small business. Students will learn core skills through investigating the concepts of time management, human resources, inventory control, legislation and regulations, problem solving, and conducting industry and/or product research.

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

OPTC 2310 Sales & Marketing Skills for the Entrepreneur

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

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

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Create a business plan that would support the successful establishment and operation of a small business                         |
| CLO #2 | Comply with labour legislation, collective agreements and organizational policies in the management of the performance of others |
| CLO #3 | Discuss the hiring, training, and performance management of staff  |
| CLO #4 | Describe confidential and effective record keeping methods   |
| CLO #5 | Apply principles of inventory management to the coordination of purchasing, receiving, and storage of appropriate inventory      |

| Upon successful completion of this course, students will be able to:  |  |
|---|--|
| CLO #6  | Discuss accounting, bookkeeping, and billing systems in adherence to legislation and regulations |
| CLO #7  | Apply an organized problem-solving approach to business issues                                   |
| CLO #8  | Apply principles of ethical marketing and advertising practices                                  |
| Instructional Strategies:<br>Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments. |  |

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
B- (68%)

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 35         | Business Plan                            |
| Assignments   | 35         | Human Resource Plan                      |
| Quizzes/Tests | 20         | Quiz                                     |
| Participation | 10         | Class participation based on rubric      |

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

**Course Topics:**

Business concepts  
Marketing research  
Marketing plan  
Products and Services  
Management and human resource plan  
Financing  
Writing business plans  
Working with creditors  
Human resource management (staff hiring, training, evaluation)  
Strategies for efficient workflow  
Record keeping (documenting patient information, releasing patient information, record retention)  
Inventory control (frame and contact lens inventory management process, non-consumable assets)  
Legislation and regulations (patient confidentiality Standards of Practice)  
Problem solving business issues  
Accounting, bookkeeping & billing procedures  
Referral process  
Workplace safety

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

### Additional Information

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# Course Change Request

## New Course Proposal

Date Submitted: 04/07/21 4:28 pm

Viewing: **OPTC 2430 : Refractive Conditions**

Last edit: 04/20/21 2:56 pm

Changes proposed by: rbennett

Programs  
referencing this  
course

[157: Optician Diploma](#)

Course Name:

Refractive Conditions & Automated Refraction

Effective Date:

May 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 04/07/21 4:33 pm  
Rebecca Bennett  
(rbennett):  
Approved for 6255  
Leader
2. 04/08/21 5:38 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 04/08/21 9:37 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 05/04/21 8:27 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext. 8674  |

Banner Course Refractive Conditions

Name:

Subject Code: OPTC - Optician Diploma

Course Number 2430

Year of Study 2nd Year Post-secondary

Credits: 2

**Course Description:**

In the beginning of this course students will review the principles of refraction before discussing the pathophysiology of refractive conditions including astigmatism, anisometropia, and aniseikonia. In the second part of this course students will learn the automated refraction process and discuss its limitations, contraindications, and referrals before applying their knowledge of the process in the lab. This course builds on knowledge gained in OPTC 1110 Anatomy and Physiology of the Eye, and OPTC 1130 Foundations of Optics.

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

OPTC 1110 Anatomy &amp; Physiology of the Eye

OPTC 1130 Foundations of Optics

OPTC 2350 Consolidated Practice Experience: Contact Lenses

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>    |
|--------|--|
| CLO #1 | Describe the principles of refraction  |
| CLO #2 | Describe ocular motility and binocular functions                               |
| CLO #3 | Identify common eye disorders and their effects on vision                      |
| CLO #4 | Recognize limitations in visual correction                                     |
| CLO #5 | Explain the differences between an eye examination and an automated refraction |

| <b>Upon successful completion of this course, students will be able to:</b>  |   |
|--|---|
| CLO #6   | Record patient history prior to applying the automated refraction process             |
| CLO #7   | Apply pharmacology knowledge when conducting an assessment and taking medical history |
| CLO #8   | Describe the effects of medication on ocular health                                   |
| CLO #9   | Discuss the pathophysiology of refractive conditions                                  |
| CLO #10  | Practice using an automated refraction system and interpret results                   |
| CLO #11  | Identify limitations of automated refraction  |
| CLO #12  | Identify when to refer the patient to another eyecare professional                    |
| CLO #13  | Explain the scope of practice governing refracting opticians                          |
| <p>Instructional Strategies:</p> <p>Classroom based delivery with lecture, small group discussions, readings, case studies, and assignments, as well as lab.</p> |   |

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
B- (68%)

Passing grade:

Evaluation Plan:

| Type                 | Percentage | Brief description of assessment activity   |
|----------------------|------------|--|
| Assignments          | 25         | Weekly Review Questions  |
| Quizzes/Tests        | 30         | Refractive Principles & Conditions Quiz  |
| Exam                 | 35         | Jurisprudence Exam   |
| Assignments          | S/U        | Refraction Case Study - S based on completion and participation in group discussion                |
| Clinical Examination | S/U        | Automated Refraction Testing - S based on five successful examinations during the week of the lab. |
| Participation        | 10         | Class participation based on rubric  |

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

20

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

**Course Topics:**

Review: principles of refractions  
Pathophysiology of refractive conditions  
Astigmatism  
Anisometropia  
Aniseikonia  
Automated refraction process  
Automated refraction limitations  
Automated refraction contraindications  
Ocular disease and effect on vision  
Refractive conditions of the eye  
SOAP (subjective, objective, assessment and plan) documentation technique  
Measuring and assessing binocular function  
Measuring and assessing ocular motility  
Stereopsis test  
Four worth dot test  
Duochrome test  
Fogging technique  
Astigmatism  
Ametropia  
Instruments and procedures  
Pharmacology  
Effects of medication on ocular health  
Refining and finalizing prescriptions  
Unstable refractions  
Standard industry practice (Health Professions Act Opticians Regulation)  
Referral process  
Limitations in visual correction

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.



# Course Change Request

## New Course Proposal

Date Submitted: 04/07/21 4:29 pm

Viewing: **OPTC 2440 : Program Review & Exam Prep**

Last edit: 04/20/21 2:58 pm

Changes proposed by: rbennett

Programs  
referencing this  
course

[157: Optician Diploma](#)

Course Name:

Program Review and License Exam Prep

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 04/07/21 4:33 pm  
Rebecca Bennett (rbennett):  
Approved for 6255 Leader
2. 04/08/21 5:39 pm  
Claire Sauve (csauve): Approved for Senior PC
3. 04/08/21 9:37 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 05/04/21 8:27 am  
Darija Rabadzija (drabadzija):  
Approved for Curriculum Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext. 8674  |

Banner Course            Program Review & Exam Prep

Name:

Subject Code:            OPTC - Optician Diploma

Course Number            2440

Year of Study             2nd Year Post-secondary

Credits:                  1

**Course Description:**

This course will be a review of key theoretical and practical knowledge from the program. Students will also receive test-taking skills resources to help them prepare for the license examination.

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

OPTC 1250 Consolidated Practice Experience: Eyeglasses  
 OPTC 2350 Consolidated Practice Experience: Contact Lenses  
 OPTC 2430 Refractive Conditions & Automated Refraction

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

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

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b> |
|--------|---|
| CLO #1 | Discuss the format and requirements of the NACOR National Examination       |
| CLO #2 | Discuss study and test taking strategies                                    |
| CLO #3 | Review key skills and concepts related to eyeglasses                        |
| CLO #4 | Review key skills and concepts related to contact lenses                    |
| CLO #5 | Accurately perform all eyeglass practice competencies                       |
| CLO #6 | Accurately perform all contact lens competencies                            |

**Instructional****Strategies:**

This course is delivered on campus in the dispensing optician lab. Students will work under the guidance of a lab instructor.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
S

**Evaluation Plan:**

| Type                 | Percentage | Brief description of assessment activity                    |
|----------------------|------------|---|
| Clinical Examination | S/U        | Mock Eyeglass Exam - S based on demonstrated competency     |
| Clinical Examination | S/U        | Mock Contact Lens Exam - S based on demonstrated competency |
| Participation        | S/U        | Class participation based on rubric                         |

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

25

Practicum

Self Paced / Individual Learning

**Course Topics**

**Course Topics:**

**Course Topics:**

Exam preparation

Eyeglasses theory review (basic dispensing and lens finishing, lens duplication, measurement, verification, and service)

Contact lenses theory review (keratometry &amp; Rx interpretation, pathology &amp; contact lenses, verification and lens design, insertion and removal, and follow-up)

Eyeglasses practical Skills Review

Contact lenses practical skills review

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

**Rationale and Consultations**

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

Yes

Is this the primary proposal?

No

Primary Proposal

Optician Diploma

**Additional Information**

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

**Marketing Information**

# Course Change Request

## New Course Proposal

Date Submitted: 04/07/21 4:30 pm

Viewing: **OPTC 2450 : Preceptorship**

Last edit: 04/29/21 4:03 pm

Changes proposed by: rbennett

Programs  
referencing this  
course

[157: Optician Diploma](#)

Course Name:  
Preceptorship

Effective Date: May 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Optician Diploma (6255)

Contact(s)

### In Workflow

1. **6255 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 04/07/21 4:33 pm  
Rebecca Bennett  
(rbennett):  
Approved for 6255  
Leader
2. 04/08/21 5:40 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 04/08/21 9:37 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 05/04/21 8:27 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

| Name            | E-mail          | Phone/Ext. |
|-----------------|-----------------|------------|
| Rebecca Bennett | rbennett@vcc.ca | ext.8674   |

Banner Course Name: Preceptorship

Subject Code: OPTC - Optician Diploma

Course Number: 2450

Year of Study: 2nd Year Post-secondary

Credits: 5.5

#### Course Description:

The preceptorship concludes the program and facilitates the transition from student to graduate. The student will be partnered with an Optician, Optometrist or Ophthalmologist who will assist the student to gradually assume responsibility for entry-level Optician practice. Preceptorship students will have the opportunity to further integrate theory and skills in preparation for entry to practice. Students will have the opportunity to expand their confidence, competency and techniques in a supervised setting. The course builds on the experiential opportunities in OPTC 1250 Consolidate Practice Experience: Eyeglasses and OPTC 2350 Consolidated Practice Experience: Contact Lens.

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

OPTC 2440 Program Review & License Exam Prep

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

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

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Apply the National Competencies for Canadian Opticians as set out by the National Alliance of Canadian Optician Regulators to provide safe, competent, and ethical care |
| CLO #2 | Practice within relevant legislation, Standards of Practice & Guidelines, and Code of Ethics set out by the College of Opticians of BC                                  |
| CLO #3 | Assume the professional responsibilities of an optician   |
| CLO #4 | Work within personal and professional limits and seek assistance when required  |

| <b>Upon successful completion of this course, students will be able to:</b> |  |
|---|--|
| CLO #5  | Provide culturally informed care that recognizes and respects the uniqueness of each individual                                    |
| CLO #6  | Communicate and collaborate effectively with patients, public, and interprofessional team members                                  |
| CLO #7  | Use critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate the agreed upon plan of care |
| CLO #8  | Make practice decisions that are patient specific and consider patient acuity and complexity                                       |
| CLO #9  | Educate and advocate effectively for the profession and the patient  |
| CLO #10   | Apply organizational and business management principles to opticianry practice   |
| CLO #11   | Ensure patient and workplace practice safety   |
| CLO #12   | Demonstrate competency in the three focus areas of opticianry practice - eyeglasses, contact lens, and refraction                  |
| CLO #13   | Value and engage in continuous learning to maintain and enhance competence   |

#### Instructional

#### Strategies:

A designated preceptor will guide and encourage students to apply their knowledge, insight and skills in a professional setting. The student and preceptor work closely together, and instructors collaborate with the preceptor and student to help facilitate the preceptorship experience.

Students will have the opportunity to reflect on and share their experiences as well as evaluate their overall educational experience so that the program may be improved in relation to student feedback. At the conclusion of this experience, there will be a collaborative final debriefing.

Students will be required to be available during the day, afternoon, evening, and weekends.

## Evaluation and Grading

---

Grading System:      Satisfactory/Unsatisfactory      Passing grade:  
S

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity                       |
|---------------|------------|--|
| Participation | S/U        | Clinical Participation - S based on standardized course rubric |

| Type        | Percentage | Brief description of assessment activity   |
|-------------|------------|--|
| Assignments | S/U        | Assignment Completion and Final Review   |
| Attendance  | S/U        | Meet Punctuality and Attendance Expectations - S based on 80% attendance   |
|             |            | Students must achieve a satisfactory grade on all evaluations in order to be successful in the course. S based on completion of all assignments, self-reflective evaluations, and a final assessment review. |

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum                      160

Self Paced / Individual Learning

Course Topics

|  |
|--|
| <b>Course Topics:</b>  |
| Knowledge and skills taught in terms one, two, three and four are integrated into the preceptorship. |

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

## Rationale and Consultations

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## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 14, 2021

**ISSUE:** Revisions to Business and Project Management Post Degree Diploma and 16 new courses

### BACKGROUND:

The Project Management department is proposing a significant revision to the Business and Project Management Post Degree Diploma program. This program is designed for international students to gain knowledge about project management and the Canadian work environment. In the previous program design, students spent the first two terms studying business and the Canadian context, and did not begin studying project management until Term 3 (a year into the program). Student feedback from the initial cohorts was in support of earlier introduction of project management.

As a result, the department has redesigned the program so that project management is the focus from day 1 of the program. Some elements of a broader business education were maintained and spread through all terms. In addition, the department has added a few courses focused on operations management, a potential growth area for the department with other credentials.

The department had a long series of conversations about these changes, and while there are still some instructors concerned about the decreased amount of broader business courses, the overall decision of the department was to move forward with this proposal.

### DISCUSSION:

Mehran Jamshidi, Department Head of Project Management, presented the proposal. There were a number of smaller edits required to course outcomes, assessment plans and pre-requisites.

The most significant discussion was between the department and the Registrar's Office. The department would like to launch this revised version in January 2022. The Registrar's Office does not believe it can implement the changes and has asked for a May 2022 effective date. Discussions are ongoing between the Dean and Registrar.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Business and Project Management Post Degree Diploma and 16 new courses.

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

**DATE:** August 23, 2021

# Program Change Request

Date Submitted: 08/05/21 3:30 pm

Viewing: **Business and Project Management Post Degree Diploma**

Last approved: 06/17/20 12:15 pm

Last edit: 08/23/21 2:49 pm

Changes proposed by: mjamshidi

Catalog Pages Using  
this Program

[Business and Project Management Post Degree Diploma](#)

Program Name:

Business and Project Management Post Degree Diploma

Credential Level: Post-Degree Diploma

Effective Date: **May 2022** ~~September 2020~~

Effective Catalog  
Edition: 2021-2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: Department of Project Management (4811)

Contact(s)

## In Workflow

1. **4811 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

## Approval Path

1. 03/05/21 3:47 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
2. 03/05/21 3:51 pm  
Dennis Innes (dinnes): Rollback to 4811 Leader for SHP Dean
3. 03/05/21 3:56 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
4. 03/05/21 3:59 pm  
Dennis Innes (dinnes): Approved for SHP Dean
5. 07/05/21 11:34 am  
Darija Rabadzija (drabadzija):  
Rollback to Initiator
6. 08/05/21 7:13 pm  
Mehran Jamshidi (mjamshidi):

195

Approved for 4811  
Leader

7. 08/06/21 8:44 am

Dennis Innes  
(dinnes): Approved  
for SHP Dean

8. 09/01/21 9:06 am

Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

### History

1. Nov 28, 2018 by mheaps
2. Jan 25, 2019 by Al Petrone (apetrone)
3. Feb 4, 2019 by Nicole Degagne (ndegagne)
4. Aug 21, 2019 by Nicole Degagne (ndegagne)
5. Feb 12, 2020 by Mehran Jamshidi (mjamshidi)
6. Jun 17, 2020 by Todd Rowlatt (trowlatt)

| Name            | E-mail           | Phone/Ext.        |
|-----------------|------------------|-------------------|
| Mehran Jamshidi | mjamshidi@vcc.ca | 604.871.7000-8696 |

## Program Content Guide

---

## Purpose

This program **provides** ~~prepares~~ international, post-degree students **with the knowledge they need for** ~~for~~ a career in ~~business and~~ project management. By providing **practical and practical**, experiential learning opportunities, students will learn the fundamental/foundational concepts **and** ~~and~~ methodologies of ~~business~~ project **management.**

~~management.~~

**35 hours from the Project Management courses may be applied towards a PMI® Project Management Professional (PMP)® or Certified Associate in Project Management (CAPM)® designation.**

## Admission Requirements

Successful completion of an undergraduate degree from an accredited university

English Language Proficiency demonstrated by *one* of the following:

IELTS Academic with a minimum overall score of 6.5, and no other score (band) less than 6.0, or equivalent, within the last 24 months, *or*

TOEFL iBT with a minimum overall score of 84 and a minimum score of 21 in reading, listening, writing, and speaking, or equivalent, within the last 24 months

## Prior Learning Assessment & Recognition (PLAR)

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

## Program Duration & Maximum Time for Completion

The program is delivered over four academic terms, each four months long. **There is one term break between terms two and three.**

**Maximum time to complete the program is 4 years.**

~~The program may be delivered over two academic years or in an accelerated format of 16 months. Regular Delivery Option 1: Students enroll in a September start date and complete the program in two academic years of study. Accelerated Delivery Option 2: Students enroll in a September or January start date and complete the program in 16 months of accelerated study.~~

## Program Learning Outcomes

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

Apply strategies and processes in initiating, planning, executing, monitoring and controlling, and closing projects.

Manage risks to reduce project uncertainties.

Demonstrate project management skills to optimize ~~the~~ project outcomes.

Adapt project management approaches to meet the specific needs of organizations.

Apply strategies for managing stakeholders' needs and expectations throughout the project lifecycle.

Construct comprehensive project plans that address the goals and objectives of organizations.

Apply critical thinking and problem-solving techniques to make sound business management decisions and recommendations.

Implement effective communication plans to ensure project success.

Utilize change management strategies to support project implementation.

Demonstrate ethical and professional behaviours as a project team member.

Communicate and contribute as a project team member to the overall success of projects.

Apply reflective practices to identify professional development opportunities and enhance lifelong learning.

## Instructional Strategies, Design, and Delivery Mode

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

~~lecture, active learning strategies, online activities, group activities and projects.~~ Instructional activities require students to be actively engaged and collaborate with other **students.** ~~students~~

~~Students complete a Capstone Project by the end of the Program.~~

## Evaluation of Student Learning

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

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

Students must pass **each course** ~~all courses~~ (minimum grade of **D or 50**).

~~C) in a term before progressing to the next term.~~

**In order to progress to** ~~To qualify for graduation, students must be in good academic standing, pass all courses in the~~ **next term, students must obtain** ~~program and achieve~~ a minimum **Weighted 2.0 Cumulative** Grade Point Average **of C or 2.00 in each term.** ~~(GPA).~~

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

## Recommended Characteristics of Students

~~A strong foundation in mathematics and English.~~ Motivated and disciplined.

Well-developed analytical and critical thinking skills.

Experienced in word processing and use of spreadsheets

## Courses

## Plan of Study Grid

## First Year

| Term One  | Credits      |
|---|--------------|
| <del>MGMT 1001 Business Mathematics</del>                         | <del>3</del> |
| <del>MGMT 1002 The Canadian Economy</del>                         | <del>3</del> |
| <del>MGMT 1003 Principles of Management</del>                     | <del>3</del> |
| <b>PGMT 1001 Fundamentals of Project Management</b>               | <b>3</b>     |
| <b>PGMT 1002 Product Development and Project Scope Management</b> | <b>3</b>     |
| <del>MGMT 1004 Communications in the Canadian Workplace</del>     | <del>3</del> |
| <del>MGMT 1007 Financial Accounting</del>                         | <del>3</del> |
| <b>MGMT 1015 Applied Quantitative Skills</b>                      | <b>3</b>     |
| <b>MGMT 1014 Business Management Essentials</b>                   | <b>3</b>     |
| Credits   | 15           |

## Term Two

|  |              |
|--|--------------|
| <del>MGMT 1005 Organizational Behaviour</del>                      | <del>3</del> |
| <del>MGMT 1006 Fundamentals of Marketing</del>                     | <del>3</del> |
| <del>MGMT 1009 Business Statistics</del>                           | <del>3</del> |
| <del>MGMT 1011 Information Technology Management</del>             | <del>3</del> |
| <del>MGMT 2014 Financial Management</del>                          | <del>3</del> |
| <b>PGMT 1003 Project Stakeholder and Communications Management</b> | <b>3</b>     |
| <b>PGMT 1004 Project Schedule and Cost Management</b>              | <b>3</b>     |
| <b>PGMT 1005 Project Resource and Procurement Management</b>       | <b>3</b>     |
| <b>OPMT 1004 Logistics and Supply Chain Management</b>             | <b>3</b>     |
| <b>MGMT 1002 The Canadian Economy</b>                              | <b>3</b>     |
| Credits  | 15           |

## Second Year

## Term Three

|   |                |
|---|----------------|
| <del>MGMT 2021 Project Management Fundamentals</del>          | <del>1.5</del> |
| <del>MGMT 2023 Scope Management</del>                         | <del>1.5</del> |
| <del>MGMT 2024 Risk and Procurement Management</del>          | <del>3</del>   |
| <del>MGMT 2025 Project Scheduling and Cost Management</del>   | <del>3</del>   |
| <del>MGMT 2028 Quality and Resource Management</del>          | <del>3</del>   |
| <del>MGMT 2029 Communication and Stakeholder Management</del> | <del>3</del>   |

|  |              |
|--|--------------|
| <b><u>PGMT 2001</u> Project Quality and Risk Management</b>          | <b>3</b>     |
| <b><u>PGMT 2002</u> Agile Project Management</b>                     | <b>3</b>     |
| <b><u>OPMT 1005</u> Process Improvement and Lean Design</b>          | <b>3</b>     |
| <b><u>PGMT 2003</u> Project Leadership and Change Management</b>     | <b>3</b>     |
| <b><u>MGMT 1006</u> Fundamentals of Marketing</b>                    | <b>3</b>     |
| Credits  | 15           |
| Term Four  |              |
| <del>MGMT-2006 Business Analysis and Systems Design</del>            | <del>3</del> |
| <del>MGMT-2022 Project Leadership</del>                              | <del>3</del> |
| <del>MGMT-2027 Integration Management</del>                          | <del>3</del> |
| <del>MGMT-2030 Capstone</del>  | <del>6</del> |
| <b><u>PGMT 2020</u> Project Management Technology</b>                | <b>3</b>     |
| <b><u>PGMT 2021</u> Project Integration and Capstone</b>             | <b>6</b>     |
| <b><u>PGMT 2022</u> Project Contract Negotiations and Management</b> | <b>3</b>     |
| <b><u>OPMT 2020</u> Workplace Safety and Sustainability</b>          | <b>3</b>     |
| Credits  | 15           |
| Total Credits  | 60           |

### Transcript of Achievement

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

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

## Grading Standard

| Grade | Percentage   | Description   | Grade Point<br>Equivalency |
|-------|--------------|---|----------------------------|
| A+    | 96-100       |   | 4.33                       |
| A     | 91-95        |   | 4.00                       |
| A-    | 86-90        |   | 3.67                       |
| B+    | 81-85        |   | 3.33                       |
| B     | 76-80        |   | 3.00                       |
| B-    | 71-75        |   | 2.67                       |
| C+    | 66-70        |   | 2.33                       |
| C     | 61-65        |   | 2.00                       |
| C-    | 56-60        |   | 1.67                       |
| D     | 50-55        | Minimum Pass for all courses  | 1.00                       |
| F     | 0-49         | Failing Grade   | 0.00                       |
| Grade | Percentage   | Description   | Grade Point<br>Equivalency |
| S     | 70 and above | Satisfaction – 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 N/A skills and performances to required standards. |     |
| I               | Incomplete   | N/A |
| IP              | Course in Progress   | N/A |
| W               | Withdrawal   | N/A |
| Course Standing |  |     |
| R               | Audit. No credit.  | N/A |
| EX              | Exempt. Credit granted.  | N/A |
| TC              | Transfer Credit  | N/A |

## Grade Point Average (GPA)

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

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

### Rationale and Consultations

Provide a rationale for this proposal.

The changes are to create a more meaningful program for international students who are taking this PDD program. We have added more relevant courses and topics, and students will have the chance to receive training in project management from term 1.

Are there any expected costs to this proposal.

Consultations

| Consultated Area                                   | Consultation Comments  |
|--|--|
| Centre for Teaching, Learning, and Research (CTLR) | Worked with Francesco and Lucy on Course Outlines  |
| Registrar's Office                                 | Worked with Les on course codes, and with Azeez on the evaluation criteria                       |
| International Education                            | Worked with IE about course changes, keeping the credits at 60 and no impact on current students |



| Consultated Area   | Consultation Comments   |
|--------------------|---|
| PAC/CEG            | Consulted with the PAC on potential new and modified courses that would fit the project management market in BC |
| Faculty/Department | Held 3 drop-in sessions and 27 1:1 consultation meetings with the faculty and discussed the changes.            |

### Additional Information

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Provide any additional information if necessary.

**I have attached a spreadsheet including the result of my consultation with the faculty**

Supporting  
documentation:

**[Faculty consultation Results.xlsx](#)**

### Marketing Information

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*FOR MARKETING PURPOSES ONLY. DO NOT EDIT.*

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

This program is for: International

Marketing Description

Learn top strategies and processes for planning, executing, and monitoring projects in a Canadian business environment. **Understand the difference between Agile and Waterfall project management, and know how to plan to get a PMI® Project Management Professional (PMP)®, Certified Associate in Project Management (CAPM)®, and other project management designations.**

What you will learn

What to expect

Reviewer

Comments

**Dennis Innes (dinner) (03/05/21 3:51 pm):** Rollback: Add consultation comments

**Dennis Innes (dinner) (03/05/21 3:59 pm):** These changes were suggested by our PAC in order to better prepare students for the workplace.

**Darija Rabadzija (drabadzija) (07/05/21 11:34 am):** Rollback: rollback for edits

# Course Change Request

## New Course Proposal

Date Submitted: 08/05/21 3:28 pm

Viewing: **MGMT 1014 : Management Essentials**

Last edit: 09/01/21 9:05 am

Changes proposed by: mjamshidi

Programs  
referencing this  
course

[120: Business and Project Management Post Degree Diploma](#)

Course Name:

Business Management Essentials

Effective Date:

May 2022

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Department of Project Management (4811)

Contact(s)

### In Workflow

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

### Approval Path

1. 08/05/21 7:12 pm  
Mehran Jamshidi  
(mjamshidi):  
Approved for 4811  
Leader
2. 08/06/21 8:45 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 09/01/21 9:05 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

| Name            | E-mail           | Phone/Ext. |
|-----------------|------------------|------------|
| Mehran Jamshidi | mjamshidi@vcc.ca | 8696       |

Banner Course  
Name:

Management Essentials

Subject Code:

MGMT - Business Management

Course Number

1014

Year of Study

1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course involves the study of management principles, concepts and techniques. Students will examine applications and problems from actual business cases and focus on management practices applied to work environments.

This course also explores human and organizational behaviour theory as it applies in the business workplace. Students will learn skills and techniques to help organizations function more effectively and efficiently.

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b> |
|--------|---|
| CLO #1 | Explain how modern management evolved                                       |
| CLO #2 | Describe decision-making fundamentals                                       |
| CLO #3 | Identify and apply strategic management concepts                            |
| CLO #4 | Discuss the importance of developing organizational objectives              |
| CLO #5 | Propose organizational structures for specific businesses                   |
| CLO #6 | Explain the fundamentals of leadership and human resources management       |
| CLO #7 | Evaluate the opportunities that change creates for organizational behaviour |

| <b>Upon successful completion of this course, students will be able to:</b> |  |
|---|--|
| CLO #8  | Explain how personality influences behaviour in organizations                        |
| CLO #9  | Distinguish between organizational citizenship and inappropriate workplace behaviour |
| CLO #10   | Demonstrate motivational techniques with staff                                       |
| CLO #11   | Describe the psycho-physiology of the stress cycle and handle personal stress        |
| CLO #12   | Describe and analyze forms and sources of power and politics in organizations        |

Instructional

Strategies:

Lectures, case studies, group discussions

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

| Type         | Percentage | Brief description of assessment activity                               |
|--------------|------------|--|
| Assignments  | 25         | Team and individual assignments and projects defined by the instructor |
| Midterm Exam | 25         |  |
| Final Exam   | 25         |  |
| Project      | 15         |  |
| Other        | 10         | Oral Presentation  |

## Hours by Learning Environment Type

---

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual Learning

Course Topics

**Course Topics:**

The Evolution of Management and Foundations of Modern Management

Managing Diverse Employees in a Multicultural Environment

The Manager as Decision Maker, Planner and Strategist

Managing Organizational Structure and Culture

Organizational Control

Human Resource Management

Leadership

Managing Effective Groups and Teams, Conflict and Negotiation

Organizational structure

Power and politics

Motivational theories and techniques

Effect of personality, perception, values, attitudes and diversity on behaviour

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

Business and Project Management

## Additional Information

---

Provide any additional information if necessary.

This course is a combination of MGMT 1003 and MGMT 1005 customized for BPM students.

Supporting  
documentation:

Reviewer  
Comments

## Marketing Information

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*FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.*

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

Make Available on Website:

Key: 9208

[Preview Bridge](#)

# Course Change Request

## New Course Proposal

Date Submitted: 08/05/21 3:29 pm

Viewing: **MGMT 1015 : Applied Quantitative Skills**

Last edit: 08/18/21 10:29 am

Changes proposed by: mjamshidi

Programs  
referencing this  
course

[120: Business and Project Management Post Degree Diploma](#)

Course Name:

Applied Quantitative Skills

Effective Date:

May 2022

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Department of Project Management (4811)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/05/21 3:41 pm  
Mehran Jamshidi  
(mjamshidi):  
Approved for 4811  
Leader
2. 03/05/21 3:43 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 03/17/21 10:30 am  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
4. 08/05/21 7:12 pm  
Mehran Jamshidi  
(mjamshidi):  
Approved for 4811  
Leader
5. 08/06/21 8:46 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
6. 09/01/21 9:06 am  
Todd Rowlatt  
(trowlatt): Approved

| Name            | E-mail           | Phone/Ext. |
|-----------------|------------------|------------|
| Mehran Jamshidi | mjamshidi@vcc.ca | 8696       |

Banner Course Name: Applied Quantitative Skills

Subject Code: MGMT - Business Management

Course Number: 1015

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course introduces students to the basics of arithmetic and financial mathematics. A basic understanding of statistics will also be developed during this course. Students learn how to use MS Excel to analyze, manage, and present data in different formats.

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:**



| <b>Upon successful completion of this course, students will be able to:</b> |  |
|---|--|
| CLO #1  | Perform basic arithmetic functions and solve basic algebraic equations               |
| CLO #2  | Apply ratios, proportions, and percent   |
| CLO #3  | Understand the concepts of central tendency and dispersion                           |
| CLO #4  | Apply financial mathematics (Time value of money)                                    |
| CLO #5  | Recognize the concepts of data, information, and reports                             |
| CLO #6  | Practice break-even analysis both graphically and algebraically                      |
| CLO #7  | Utilize different data collection methods in quantitative and qualitative approaches |
| CLO #8  | Leverage MS Excel to create meaningful charts, graphs, and dashboards                |
| CLO #9  | Utilize MS Excel capabilities as a tool in project management                        |

Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity                               |
|---------------|------------|--|
| Midterm Exam  | 20         |  |
| Final Exam    | 30         |  |
| Project       | 10         | End of term project  |
| Assignments   | 20         | Team and individual assignments and projects defined by the instructor |
| Quizzes/Tests | 20         | Weekly planned or ad-hoc quizzes and tests                             |

## Hours by Learning Environment Type

---

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

**Course Topics:**

Basic arithmetic and algebra skills

Ratios, proportions, and percent

Time value of money

Concepts of central tendency and measures of dispersion

Break-even analysis

Data, information, reports

Qualitative and quantitative approaches

Using Excel to create tables, pivot tables, dashboards

Conditional formatting and formulas in Excel

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

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

MS-Excel

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

# Course Change Request

## New Course Proposal

Date Submitted: 08/09/21 7:48 pm

Viewing: **OPMT 1004 : Logistics and Supply Chain**

Last edit: 08/13/21 1:52 pm

Changes proposed by: mjamshidi

Programs  
referencing this  
course

[120: Business and Project Management Post Degree Diploma](#)

Course Name:

Logistics and Supply Chain Management

Effective Date:

May 2022

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Department of Project Management (4811)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/05/21 3:41 pm  
Mehran Jamshidi  
(mjamshidi):  
Approved for 4811  
Leader
2. 03/05/21 3:43 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 03/17/21 10:31 am  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
4. 08/09/21 7:48 pm  
Mehran Jamshidi  
(mjamshidi):  
Approved for 4811  
Leader
5. 08/10/21 2:43 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
6. 09/01/21 9:06 am  
Todd Rowlatt  
(trowlatt): Approved

| Name            | E-mail           | Phone/Ext. |
|-----------------|------------------|------------|
| Mehran Jamshidi | mjamshidi@vcc.ca | 8696       |

Banner Course Name: Logistics and Supply Chain

Subject Code: OPMT - Operations Management

Course Number: 1004

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course provides the students with knowledge and skills to contribute to strategic planning and scheduling of material requirements. Students will learn how to coordinate inventory needs, and the efficient handling of goods, services, materials, and related information within and between supply chains.

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:**

| <b>Upon successful completion of this course, students will be able to:</b> |   |
|---|---|
| CLO #1  | Determine the value-added and benefits of supply chain management and strategy implementations on overall business  |
| CLO #2  | Ensure compliance of supply chain processes with relevant legal, regulatory, and contractual obligations, and industry and organization standards and policies. |
| CLO #3  | Define and explain inventory management and control techniques  |
| CLO #4  | Explain global Supply Chain Management & International Trade concepts   |
| CLO #5  | Recognize the role of transportation in supply chain management   |
| CLO #6  | Describe inventory and distribution methods and processes   |
| CLO #7  | Understand Incoterms®, the world's essential terms of trade for the sale of goods   |

Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

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

## Hours by Learning Environment Type

---

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

**Course Topics:**

The need for Incoterms®

Supply chain essentials

Inventory management

Distribution systems

Logistic and material handling

Strategic planning and scheduling of material requirements, resource allocation, and inventory

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

Business and Project Management

## Additional Information

# Course Change Request

## New Course Proposal

Date Submitted: 08/05/21 3:27 pm

Viewing: **OPMT 1005 : Process Improvement and Lean**

Last edit: 08/18/21 10:47 am

Changes proposed by: mjamshidi

Programs  
referencing this  
course

[120: Business and Project Management Post Degree Diploma](#)

Course Name:

Process Improvement and Lean Design

Effective Date: May 2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: Department of Project Management (4811)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/05/21 3:41 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
2. 03/05/21 3:43 pm  
Dennis Innes (dinnes): Approved for SHP Dean
3. 03/17/21 10:30 am  
Todd Rowlatt (trowlatt): Rollback to Initiator
4. 08/05/21 7:13 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
5. 08/06/21 8:47 am  
Dennis Innes (dinnes): Approved for SHP Dean
6. 09/01/21 9:06 am  
Todd Rowlatt (trowlatt): Approved

| Name            | E-mail           | Phone/Ext. |
|-----------------|------------------|------------|
| Mehran Jamshidi | mjamshidi@vcc.ca | 8696       |

Banner Course Name: Process Improvement and Lean

Subject Code: OPMT - Operations Management

Course Number: 1005

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course provides students with the concepts, tools, and techniques to continuously improve project management processes and procedures, apply Business Process Management techniques, and learn quality and Lean principles to deliver value for customers.

Students will become familiar with concepts like Six Sigma, Lean, Kaizen, ISP, TQM, and DMAIC, and how these could improve the quality of their project deliverables.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No



## Course Learning

## Outcomes (CLO):

| <b>Upon successful completion of this course, students will be able to:</b> |   |
|---|---|
| CLO #1  | Explain the foundations of quality and process improvement and describe how Lean principles, tools, and techniques can be applied to dramatically improve project success and affect organization bottom-line |
| CLO #2  | Explain tools, techniques, and standards for continuous process improvement such as Lean and Six sigma  |
| CLO #3  | Define Key Performance Indicators (KPIs) and Score Cards to measure the performance of a working process  |
| CLO #4  | Explain concepts like Kaizen, Total Quality Management (TQM), Deming Cycle, Design of Experiments (DOE ), and other common quality management techniques or standards   |
| CLO #5  | Explain process improvement methodologies like DMAIC (Process improvement methodology standing for Define, Measure, Analyze, Improve, Control)  |
| CLO #6  | Perform process mapping and improve processes by defining, measuring, analyzing, improving, and controlling them  |
| CLO #7  | Become familiar with relevant continuous improvement certifications and designations that can help them in their career   |
| CLO #8  | Describe value streams and value stream mapping   |

## Instructional

## Strategies:

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

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

D

## Evaluation Plan:

| Type         | Percentage | Brief description of assessment activity                               |
|--------------|------------|--|
| Midterm Exam | 20         |  |
| Final Exam   | 30         |  |
| Assignments  | 20         | Team and individual assignments and projects defined by the instructor |

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Quizzes/Tests | 20         | Weekly planned or ad-hoc quizzes and tests  |
| Participation | 10         | -Active participation in the course lectures and discussions forums<br>-Participation in team assignments and discussions |

### Hours by Learning Environment Type

---

Total Hours                    45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

**Course Topics:**

Elements of process improvement in project management

Project Process mapping, and improvement

Techniques in continuous process improvement and measurement

Lean Process Improvement

Lean Six Sigma

Lean Manufacturing

Design of Experiments

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

# Course Change Request

## New Course Proposal

Date Submitted: 08/05/21 3:27 pm

Viewing: **OPMT 2020 : Safety and Sustainability**

Last edit: 08/18/21 10:48 am

Changes proposed by: mjamshidi

Programs  
referencing this  
course

[120: Business and Project Management Post Degree Diploma](#)

Course Name:

Workplace Safety and Sustainability

Effective Date:

May 2022

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Department of Project Management (4811)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/05/21 3:41 pm  
Mehran Jamshidi  
(mjamshidi):  
Approved for 4811  
Leader
2. 03/05/21 3:43 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 03/17/21 10:31 am  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
4. 08/05/21 7:13 pm  
Mehran Jamshidi  
(mjamshidi):  
Approved for 4811  
Leader
5. 08/06/21 8:48 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
6. 09/01/21 9:06 am  
Todd Rowlatt  
(trowlatt): Approved

| Name            | E-mail           | Phone/Ext. |
|-----------------|------------------|------------|
| Mehran Jamshidi | mjamshidi@vcc.ca | 8696       |

Banner Course Name: Safety and Sustainability

Subject Code: OPMT - Operations Management

Course Number: 2020

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course provides the students with knowledge of workplace health and safety along with sustainability considerations in the project 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 | Describe environmental health and safety concepts                    |

| <b>Upon successful completion of this course, students will be able to:</b> |   |
|---|---|
| CLO #2  | Know how to find health and safety agencies, authorities, and work/project safety regulations                                 |
| CLO #3  | Know how to access WorkSafeBC resources to find related information to ensure project site safety                             |
| CLO #4  | Explain Occupational Health and Safety (OHS) regulations and policies   |
| CLO #5  | Collect, manage, and interpret information and data to identify safety trends and issues in project environments              |
| CLO #6  | Design health and safety programs and define procedures to support and evaluate the system                                    |
| CLO #7  | Identify first aid and hazard services and equipment needed in an organization  |
| CLO #8  | Describe the purpose of the Workplace Hazardous Materials Information System (WHMIS) and apply WHMIS regulations consistently |
| CLO #9  | Discuss the interrelationship between natural resources, sustainability, and business operations                              |
| CLO #10   | Plan and strategize for a sustainability plan   |

Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

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

## Hours by Learning Environment Type

---

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

### Course Topics:

Health, Safety and Environment Management and Sustainability concepts

Introductions to Health and Safety agencies, authorities, & work/project safety regulations

Health and Safety agencies: WorkSafeBC Walkthrough Policies and Regulations (WorkSafeBC in BC)

An overview of Occupational Health and Safety (OHS)

Describe the Site visits, inspections, and risk assessment audits performed by the Health and Safety agencies (WorkSafeBC in BC)

Describe Hazard control

Environmental, Health and Safety, and Sustainability Issues Knowledge

Review of active projects concerning the environment's health, safety, and sustainability

Knowledge of Indigenous peoples and their environmental and sustainability concerns

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

## Rationale and Consultations

---

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

# Course Change Request

## New Course Proposal

Date Submitted: 08/05/21 3:20 pm

Viewing: **PGMT 1001 : Project Management  
Fundamental**

Last edit: 09/07/21 4:28 pm

Changes proposed by: mjamshidi

Programs  
referencing this  
course

[120: Business and Project Management Post Degree Diploma](#)

Course Name:

Fundamentals of Project Management

Effective Date:

May 2022

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Department of Project Management (4811)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/05/21 3:41 pm  
Mehran Jamshidi  
(mjamshidi):  
Approved for 4811  
Leader
2. 03/05/21 3:43 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 03/17/21 10:30 am  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
4. 08/05/21 7:12 pm  
Mehran Jamshidi  
(mjamshidi):  
Approved for 4811  
Leader
5. 08/06/21 8:50 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
6. 09/01/21 9:06 am  
Todd Rowlatt  
(trowlatt): Approved

| Name            | E-mail           | Phone/Ext. |
|-----------------|------------------|------------|
| Mehran Jamshidi | mjamshidi@vcc.ca | 8696       |

Banner Course Name: Project Management Fundamental

Subject Code: PGMT - Project Management

Course Number: 1001

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course introduces students to the terminology and key concepts of project management that will provide the foundation for the rest of the program.

Students gain an overall understanding of project selection concepts, development approaches as well as all project management process groups, knowledge areas, and processes. Project management ethics will be discussed in this course.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No



## Course Learning

## Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Explain the concepts of Project, Program, and Portfolio Management   |
| CLO #2 | Describe the roles and responsibilities of the project manager and project team members  |
| CLO #3 | Explain and illustrate project lifecycle - All process groups, Knowledge areas, and processes based on the Project Management Body of Knowledge (PMBOK)            |
| CLO #4 | Explain project selection considerations and project manager competencies  |
| CLO #5 | Describe project charter, project documents, project plans, and identify key aspects of a successful project   |
| CLO #6 | Explain project management approaches and tailoring considerations that best meet the needs of the organization  |
| CLO #7 | Describe project management organizational structures, Project influences such as Enterprise Environmental Factors (EEFs) and Organizational Process Assets (OPAs) |
| CLO #8 | Describe project management ethics   |
| CLO #9 | Describe the history of project management, and common project management standards, certifications, and certification bodies                                      |

## Instructional

## Strategies:

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

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

| Type         | Percentage | Brief description of assessment activity                               |
|--------------|------------|--|
| Midterm Exam | 20         |  |
| Final Exam   | 30         |  |
| Assignments  | 20         | Team and individual assignments and projects defined by the instructor |

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Quizzes/Tests | 20         | Weekly planned or ad-hoc quizzes and tests  |
| Participation | 10         | -Active participation in the course lectures and discussions forums<br>-Participation in team assignments and discussions |

### Hours by Learning Environment Type

---

Total Hours            45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

History of Project Management

Project, program, portfolio, and operations

Project selection considerations

Roles and responsibilities of a project management team, and project manager competencies

Project management development approaches

Project management process groups, Knowledge areas, processes, tools, and techniques

Project management organizational structures, Enterprise Environmental Factors, Organizational Process Assets, and project management ethical considerations

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

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

# Course Change Request

## New Course Proposal

Date Submitted: 08/05/21 3:20 pm

Viewing: **PGMT 1002 : Product Development & Scope**

Last edit: 09/07/21 4:28 pm

Changes proposed by: mjamshidi

Programs  
referencing this  
course

[120: Business and Project Management Post Degree Diploma](#)

Course Name:

Product Development and Project Scope Management

Effective Date:

May 2022

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Department of Project Management (4811)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/05/21 3:41 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
2. 03/05/21 3:43 pm  
Dennis Innes (dinnes): Approved for SHP Dean
3. 03/17/21 10:30 am  
Todd Rowlatt (trowlatt): Rollback to Initiator
4. 08/05/21 7:12 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
5. 08/06/21 8:51 am  
Dennis Innes (dinnes): Approved for SHP Dean
6. 09/01/21 9:06 am  
Todd Rowlatt (trowlatt): Approved

| Name            | E-mail           | Phone/Ext. |
|-----------------|------------------|------------|
| Mehran Jamshidi | mjamshidi@vcc.ca | 8696       |

Banner Course      Product Development & Scope

Name:

Subject Code:      PGMT - Project Management

Course Number      1002

Year of Study      1st Year Post-secondary

Credits:            3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course clarifies the difference between product and project scope. It focuses on steps of product development as a project. It emphasizes the importance of project scope management for delivering a product or project that meets the stakeholders' requirements.

Students learn the various product development models and the tools, techniques, and processes required to develop the project scope and how to manage and control it throughout the project.

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

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

PGMT 1001

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

No

## Course Learning

## Outcomes (CLO):

| <b>Upon successful completion of this course, students will be able to:</b> |   |
|---|---|
| CLO #1  | Explain product and project life cycles   |
| CLO #2  | Define the product development cycle  |
| CLO #3  | Create a scope management plan that documents how the project and product scope are defined, developed, validated, monitored and controlled |
| CLO #4  | Explore the various tools and techniques used to solicit and collect requirements   |
| CLO #5  | Create and use the Work Breakdown Structure (WBS)   |
| CLO #6  | Determine, document, and manage stakeholder expectations to meet the project objectives   |
| CLO #7  | Apply tools and techniques to validate and control scope during project execution   |

## Instructional

## Strategies:

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

## Evaluation and Grading

---

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

## Evaluation Plan:

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

## Hours by Learning Environment Type

---

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

Product and project life cycles

Product development using specified features and functions

Key concepts and terminologies of scope management

Collecting scope requirements and defining project scope

Managing project expectations

Work Breakdown Structure (WBS)

Validating and controlling project scope

Scope in agile project management

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

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

## Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

# Course Change Request

## New Course Proposal

Date Submitted: 08/05/21 3:21 pm

Viewing: **PGMT 1003 : Stakeholder and Communications**

Last edit: 09/07/21 4:29 pm

Changes proposed by: mjamshidi

Programs  
referencing this  
course

[120: Business and Project Management Post Degree Diploma](#)

Course Name:

Project Stakeholder and Communications Management

Effective Date: May 2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: Department of Project Management (4811)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/05/21 3:41 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
2. 03/05/21 3:43 pm  
Dennis Innes (dinnes): Approved for SHP Dean
3. 03/17/21 10:30 am  
Todd Rowlatt (trowlatt): Rollback to Initiator
4. 08/05/21 7:12 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
5. 08/06/21 8:52 am  
Dennis Innes (dinnes): Approved for SHP Dean
6. 09/01/21 9:06 am  
Todd Rowlatt (trowlatt): Approved

| Name            | E-mail           | Phone/Ext. |
|-----------------|------------------|------------|
| Mehran Jamshidi | mjamshidi@vcc.ca | 8696       |

Banner Course      Stakeholder and Communications

Name:

Subject Code:      PGMT - Project Management

Course Number      1003

Year of Study      1st Year Post-secondary

Credits:            3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course provides the student with the knowledge, tools, and techniques to identify, categorize and prioritize project stakeholders and develop a stakeholder management plan and a communications management plan. Students will create a stakeholder register as a basis to classify stakeholders' communications needs.

Students will learn how to manage stakeholders' expectations during the project utilizing a proper communication style. Students will also learn best practices on working with diverse groups and organizations and on managing their engagement in the project.

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

PGMT 1001, PGMT 1002

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

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

No



## Course Learning

## Outcomes (CLO):

| <b>Upon successful completion of this course, students will be able to:</b> |   |
|---|---|
| CLO #1  | Identify, categorize, and prioritize project stakeholders, and create a Stakeholder Register  |
| CLO #2  | Develop a Stakeholder Management Plan   |
| CLO #3  | Learn strategies to manage stakeholder expectations and engagement  |
| CLO #4  | Explain how project teams are created and managed during the project. Learn skills to work with project teams such as creating a shared vision, building trust among team members and improve team productivity by managing conflicts and creating synergy. |
| CLO #5  | Explain the key concepts for Project Communications Management  |
| CLO #6  | Identify and explain the trends and emerging practices in Project Communications Management   |
| CLO #7  | Identify various communication models that are available to manage a project and use appropriate communication technology to enhance information flow utilizing communication channels  |
| CLO #8  | Establish appropriate communications methods between various stakeholders within the project  |
| CLO #9  | Develop and document a comprehensive Communications Plan.   |
| CLO #10   | Discuss how diversity in groups will affect a project   |

## Instructional

## Strategies:

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

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
D

Passing grade:

## Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity             |
|---------------|------------|--|
| Midterm Exam  | 20         |  |
| Final Exam    | 30         |  |
| Assignments   | 20         | Class, individual, and team assignments and projects |
| Quizzes/Tests | 20         | Weekly planned and/or ad-hoc quizzes                 |

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Participation | 10         | Active participation in class and team discussions<br>Peer participation could also be taken into consideration |

### Hours by Learning Environment Type

---

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

Project stakeholder identification

Project stakeholder engagement plan

Stakeholder engagement principles, tools, and techniques

Communication Management Plan

Communication models and technologies

Managing and monitoring stakeholders and communications

Trust behaviors, Conflict management, and personality types

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

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

## Rationale and Consultations

---

# Course Change Request

## New Course Proposal

Date Submitted: 08/05/21 3:21 pm

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

Last edit: 09/07/21 4:29 pm

Changes proposed by: mjamshidi

Programs  
referencing this  
course

[120: Business and Project Management Post Degree Diploma](#)

Course Name:

Project Schedule and Cost Management

Effective Date:

May 2022

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Department of Project Management (4811)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/05/21 3:41 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
2. 03/05/21 3:43 pm  
Dennis Innes (dinnes): Approved for SHP Dean
3. 03/17/21 10:30 am  
Todd Rowlatt (trowlatt): Rollback to Initiator
4. 08/05/21 7:12 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
5. 08/06/21 8:53 am  
Dennis Innes (dinnes): Approved for SHP Dean
6. 09/01/21 9:06 am  
Todd Rowlatt (trowlatt): Approved

| Name            | E-mail           | Phone/Ext. |
|-----------------|------------------|------------|
| Mehran Jamshidi | mjamshidi@vcc.ca | 8696       |

Banner Course Name: Project Schedule & Cost Mgmt

Subject Code: PGMT - Project Management

Course Number: 1004

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

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

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

PGMT 1001, PGMT 1002

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

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

No

#### Course Learning

#### Outcomes (CLO):

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

| <b>Upon successful completion of this course, students will be able to:</b> |  |
|---|--|
| CLO #1  | Develop and document a comprehensive plan to manage the project schedule   |
| CLO #2  | Identify the activities and the associated interdependencies required to meet the deliverables identified in the project schedules |
| CLO #3  | Estimate the duration, elapsed time, lead, lag, and critical path for the scheduled activities                                     |
| CLO #4  | Monitor and control the project schedules using a variety of tools and techniques  |
| CLO #5  | Develop and document a comprehensive plan for managing the project costs   |
| CLO #6  | Identify factors that impact the cost management plan  |
| CLO #7  | Apply tools and techniques to identify resources required to deliver projects within the determined constraints                    |
| CLO #8  | Implement strategies for monitoring and controlling variances in project costs   |
| CLO #9  | Describe the Project Schedule and Cost Management approaches in Agile project management environments                              |

Instructional

Strategies:

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

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

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

## Hours by Learning Environment Type

---

|   |    |
|---|----|
| Total Hours   | 45 |
| Lecture, Seminar, Online                            | 15 |
| Lab, Clinical, Shop, Kitchen,<br>Studio, Simulation | 30 |
| Practicum, Self-Paced, Individual<br>Learning       |    |

### Course Topics

#### Course Topics:

Develop Project Schedule Management Plan

Define and sequence project activities

Estimate activity durations

Develop and control project schedule

Develop project Cost Management Plan

Project cost estimation techniques

Prepare and manage project budgets

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

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

MS Project, MS Excel

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

# Course Change Request

## New Course Proposal

Date Submitted: 08/05/21 3:22 pm

Viewing: **PGMT 1005 : Project Resource & Procurement**

Last edit: 09/07/21 4:29 pm

Changes proposed by: mjamshidi

Programs  
referencing this  
course

[120: Business and Project Management Post Degree Diploma](#)

Course Name:

Project Resource and Procurement Management

Effective Date: May 2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: Department of Project Management (4811)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/05/21 3:42 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
2. 03/05/21 3:43 pm  
Dennis Innes (dinnes): Approved for SHP Dean
3. 03/17/21 10:30 am  
Todd Rowlatt (trowlatt): Rollback to Initiator
4. 08/05/21 7:12 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
5. 08/06/21 8:53 am  
Dennis Innes (dinnes): Approved for SHP Dean
6. 09/01/21 9:06 am  
Todd Rowlatt (trowlatt): Approved

| Name            | E-mail           | Phone/Ext. |
|-----------------|------------------|------------|
| Mehran Jamshidi | mjamshidi@vcc.ca | 8696       |

Banner Course Name: Project Resource & Procurement

Subject Code: PGMT - Project Management

Course Number: 1005

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course introduces students to project resources and procurement management.

Students learn the processes to identify, acquire, and manage the resources for the successful completion of the project. Students also learn the tools, techniques, and processes for procuring products, services, or results needed for project success.

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

PGMT 1001, PGMT 1002

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

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

No

#### Course Learning

#### Outcomes (CLO):

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



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

|        |  |
|--------|--|
| CLO #1 | Develop a Project Resource Management Plan   |
| CLO #2 | Apply a variety of tools and techniques to acquire the resources required for the project                                  |
| CLO #3 | Assign clear roles and responsibilities for team members using RACI (Responsible, Accountable, Consulted, Informed) charts |
| CLO #4 | Apply team management skills to promote positive team dynamics   |
| CLO #5 | Manage and control physical resources  |
| CLO #6 | Develop a Project Procurement Management Plan  |
| CLO #7 | Conduct project procurement processes  |
| CLO #8 | Control project procurement  |

## Instructional

## Strategies:

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

**Evaluation and Grading**

Grading System: Letter Grade (A-F)  
D

Passing grade:

## Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Midterm Exam  | 20         |   |
| Final Exam    | 30         |   |
| Assignments   | 20         | Team and individual assignments and projects defined by the instructor  |
| Quizzes/Tests | 20         | Weekly planned and/or ad-hoc quizzes  |
| Participation | 10         | Active participation in class and team discussions<br>Peer participation could also be taken into consideration |

**Hours by Learning Environment Type**

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

Developing project resource management plan - Team and physical resources

Estimating project activity resources

Acquiring project resources

Developing and managing team

Controlling project resources

Developing a procurement management plan

conducting procurement

Controlling procurement

Resource and procurement in agile environments

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

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

## Rationale and Consultations

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

Yes

Is this the primary proposal?

No

# Course Change Request

## New Course Proposal

Date Submitted: 08/05/21 3:23 pm

Viewing: **PGMT 2001 : Projec Quality and Risk Mgmt**

Last edit: 09/07/21 4:29 pm

Changes proposed by: mjamshidi

Programs  
referencing this  
course

[120: Business and Project Management Post Degree Diploma](#)

Course Name:

Project Quality and Risk Management

Effective Date:

May 2022

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Department of Project Management (4811)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/05/21 3:42 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
2. 03/05/21 3:43 pm  
Dennis Innes (dinnnes): Approved for SHP Dean
3. 03/17/21 10:30 am  
Todd Rowlatt (trowlatt): Rollback to Initiator
4. 08/05/21 7:12 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
5. 08/06/21 8:54 am  
Dennis Innes (dinnnes): Approved for SHP Dean
6. 09/01/21 9:06 am  
Todd Rowlatt (trowlatt): Approved

| Name            | E-mail           | Phone/Ext. |
|-----------------|------------------|------------|
| Mehran Jamshidi | mjamshidi@vcc.ca | 8696       |

Banner Course Name: Projec Quality and Risk Mgmt

Subject Code: PGMT - Project Management

Course Number: 2001

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course explores the processes for planning, managing, and controlling project and product quality requirements. This course also introduces students to risk management. Students examine ways to reduce the probability of negative risks and enhance the probability and/or impact of positive risks to optimize the chances of project success.

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

PGMT 1001, PGMT 1002

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

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

No

#### Course Learning Outcomes (CLO):

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

| <b>Upon successful completion of this course, students will be able to:</b> |  |
|---|--|
| CLO #1  | Produce a comprehensive Quality Management Strategy / Plan                                       |
| CLO #2  | Define and establish clear quality metrics to ensure project quality requirements are being met. |
| CLO #3  | Determine how quality issues can impact the project  |
| CLO #4  | Control project and product quality using established processes and guidelines.                  |
| CLO #5  | Document and deliver on project quality objectives   |
| CLO #6  | Identify and assign quality management roles through the project                                 |
| CLO #7  | Understand concepts and terminologies in risk management   |
| CLO #8  | Plan project risk management   |
| CLO #9  | Identify, analyze and monitor project risks  |
| CLO #10   | Plan and implement appropriate risk responses  |

Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

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

## Hours by Learning Environment Type

---

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

### Course Topics:

Key concepts and terminologies of Quality Management

Quality Management Plan

Quality metrics and analysis

Quality Control and Assurance

Risk Management

Risk register creation

Qualitative and quantitative risk analysis

Plan and implement risk responses

Identify, analyze, and monitor risks

Quality and risk management in Agile environments

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

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

## Rationale and Consultations

---

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

# Course Change Request

## New Course Proposal

Date Submitted: 08/05/21 3:23 pm

Viewing: **PGMT 2002 : Agile Project Management**

Last edit: 08/16/21 9:28 am

Changes proposed by: mjamshidi

Programs  
referencing this  
course

[120: Business and Project Management Post Degree Diploma](#)

Course Name:

Agile Project Management

Effective Date:

May 2022

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Department of Project Management (4811)

Contact(s)

### In Workflow

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

### Approval Path

1. 08/05/21 7:12 pm  
Mehran Jamshidi  
(mjamshidi):  
Approved for 4811  
Leader
2. 08/06/21 8:55 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 09/01/21 9:06 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

| Name            | E-mail           | Phone/Ext. |
|-----------------|------------------|------------|
| Mehran Jamshidi | mjamshidi@vcc.ca | 8696       |

Banner Course  
Name:

Agile Project Management

Subject Code:

PGMT - Project Management

Course Number

2002

Year of Study

2nd Year Post-secondary

Credits: 3.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course clarifies the concept of agility and explains tools and techniques to manage projects with an agile mindset. Students will learn about different Agile methodologies and when to choose an agile development approach. They will practice a hypothetical project from planning to delivery in an agile environment.

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

PGMT 1001

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                              |
|--------|--|
| CLO #1 | Describe Agile Manifesto and principles  |
| CLO #2 | Describe agile project management methodologies including Scrum, Lean, Kanban, and XP                    |
| CLO #3 | Define the critical success factors to implement Agile projects  |
| CLO #4 | Apply Value-Driven Delivery techniques in project environments   |
| CLO #5 | Identify stakeholders and manage their expectations in agile projects and improve agile team performance |
| CLO #6 | Apply adaptive and iterative planning techniques   |
| CLO #7 | Explain Agile project management certifications  |



Instructional

Strategies:

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

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity                               |
|-------------|------------|--|
| Final Exam  | 20         |  |
| Final Exam  | 30         |  |
| Assignments | 20         | Team and individual assignments and projects defined by the instructor |
| Project     | 30         | End of term project  |

## Hours by Learning Environment Type

---

Total Hours 45

Lecture, Seminar, Online

45

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

Course Topics

### Course Topics:

Agile manifesto and principles

Agile development and delivery methodologies

Planning and estimating

Contract management in agile environments

**Course Topics:**

Stakeholder identification and engagement

Agile roles and ceremonies

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

Project Management Institute's Agile Practice Guide

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of 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

Business and Project Management

## Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:Reviewer  
Comments

## Marketing Information

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*FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.**This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact [webmaster@vcc.ca](mailto:webmaster@vcc.ca).*

Make Available on Website:

# Course Change Request

## New Course Proposal

Date Submitted: 08/05/21 3:24 pm

Viewing: **PGMT 2003 : Leadership and Change Mgmt**

Last edit: 08/16/21 9:29 am

Changes proposed by: mjamshidi

Programs  
referencing this  
course

[120: Business and Project Management Post Degree Diploma](#)

Course Name:

Project Leadership and Change Management

Effective Date: May 2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: Department of Project Management (4811)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/05/21 3:42 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
2. 03/05/21 3:43 pm  
Dennis Innes (dinnnes): Approved for SHP Dean
3. 03/17/21 10:30 am  
Todd Rowlatt (trowlatt): Rollback to Initiator
4. 08/05/21 7:12 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
5. 08/06/21 8:56 am  
Dennis Innes (dinnnes): Approved for SHP Dean
6. 09/01/21 9:06 am  
Todd Rowlatt (trowlatt): Approved

| Name            | E-mail           | Phone/Ext. |
|-----------------|------------------|------------|
| Mehran Jamshidi | mjamshidi@vcc.ca | 8696       |

Banner Course Name: Leadership and Change Mgmt

Subject Code: PGMT - Project Management

Course Number: 2003

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course provides students with the knowledge of various leadership styles and approaches that are used on project teams and by project leaders. Students gain experience demonstrating the knowledge, tools, skills, and techniques required for team collaboration, problem-solving, and conflict resolution.

This course also provides the students with an appreciation for the impact of change management on organizational results. Students learn the foundational aspects of change management and practical frameworks for processing the many changes that impact managers.

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

PGMT 1001

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

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

No

## Course Learning

## Outcomes (CLO):

| <b>Upon successful completion of this course, students will be able to:</b> |   |
|---|---|
| CLO #1  | Describe key individual leadership skills required for project team leaders                                 |
| CLO #2  | Discuss how team dynamics affects individual and team performance and strategies for managing virtual teams |
| CLO #3  | Apply team motivation strategies to project-based activities  |
| CLO #4  | Apply effective strategies to run team meetings by applying a variety of collaborative tools                |
| CLO #5  | Identify the relationship between power, authority, leadership, and group dynamics                          |
| CLO #6  | Recognize the cultural differences in leadership and how diversity impacts the selected leadership style    |
| CLO #7  | Identify team conflicts and effectively managing them   |
| CLO #8  | Understand the impact of changes on the project objectives  |
| CLO #9  | Explain foundational aspects of change management and their application in a project environment            |
| CLO #10   | Practice an effective organizational change management framework  |

## Instructional

## Strategies:

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

## Evaluation and Grading

---

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

## Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Midterm Exam  | 20         |   |
| Final Exam    | 30         |   |
| Quizzes/Tests | 20         | Quizzes/Tests 20 Weekly planned or ad-hoc quizzes and tests                           |
| Assignments   | 20         | Assignments 20 Team and individual assignments and projects defined by the instructor |

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Participation | 10         | Active participation in the course lectures and discussions forums<br>-Participation in team assignments and discussions |

**Hours by Learning Environment Type**

---

Total Hours                    45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

**Course Topics:**

Leadership skills

Ethics and Social Responsibilities

Team Dynamics and Performance

Managing Remote Teams

Collaborative Tools

Conflict Resolution

Change management fundamentals

Effective organizational change

Managing changes effectively

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

PMBOK Edition 6.0

# Course Change Request

## New Course Proposal

Date Submitted: 08/05/21 3:25 pm

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

Last edit: 08/16/21 9:30 am

Changes proposed by: mjamshidi

Programs  
referencing this  
course

[120: Business and Project Management Post Degree Diploma](#)

Course Name:

Project Management Technology

Effective Date:

May 2022

School/Centre:

Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department:

Department of Project Management (4811)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/05/21 3:42 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
2. 03/05/21 3:43 pm  
Dennis Innes (dinnes): Approved for SHP Dean
3. 03/17/21 10:30 am  
Todd Rowlatt (trowlatt): Rollback to Initiator
4. 08/05/21 7:12 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
5. 08/06/21 8:56 am  
Dennis Innes (dinnes): Approved for SHP Dean
6. 09/01/21 9:06 am  
Todd Rowlatt (trowlatt): Approved

| Name            | E-mail           | Phone/Ext. |
|-----------------|------------------|------------|
| Mehran Jamshidi | mjamshidi@vcc.ca | 8696       |

Banner Course Name: Project Management Technology

Subject Code: PGMT - Project Management

Course Number: 2020

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

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

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

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

PGMT 1001, PGMT 1002

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

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

No

Details of PLAR:



## Course Learning

## Outcomes (CLO):

| <b>Upon successful completion of this course, students will be able to:</b> |   |
|---|---|
| CLO #1  | Demonstrate the use of information technology in managing projects  |
| CLO #2  | Explain the importance and use of database technologies, such as Management Information Systems (MIS), and Customer Relationship Management (CRM) systems |
| CLO #3  | Learn basic information about Enterprise Resource Planning (ERP) applications such as SAP.  |
| CLO #4  | Become familiar with project and task management software applications.   |
| CLO #5  | Know how to schedule and cost a project on software applications like MS Project.   |
| CLO #6  | Explain the benefits of an integrated management system in project environments   |
| CLO #7  | Recognize the constantly changing digital technologies utilized in project management   |

## Instructional

## Strategies:

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

## Evaluation and Grading

---

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

## Evaluation Plan:

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

## Hours by Learning Environment Type

---

|   |    |
|---|----|
| Total Hours   | 45 |
| Lecture, Seminar, Online                            | 0  |
| Lab, Clinical, Shop, Kitchen,<br>Studio, Simulation | 45 |
| Practicum, Self-Paced, Individual<br>Learning       |    |

### Course Topics

#### Course Topics:

Introduction to Information Technology

Introduction to Management Information Systems (MIS), Enterprise Resource Planning (ERP), and Customer Relationship Management (CRM)

Learn how to work with MS-Excel

Emerging Technologies in project management

Managing projects using MS Project

Managing projects using MS Project

Introduction to software applications such as JIRA, SAP, Trello, Monday.com

Customer Relationship Management technologies

Introduction to Vendor Management using SAP

Study of recent emerging technologies in Project Management

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

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

## Rationale and Consultations

---

# Course Change Request

## New Course Proposal

Date Submitted: 08/05/21 7:14 pm

Viewing: **PGMT 2021 : Project Integration & Capstone**

Last edit: 08/16/21 9:31 am

Changes proposed by: mjamshidi

Programs  
referencing this  
course

[120: Business and Project Management Post Degree Diploma](#)

Course Name:

Project Integration and Capstone

Effective Date:

May 2022

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Department of Project Management (4811)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/05/21 3:42 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
2. 03/05/21 3:43 pm  
Dennis Innes (dinnes): Approved for SHP Dean
3. 03/17/21 10:30 am  
Todd Rowlatt (trowlatt): Rollback to Initiator
4. 08/05/21 7:14 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
5. 08/06/21 8:57 am  
Dennis Innes (dinnes): Approved for SHP Dean
6. 09/01/21 9:06 am  
Todd Rowlatt (trowlatt): Approved

| Name            | E-mail           | Phone/Ext. |
|-----------------|------------------|------------|
| Mehran Jamshidi | mjamshidi@vcc.ca | 8696       |

Banner Course Name: Project Integration & Capstone

Subject Code: PGMT - Project Management

Course Number: 2021

Year of Study: 2nd Year Post-secondary

Credits: 6

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course combines the processes and activities required to deliver a project successfully. Students integrate the basic concepts of the PMI PMBOK® standards process groups into the knowledge areas that are considered for all projects.

Students learn to make decisions and choices regarding the relationships between the project management knowledge areas and to tailor the project management process by reviewing alternative approaches, allocating resources and balancing the competing demands that are common on all projects. During the course, students create essential project management plans and documents and discuss real-life scenarios that a project manager deals with on a daily basis.

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

PGMP 1001, 1002, 1003, 1004, 1005, 2001, 2002, 2003

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

PLAR (Prior Learning Assessment & Recognition)

No

## Course Learning

## Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Develop a project charter using business cases, agreements and other factors that may affect the business need.  |
| CLO #2 | Produce a fully integrated project management plan which includes the subsidiary plans of the relevant knowledge areas and business areas in need of consideration |
| CLO #3 | Establish processes to direct, monitor, and control the project activities and processes through to successful project implementation                              |
| CLO #4 | Produce relevant and timely project documentation that is shared among the project team and resources  |
| CLO #5 | Develop, document and implement integrated change control processes that are relevant to the size and complexity of projects                                       |
| CLO #6 | Develop close-down strategy to ensure that all areas of the project have been considered   |
| CLO #7 | Document and ensure processes are in place to realize project benefits at appropriate stages after project implementation  |
| CLO #8 | Apply strategies and processes in initiating, planning, executing, monitoring and controlling, and closing projects  |

## Instructional

## Strategies:

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

### Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

D

## Evaluation Plan:

| Type         | Percentage | Brief description of assessment activity |
|--------------|------------|--|
| Midterm Exam | 10         |  |
| Final Exam   | 10         |  |

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Project       | 40         | Students develop a Project Management Plan and project documents needed to deliver a project successfully.<br>Students work as project teams and present their final deliverable to the instructor. |
| Assignments   | 30         | Team and individual assignments and projects defined by the instructor  |
| Participation | 10         | -Active participation in the course lectures and discussions forums<br>-Participation in team assignments and discussions   |

### Hours by Learning Environment Type

---

Total Hours 90

Lecture, Seminar, Online  
45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation  
45

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

Business case analysis

Project charter

Developing Project Management Plan and subsidiary plans

Change control

Practicing project management by working on a hypothetical project going through all process groups

Close a project and pass the product to the final user

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

PMBOK Edition 6.0

MS-Excel, MS-Project, MS-Word, PowerPoint, MS-Visio

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of 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

Business and Project Management

## Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

**Todd Rowlatt (trowlatt) (03/17/21 10:30 am):** Rollback: additional review needed

## Marketing Information

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*FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.*

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

Make Available on Website:

Key: 9109

[Preview Bridge](#)

# Course Change Request

## New Course Proposal

Date Submitted: 08/05/21 3:25 pm

Viewing: **PGMT 2022 : Project Contract Negotiations**

Last edit: 08/16/21 9:32 am

Changes proposed by: mjamshidi

Programs  
referencing this  
course

[120: Business and Project Management Post Degree Diploma](#)

Course Name:

Project Contract Negotiations and Management

Effective Date: May 2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: Department of Project Management (4811)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/05/21 3:42 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
2. 03/05/21 3:43 pm  
Dennis Innes (dinnes): Approved for SHP Dean
3. 03/17/21 10:29 am  
Todd Rowlatt (trowlatt): Rollback to Initiator
4. 08/05/21 7:12 pm  
Mehran Jamshidi (mjamshidi):  
Approved for 4811 Leader
5. 08/06/21 8:57 am  
Dennis Innes (dinnes): Approved for SHP Dean
6. 09/01/21 9:06 am  
Todd Rowlatt (trowlatt): Approved



| Name            | E-mail           | Phone/Ext. |
|-----------------|------------------|------------|
| Mehran Jamshidi | mjamshidi@vcc.ca | 8696       |

Banner Course Name: Project Contract Negotiations

Subject Code: PGMT - Project Management

Course Number: 2022

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course increases the students' knowledge of negotiation principles and related skills. Students will acquire negotiation skills that can be utilized to facilitate project success, while at the same time lessening the probability of project failure. Students will discover how contract negotiation skills will benefit them in their interactions with vendors, team members and peers.

Approaching negotiation in a systematic manner, students will use the four forces of negotiation: power, information, timing and approach, and learn to apply these skills to contractual and legal matters.

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

PGMT 1001, PGMT 1005

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

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

No

## Course Learning

## Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>           |
|--------|---|
| CLO #1 | Explain negotiation strategies focused on project environments                        |
| CLO #2 | Recognize legal and ethical considerations in projects                                |
| CLO #3 | Define contract management and claims   |
| CLO #4 | Identify project contractual terms and legal language in agreements                   |
| CLO #5 | Understand the technology in contract management negotiation                          |
| CLO #6 | Explain the effect of unions, bargaining units, and collective agreements in projects |
| CLO #7 | Describe pre- and post-award procurement processes                                    |
| CLO #8 | Explain procurement in agile environments   |

## Instructional

## Strategies:

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

## Evaluation and Grading

---

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

## Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Midterm Exam  | 20         |  |
| Final Exam    | 30         |  |
| Quizzes/Tests | 20         | Weekly planned or ad-hoc quizzes and tests   |
| Assignments   | 20         | Class, individual, and team homework, assignments and projects   |
| Participation | 10         | Active participation in the course lectures and discussions forums<br>-Participation in team assignments and discussions |

## Hours by Learning Environment Type

---

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

### Course Topics:

Negotiation process and concepts

Creating contracts, agreements, and SLAs

Project procurement review, centralized versus decentralized procurement management

Pre and Post-award procurement processes

Techniques and strategies of effective contract negotiations

Unions and collective agreements

Partnership and outsourcing in project management

Emergent technologies in contract management and negotiations

Contracts and claim management

Procurement in agile 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?



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 14, 2021

**ISSUE:** Revisions to Pharmacy Technician Certificate program

### BACKGROUND:

The Pharmacy Technician program is a profession regulated by the College of Pharmacists of BC and is required to have a program accredited by the Canadian Council for Accreditation of Pharmacy Programs (CCAPP). New standards were implemented in July 2019. Based on those standards and a general review of their program, the department has completed a full review of their program and submitted changes to Curriculum Committee. The department has also completed the required review of the revised curriculum by the BC Ministry of Health.

### DISCUSSION:

The proposal was presented by Jo-Ellen Zakoor, Dean of Health Sciences, and Wayne Rubner, instructor in the program. They detailed the CCAPP accreditation process identifying several required changes based on changes to standards, including a new sterile product standard. The required practicum hours were also raised from 300 hours to 390 hours. There have also been significant changes in the workplace including the implementation of a new computer software program (Cerner) in Lower Mainland Hospitals and direct physician order entering. These changes required extensive restructuring of the program and new content and resulted in the creation of 15 new courses. Based on the changes, the program also has a higher number of credits, which will result in a resetting of the tuition.

The Committee requested additional changes to the recommended characteristics and several small adjustments to course outcomes and to evaluation plans. Overall, the Committee commended the curriculum development work done by the department.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revised program content guide and 15 new courses for the Pharmacy Technician Certificate program, and recommend the Board of Governors approve the implementation of the revised program.

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

**DATE:** September 9, 2021

# Program Change Request

Date Submitted: 09/09/21 1:31 pm

Viewing: **Pharmacy Technician Certificate**

Last approved: 06/03/21 12:08 pm

Last edit: 09/09/21 3:26 pm

Changes proposed by: drabadzija

Catalog Pages Using  
this Program

[Pharmacy Technician Certificate](#)

Program Name:

Pharmacy Technician Certificate

Credential Level: Certificate

Effective Date: **May 2022** ~~September 2021~~

Effective Catalog  
Edition:

School/Centre: Health Sciences

Department Pharmacy Technician (5005)

Contact(s)

## In Workflow

1. **5005 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**

## Approval Path

1. 09/09/21 1:32 pm  
Darija Rabadzija  
(drabadzija):  
Approved for 5005  
Leader
2. 09/09/21 4:07 pm  
Darija Rabadzija  
(drabadzija):  
Approved for SHS  
Dean
3. 09/09/21 4:07 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

## History

1. Dec 20, 2017 by  
clmig-jwehrheim
2. Jun 13, 2018 by  
cdeans
3. Jul 24, 2018 by  
cdeans
4. Aug 21, 2019 by  
Nicole Degagne

270  
(ndegagne)

5. Jan 16, 2020 by Darija Rabadzija (drabadzija)
6. Jan 17, 2020 by Darija Rabadzija (drabadzija)
7. Jan 17, 2020 by Darija Rabadzija (drabadzija)
8. Apr 14, 2021 by Darija Rabadzija (drabadzija)
9. May 6, 2021 by Darija Rabadzija (drabadzija)
10. Jun 3, 2021 by Nicole Degagne (ndegagne)

| Name            | E-mail         | Phone/Ext. |
|-----------------|----------------|------------|
| Jo-Ellen Zakoor | jzakoor@vcc.ca | 5122       |

## Program Content Guide

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### Purpose

This full time program prepares graduates for employment as pharmacy technicians in a variety of settings including community, hospital and long-term care pharmacies. Graduates will have the skills and knowledge necessary to perform the technical and administrative functions required to provide patient-centred pharmacy services. In addition, students learn to be responsible and accountable for ensuring patient safety and for accuracy and quality of product preparation and release. Students learn to collaborate with other health care professionals in the promotion of wellness and delivery of pharmacy services. **Graduates will meet the entry-to-practice competencies outlined by the National Association of Pharmacy Regulatory Authorities (NAPRA). This program welcomes diverse applicants.**

### Admission Requirements

Grade 12 graduation or equivalent.\*

Chemistry 11 or equivalent with a minimum C+ grade completed within the last ten years

<https://curriculum.vcc.ca/courseleaf/approve/>

Chemistry 11 or equivalent with a minimum C+ grade completed within the last ten years

Biology 12 or equivalent with a minimum C+ grade completed within the last ten years

Completion of the [VCC Health Sciences Math Assessment](#) scoring minimum 80%

Certified keyboarding speed of minimum 40 net words per minute with a maximum of 5 errors

Attend a Program Information Session

English Language Proficiency (ELP) requirement:

Applicants who have completed three years of full-time, face-to-face secondary or post-secondary education at an accredited Canadian institution where English is the language of instruction must achieve the following scores on VCC's Adult Basic Education (ABE) Assessments:

Reading 60

Writing ENGL 0991 level

Applicants who have NOT completed three years of full-time, face-to-face secondary or post-secondary education at an accredited Canadian institution where English is the language of instruction must achieve the following scores on the Test of English as a Foreign Language (TOEFL) OR the International English ~~Language Language~~ Testing System (IELTS). Scores are valid for 2 years only.

Test of English as a Foreign Language (TOEFL), Internet-based test (iBT)

Speaking 23

Writing 25

Reading 22

Listening 21

Total: 91

International English Language Testing System (IELTS) Academic test only

Speaking 7.0

Writing 7.0

Reading 6.5

Listening 7.5

Overall Band: 7.0

*\*Grade 12 graduation or equivalent is a requirement mandated by the Canadian Council for the Accreditation of Pharmacy Programs (CCAPP).*

Note: For applicants who have NOT completed three years of full-time, face-to-face secondary or post-secondary education at an accredited Canadian institution, the National Association of Pharmacy Regulatory Authorities (NAPRA) and the College of Pharmacists of BC only accepts the TOEFL and IELTS as proof of English Language Proficiency. No other evidence, including completion of VCC coursework or other studies in English outside of Canada, or VCC's English Language Assessment will be accepted.

**Upon acceptance:**

- Proof of a negative TB skin test or chest X-ray
- Criminal Record Check (CRC). Each applicant is responsible for any costs incurred. Applicants who have drug-related charges should consult with the Registrar's Office prior to applying to the program. The CRC must be received by the Registrar's Office prior to the first day of class.
- Up-to-date immunizations are highly recommended, and are required for practicum placements.

## Prior Learning Assessment & Recognition (PLAR)

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

## Program Duration & Maximum Time for Completion

The Pharmacy Technician Program is ~~37~~ 32 weeks of full-time study. Students must complete the certificate within two years of starting the program.

## Program Learning Outcomes

Graduates of the program will have acquired the knowledge and ability to:

Perform the role of a pharmacy technician ~~within in accordance with~~ current legal, ethical and professional standards.

**Establish professional relationships with patients and healthcare providers in order to optimize pharmaceutical care.**

~~Incorporate knowledge of pharmaceutical sciences to provide optimal pharmacy services.~~ Prepare pharmaceutical products safely and accurately using a variety of distribution systems.

**Manage the practice setting effectively to ensure safe and efficient pharmacy services.**

**Integrate health promotion and public health initiatives into pharmacy practice.**

**Demonstrate the ability to access relevant information and apply knowledge to make evidence-informed decisions in pharmacy practice.**

**Use effective communication and professionalism when providing to or collaborating with healthcare providers and patients.**

**Establish and maintain collaborative intra- and inter-professional relationships.**

**Develop, implement and evaluate quality assurance policies, procedures and activities to optimize patient safety.**

~~Perform drug purchasing and inventory management duties. Use technology applicable to pharmacy practice. Participate in quality assurance programs. Perform administrative functions to support the operation of the pharmacy. Communicate effectively in the workplace.~~



## Instructional Strategies, Design, and Delivery Mode

This program is offered ~~on a full time. time-basis.~~ **It cannot be completed part-time or on a self-paced timeline. Students Each semester must be successfully complete all courses completed before enrolling in one semester before enrolling in** the next semester. **Unsuccessful students may reapply for the program.**

A major emphasis of this program is active student participation. Throughout the program the instructor will encourage the students to become increasingly more self directed and responsible for their own learning. Students ~~should be are expected to come to class~~ well prepared for active participation in **classroom, online classroom** and lab activities.

Instructional activities include lectures, ~~guided~~ discussions, group work, audio-visual presentations, **demonstration, demonstrations**, dispensing labs, compounding labs, aseptic technique labs, case studies, **role-plays role-rehearsals** and field trips.

The lab component of the program provides the learner with the opportunity to integrate practice and theory in a simulated pharmacy setting.

Semester 1 focuses on community and long term care pharmacy practice. Semester 1 is ~~13 11~~ weeks in duration. ~~Students must successfully complete all courses in Semester 1 before enrolling in Semester 2.~~ Semester 2 focuses on hospital pharmacy practice, including the preparation of sterile ~~products. products.~~ **Semester 2 is 11 weeks in duration. Students must successfully complete all courses in Semester 2 is 14 weeks in duration. before enrolling in Semester 3.**

Semester 3 includes a practicum in a community **pharmacy** and **a** hospital pharmacy. Semester 3 is 10 weeks in duration.

## Evaluation of Student Learning

Students' progress in ~~both~~ the classroom, online and the lab setting will be evaluated. Theoretical concepts will be evaluated through quizzes, **tests**, exams, case studies, projects, presentations and assignments.

Evaluation of practical skills will be based on checklists and practical exams.

**Each semester must be successfully completed before the next one can be started. It is not possible to re-do part of a semester in this program.**

**The passing grade for all courses is 74%. Courses that include labs require a passing grade of 74% for both the theoretical and lab components of the course.**

## Recommended Characteristics of Students

Ability to communicate effectively with a diverse client population  
 Attentive to detail, accurate and organized  
 Strong time management skills  
 Efficient and productive  
 Ability to take initiative and handle responsibility  
 Ability to concentrate and problem solve  
 Good vision and hand/eye coordination  
 Proficient in basic computer skills  
 Ability to work varied shifts during practicums (e.g. evenings, weekends)

## Courses

## Plan of Study Grid

| Term One   | Credits        |
|--|----------------|
| <del>PHAR 1115 Pharmacy Practice 1</del>                   | <del>3</del>   |
| <del>PHAR 1125 Pharmacy Products 1</del>                   | <del>2</del>   |
| <del>PHAR 1135 Pharmacy Calculations 1</del>               | <del>1</del>   |
| <del>PHAR 1145 Pharmacy Communications 1</del>             | <del>1</del>   |
| <del>PHAR 1155 Community Pharmacy</del>                    | <del>3</del>   |
| <del>PHAR 1185 Pharmacy Management 1</del>                 | <del>1</del>   |
| <b><u>PHAR 1101</u> Professional Practice 1</b>            | <b>4.5</b>     |
| <b><u>PHAR 1102</u> Pharmacology &amp; Therapeutics 13</b> | <b>13</b>      |
| <b><u>PHAR 1103</u> Pharmacy Calculations 1</b>            | <b>1.5</b>     |
| <b><u>PHAR 1104</u> Pharmacy Communications 1</b>          | <b>1.5</b>     |
| <b><u>PHAR 1105</u> Pharmacy Management 1</b>              | <b>1.5</b>     |
| <b><u>PHAR 1106</u> Community Pharmacy</b>                 | <b>7.5</b>     |
| Credits  | 19.5           |
| Term Two   |                |
| <del>PHAR 1215 Pharmacy Practice 2</del>                   | <del>1.5</del> |
| <del>PHAR 1225 Pharmacy Products 2</del>                   | <del>2</del>   |
| <del>PHAR 1235 Pharmacy Calculations 2</del>               | <del>0.5</del> |
| <del>PHAR 1245 Pharmacy Communications 2</del>             | <del>1</del>   |
| <del>PHAR 1255 Hospital Pharmacy</del>                     | <del>3</del>   |
| <del>PHAR 1285 Pharmacy Management 2</del>                 | <del>0.5</del> |
| <del>PHAR 1275 Sterile Products</del>                      | <del>2.5</del> |
| <b><u>PHAR 1201</u> Professional Practice 2</b>            | <b>2</b>       |
| <b><u>PHAR 1202</u> Pharmacology &amp; Therapeutics 23</b> | <b>23</b>      |
| <b><u>PHAR 1203</u> Pharmacy Calculations 2</b>            | <b>1</b>       |
| <b><u>PHAR 1204</u> Pharmacy Communications 2</b>          | <b>1.5</b>     |

|  |            |
|--|------------|
| <b>PHAR 1205 Pharmacy Management 2</b> | <b>1.5</b> |
| <b>PHAR 1206 Hospital Pharmacy</b>     | <b>7</b>   |
| <b>PHAR 1207 Sterile Products</b>      | <b>3</b>   |
| <b>PHAR 1208 Practicum Preparation</b> | <b>1.5</b> |
| Credits                                | 20.5       |

## Term Three

|                                     |               |
|-------------------------------------|---------------|
| <del>PHAR 1397 Practicum</del>      | <del>13</del> |
| <b>PHAR 1309 Pharmacy Practicum</b> | <b>13</b>     |
| Credits                             | 13            |
| Total Credits                       | 53            |

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. 74% (C-) is the minimum pass in all courses in this program. semesters:**

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

## Grading Standard

| Grade | Percentage    | Description   | Grade Point Equivalency |
|-------|---------------|---|-------------------------|
| A+    | 98-100        |   | 4.33                    |
| A     | 95-97         |   | 4.00                    |
| A-    | 92-94         |   | 3.67                    |
| B+    | 89-91         |   | 3.33                    |
| B     | 86-88         |   | 3.00                    |
| B-    | 83-85         |   | 2.67                    |
| C+    | 80-82         |   | 2.33                    |
| C     | 77-79         |   | 2.00                    |
| C-    | 74-76         | Minimum Pass  | 1.67                    |
| D     | 71-73         | Failing Grade   | 1.00                    |
| F     | 0-70          |   | 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    | Percentage    | Description<br>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.

In 2011, Pharmacy Technicians became regulated health care professionals as defined by BC's Health Professions Act. The College of Pharmacists of BC is the organization responsible licensing pharmacists and Regulated Pharmacy Technicians, RPhT.

To become a RPhT an individual must do the following:

1. Graduate from a CCAPP accredited program (e.g. VCC's program)
2. Pass the College of Pharmacists' Jurisprudence Exam
3. Pass Part 1 and Part 2 of Pharmacy Examining Board of Canada (PEBC) Qualifying Exam
4. Complete Structured Practical Training (SPT)

Note: only graduates of CCAPP accredited programs are eligible to write the provincial and national exams. If VCC does not retain its accreditation, our graduates will not eligible to become RPhTs

In 2019, as part of the accreditation process, VCC was required to submit a self-assessment report to CCAPP as well as undergo a site visit by the CCAPP accreditation survey team. At that time, we were required to meet the 2015 standards. However, effective July 1, 2019 new standards were implemented. Programs accredited under the old, 2015 standards are expected to work towards implementing the new standards prior to the expiry of their most recent accreditation award. An annual report must be submitted detailing action plans and outcomes associated with meeting the new standards.

We completed a detailed gap analysis to identify the curriculum changes needed. CCAPP has also provided us with an Evaluation Report that identified "opportunities for improvement" based on the results of their

site visit in April 2019. In addition to the CCAPP requirements, new sterile product standards have been published by NAPRA. These new standards need to be included in the curriculum. There are also significant changes in the workplace including the implementation of a new computer software program (Cerner) in Lower Mainland Hospitals and direct physician order entering. These changes will significantly impact the duties and responsibilities of the pharmacy technician in a hospital setting. A majority of our grads obtain employment in hospital pharmacies. To ensure the program is current and relevant, we need to address these changes in the program. Without these changes, our program is at risk for losing its accreditation status. If that were to happen, our graduates would be ineligible for a license in Canada. In addition, our program needs to continue to meet the needs of employers and stakeholders.

Are there any expected costs to this proposal.

The changes may impact student tuition and may affect FTE

Consultations

## Additional Information

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Provide any additional information if necessary.

**Changes approved by Curriculum Committee January 19, 2021.**

**See attachment for consultations.**

Supporting documentation:

**[Consultations Pharm Tech.pdf](#)**

## Marketing Information

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*FOR MARKETING PURPOSES ONLY. DO NOT EDIT.*

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

This program is for:

| Consulted Area                                     | Consultation Comments   |
|--|---|
| Centre for Teaching, Learning, and Research (CTLR) | Bi-weekly meetings with Julie Gilbert (Instructional Associate) and weekly emails during CD Project, June 2020 to present.            |
| Registrar's Office                                 | Consulted with Les Apouchtine (Associate Registrar) about program schedule, structure and new course numbers                          |
| Faculty/Department                                 | Consulted with faculty and staff about program structure, content and delivery.   |
| PAC/CEG  | Presented the expanded program plan to our PAC on November 25, 2020   |
| Finance  | Discussions with Jo-Ellen Zakoor (Dean) and Pervin Fahim (SHS Operations Manager) about program financing and FTE for fiscal 2021-22  |
| Financial Aid                                      | Consulted with Murray MacGregor (Financial Aid Supervisor) about Sep 2021-July 2022 schedule impact on eligibility for student loans. |
|  |   |

| Consulted Area   | Consultation Comments   |
|--|---|
| Affiliation, Articulation, and/or Accreditation Bodies | Interim Report sent to CCAPP on June 1, 2020, reporting progress with complying with 2019 Accreditation Standards.  |
| Advising & Recruitment                                 | Provided overview of the changes to Leah St. Louis (Supervisor of Admissions & Registration), Justin (Admissions Officer), Doreen Chui-Chai (Senior Academic Advisor) and advising services. Sought their feedback. |
| Disabilities Services                                  | Consulted with Brianna Higgins about wording of recommended characteristics of students on the PCG.   |
| Other  | Consulted with Leah St. Louis about program changes and wording of admission requirements.  |
| Other  | Consulted with Todd Rowlett about course credits, co-requisites and CourseLeaf.   |
| Learning Centre  | Consulted with Emily Simpson about program changes and support opportunities for students.  |
| Advising & Recruitment                                 | Domingo Salviejo: provided an overview of the expanded program and adjustments to courses, credits, content and length and requested feedback.  |
| Assessment Centre                                      | Contacted Patricia Mori: provided an overview of the expanded program and adjustments to courses, credits, content and length and requested feedback.   |
| Counselling  | Contacted Blair McLean and Kate Gates: provided an overview of the expanded program and adjustments to courses, credits, content and length and requested feedback.   |
| Facilities   | Contacted Ross McPherson and Sladjana Borovcanin: provided an overview of the expanded program and adjustments to courses, credits, content and length and requested feedback.                                      |
| Indigenous Education & Community Engagement (IECE)     | Contacted Clay Little: provided an overview of the expanded program and adjustments to courses, credits, content and length and requested feedback.   |

| Consulted Area              | Consultation Comments   |
|-----------------------------|---|
| Information Technology (IT) | Contacted Peter Gregorowicz: provided an overview of the expanded program and adjustments to courses, credits, content and length and requested feedback.     |
| Institutional Research (IR) | Consulted with Patris Aghakian: provided an overview of the expanded program and adjustments to courses, credits, content and length and requested feedback.. |
| International Education     | Contacted Jennifer Gossen: provided an overview of the expanded program and adjustments to courses, credits, content and length and requested feedback.       |
| Library                     | Contacted Ella-Fay Zalezsak: provided an overview of the expanded program and adjustments to courses, credits, content and length and requested feedback.     |
| Marketing & Communications  | Contacted Danielle Gagnon: provided an overview of the expanded program and adjustments to courses, credits, content and length and requested feedback.       |
| Safety & Security           | Contacted Surinder Aulakh: provided an overview of the expanded program and adjustments to courses, credits, content and length and requested feedback.       |

Key: 80



# Course Change Request

## New Course Proposal

Date Submitted: 01/28/21 2:00 pm

Viewing: **PHAR 1101 : Professional Practice 1**

Last edit: 09/09/21 3:39 pm

Changes proposed by: wrubner

Programs  
referencing this  
course

[80: Pharmacy Technician Certificate](#)

Course Name:

Professional Practice 1

Effective Date: September 2021

School/Centre: Health Sciences

Department: Pharmacy Technician (5005)

Contact(s)

### In Workflow

1. **5005 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 01/06/21 8:36 am  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
2. 01/08/21 3:14 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/21/21 10:45 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 01/28/21 2:03 pm  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
5. 09/09/21 12:59 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
6. 09/09/21 3:54 pm  
Darija Rabadzija  
(drabadzija):  
Approved for

| Name         | E-mail         | Phone/Ext. |
|--------------|----------------|------------|
| Wayne Rubner | wrubner@vcc.ca | 5023       |

Banner Course      Professional Practice 1

Name:

Subject Code:      PHAR - Pharmacy

Course Number      1101

Year of Study      1st Year Post-secondary

Credits:            4.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course introduces students to the pharmacy profession and the role of pharmacy in providing health care services. The course also provides an overview of the Canadian health care system, including the roles and responsibilities of health care professionals. The standards of practice, federal and provincial legislation governing pharmacy practice, and workplace safety issues are also discussed. The course also includes medical terminology, anatomy, physiology and development of keyboarding skills.

This course is part of the full-time Pharmacy Technician Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

## Course Learning

## Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>            |
|--------|--|
| CLO #1 | Describe the healthcare system and delivery in Canada.                                 |
| CLO #2 | Describe the evolution of the pharmacy profession.                                     |
| CLO #3 | Differentiate between the scope of practice of a pharmacist and a pharmacy technician. |
| CLO #4 | Describe the legal, ethical and professional responsibilities of pharmacy technicians. |
| CLO #5 | Maintain a safe work environment.  |
| CLO #6 | Use pharmacy references and resources to enhance patient care.                         |
| CLO #7 | Explain the anatomy and physiology of the human body.                                  |
| CLO #8 | Identify the meanings of common medical terms.   |
| CLO #9 | Perform keyboarding with accuracy.   |

## Instructional

## Strategies:

Lecture, independent study, group work, group discussion, research

Delivery: full-time

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

74%

## Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Assignments   | 30         | Provincial/Federal Drug Schedules<br>Provincial/Federal Legislation/Policies<br>Keyboarding |
| Quizzes/Tests | 35         | Quiz: Formative assessment  |
| Final Exam    | 35         | Test: Comprehensive assessment  |

## Hours by Learning Environment Type

---

Total Hours 90

Lecture, Seminar, Online

90

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

**Course Topics:**

1. Canadian health care system
2. Pharmacy profession
3. Legislation, policies and regulations
4. Pharmacy References
5. Occupational health and safety
6. Anatomy and physiology
7. Medical terminology
8. Keyboarding

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

Compendium of Pharmaceuticals and Specialties (Current Edition), CPhA: Ottawa, ON.

Resources are items that the student is responsible for purchasing. Resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

# Course Change Request

## New Course Proposal

Date Submitted: 01/28/21 2:00 pm

Viewing: **PHAR 1102 : Pharmacology & Therapeutics 1**

Last edit: 09/09/21 3:38 pm

Changes proposed by: wrubner

Programs  
referencing this  
course

[80: Pharmacy Technician Certificate](#)

Course Name:

Pharmacology & Therapeutics 1

Effective Date:

September 2021

School/Centre:

Health Sciences

Department:

Pharmacy Technician (5005)

Contact(s)

### In Workflow

1. **5005 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 01/06/21 8:37 am  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
2. 01/08/21 3:14 pm  
Jo-Ellen Zakoor  
(jzakoore): Approved  
for SHS Dean
3. 01/21/21 10:45 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 01/28/21 2:03 pm  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
5. 09/09/21 12:59 pm  
Jo-Ellen Zakoor  
(jzakoore): Approved  
for SHS Dean
6. 09/09/21 3:54 pm  
Darija Rabadzija  
(drabadzija):  
Approved for

| Name         | E-mail         | Phone/Ext. |
|--------------|----------------|------------|
| Wayne Rubner | wrubner@vcc.ca | 5023       |

Banner Course Name: Pharmacology & Therapeutics 1

Subject Code: PHAR - Pharmacy

Course Number: 1102

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course introduces the study of pharmacology and therapeutics. General concepts of how drugs affect the body, routes of drug administration and dosage forms are discussed. Drugs affecting the nervous, musculo-skeletal, respiratory and cardiovascular system are studied. Prescription, non-prescription and alternative therapies are included.

This course is part of the full-time Pharmacy Technician Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

## Course Learning

## Outcomes (CLO):

|         | <b>Upon successful completion of this course, students will be able to:</b> |
|---------|---|
| CLO #1  | Discuss the principles of pharmacology.                                     |
| CLO #2  | Discuss the principles of pharmacokinetics.                                 |
| CLO #3  | Discuss the principles of toxicology.                                       |
| CLO #4  | Describe the routes of drug administration.                                 |
| CLO #5  | Differentiate between dosage forms.   |
| CLO #6  | Discuss the pathophysiology of common diseases and disorders.               |
| CLO #7  | Recall the generic and brand names of commonly used drugs.                  |
| CLO #8  | Identify the therapeutic uses of commonly used drugs.                       |
| CLO #9  | List the side effects of commonly used drugs.                               |
| CLO #10 | Describe alternative and complimentary therapies.                           |

## Instructional

## Strategies:

Lecture, independent study, group work, case study, research

Delivery: full-time

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
74%

Passing grade:

## Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Quizzes/Tests | 15         | Quiz 1: formative assessment             |
| Quizzes/Tests | 20         | Quiz 2: formative assessment             |
| Quizzes/Tests | 25         | Quiz 3: formative assessment             |
| Final Exam    | 35         | Test: comprehensive assessment           |
| Assignments   | 5          | Alternative and complimentary therapies  |

## Hours by Learning Environment Type

---

Total Hours 60

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

### Course Topics:

1. Principles of pharmacology

2. Principles of therapeutics

3. Dosage forms

4. Routes of administration

5. Drug administration devices

6. Alternative and complimentary therapies

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

Compendium of Pharmaceuticals and Specialties (Current Edition), CPhA: Ottawa, ON.

Resources are items that the student is responsible for purchasing. Resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?



# Course Change Request

## New Course Proposal

Date Submitted: 01/28/21 2:00 pm

Viewing: **PHAR 1103 : Pharmacy Calculations 1**

Last edit: 09/09/21 3:38 pm

Changes proposed by: wrubner

Programs  
referencing this  
course

[80: Pharmacy Technician Certificate](#)

Course Name:

Pharmacy Calculations 1

Effective Date:

May 2022

School/Centre:

Health Sciences

Department:

Pharmacy Technician (5005)

Contact(s)

### In Workflow

1. **5005 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 01/06/21 8:37 am  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
2. 01/08/21 3:14 pm  
Jo-Ellen Zakoor  
(jzakoore): Approved  
for SHS Dean
3. 01/21/21 10:46 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 01/28/21 2:03 pm  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
5. 09/09/21 2:05 pm  
Jo-Ellen Zakoor  
(jzakoore): Approved  
for SHS Dean
6. 09/09/21 3:54 pm  
Darija Rabadzija  
(drabadzija):  
Approved for

| Name         | E-mail         | Phone/Ext. |
|--------------|----------------|------------|
| Wayne Rubner | wrubner@vcc.ca | 5023       |

Banner Course      Pharmacy Calculations 1

Name:

Subject Code:      PHAR - Pharmacy

Course Number      1103

Year of Study      1st Year Post-secondary

Credits:            1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course emphasizes the calculations required to accurately fill prescriptions and prepare pharmaceutical products in a community pharmacy. Systems of measure, conversions between systems, drug strengths, quantities and volumes required to fill prescriptions, prepare stock solutions and compound extemporaneous products are included.

This course is part of the full-time Pharmacy Technician Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

## Course Learning

## Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                       |
|--------|---|
| CLO #1 | Perform basic mathematical calculations with accuracy.  |
| CLO #2 | Identify units of measure and their abbreviations.  |
| CLO #3 | Convert from unit to unit within a system of measure.   |
| CLO #4 | Convert units from one system to another system of measure.                                       |
| CLO #5 | Identify expressions of drug strength.  |
| CLO #6 | Convert between expressions of drug strength.   |
| CLO #7 | Calculate the quantities and volumes required for prescriptions.                                  |
| CLO #8 | Calculate the quantities and volumes of stock mixtures required for extemporaneous prescriptions. |
| CLO #9 | Calculate the quantities and volumes of ingredients required for extemporaneous prescriptions.    |

## Instructional

## Strategies:

Lecture, independent study

Delivery: full-time

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

74%

## Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 5          | In-class worksheets                      |
| Quizzes/Tests | 30         | Quiz 1: formative assessment             |
| Quizzes/Tests | 30         | Quiz 2: formative assessment             |
| Final Exam    | 35         | Test: comprehensive assessment           |

## Hours by Learning Environment Type

---

Total Hours 30

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

1. Basic mathematical operations
2. Systems of measure
3. Conversions between systems of measure
4. Drug strength
5. Quantities required to fill prescriptions
6. Extemporaneous compounding

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

Resources are items that the student is responsible for purchasing. Resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

Primary Proposal

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 01/28/21 2:00 pm

Viewing: **PHAR 1104 : Pharmacy Communications**

**1**

Last edit: 09/09/21 3:38 pm

Changes proposed by: wrubner

Programs  
referencing this  
course

[80: Pharmacy Technician Certificate](#)

Course Name:

Pharmacy Communications 1

Effective Date:

May 2022

School/Centre:

Health Sciences

Is this a non-credit course?

Department:

Pharmacy Technician (5005)

Contact(s)

### In Workflow

1. **5005 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 01/06/21 8:37 am  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
2. 01/08/21 3:15 pm  
Jo-Ellen Zakoor  
(jzakoore): Approved  
for SHS Dean
3. 01/21/21 10:46 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 01/28/21 2:03 pm  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
5. 09/09/21 2:05 pm  
Jo-Ellen Zakoor  
(jzakoore): Approved  
for SHS Dean
6. 09/09/21 3:54 pm  
Darija Rabadzija  
(drabadzija):  
Approved for

| Name         | E-mail         | Phone/Ext. |
|--------------|----------------|------------|
| Wayne Rubner | wrubner@vcc.ca | 5023       |

Banner Course Name: Pharmacy Communications 1

Subject Code: PHAR - Pharmacy

Course Number: 1104

Year of Study: 1st Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course introduces the interpersonal and communication skills required to work effectively in a pharmacy setting. Collaboration, effective group dynamics, professionalism, ethics and customer service are discussed.

This course is part of the full-time Pharmacy Technician Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

## Course Learning

## Outcomes (CLO):

| <b>Upon successful completion of this course, students will be able to:</b> |  |
|---|--|
| CLO #1  | Demonstrate effective communication skills.  |
| CLO #2  | Establish collaborative working relationships.                                     |
| CLO #3  | Demonstrate professional behavior.   |
| CLO #4  | Use ethical principles in decision-making.   |
| CLO #5  | Use effective communications when educating and interacting with patients.         |
| CLO #6  | Demonstrate accuracy when receiving verbal and written prescriptions.              |
| CLO #7  | Demonstrate intra-professional and inter-professional skills during collaboration. |

## Instructional

## Strategies:

Lecture, independent study, group work, group discussion, case studies, role-plays, simulations

Delivery: full-time

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)      Passing grade: 74%

## Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity  |
|-------------|------------|---|
| Assignments | 25         | Ethics and Professionalism (Case Studies)   |
| Assignments | 25         | Inter-professionalism (Report and Oral Presentation)  |
| Other       | 30         | Prescription Intake<br>Prescription Transfers<br>Telephone Communications<br>Customer Service |
| Assignments | 20         | Reflective Journal (5 entries)  |

## Hours by Learning Environment Type

---

Total Hours 30

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

1. Communication skills

2. Collaborative working relationships

3. Professionalism

4. Ethics

5. Inter-Professionalism

6. Customer Service

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

Resources are items that the student is responsible for purchasing. Resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

Primary Proposal

Provide a rationale  
for this proposal:



# Course Change Request

## New Course Proposal

Date Submitted: 01/28/21 2:00 pm

Viewing: **PHAR 1105 : Pharmacy Management 1**

Last edit: 09/09/21 3:38 pm

Changes proposed by: wrubner

Programs  
referencing this  
course

[80: Pharmacy Technician Certificate](#)

Course Name:

Pharmacy Management 1

Effective Date:

May 2022

School/Centre:

Health Sciences

Department:

Pharmacy Technician (5005)

Contact(s)

### In Workflow

1. **5005 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 01/06/21 8:37 am  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
2. 01/08/21 3:15 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/21/21 10:46 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 01/28/21 2:04 pm  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
5. 09/09/21 2:05 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
6. 09/09/21 3:54 pm  
Darija Rabadzija  
(drabadzija):  
Approved for

| Name         | E-mail         | Phone/Ext. |
|--------------|----------------|------------|
| Wayne Rubner | wrubner@vcc.ca | 5023       |

Banner Course      Pharmacy Management 1

Name:

Subject Code:      PHAR - Pharmacy

Course Number      1105

Year of Study      1st Year Post-secondary

Credits:            1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course introduces the knowledge and skills required to assist in the management of a pharmacy. The course includes principles of business management, basic accounting skills, inventory management, maintenance of documents and records, equipment maintenance and the use of computers and software to perform administrative functions.

This course is part of the full-time Pharmacy Technician Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

## Course Learning

## Outcomes (CLO):

| <b>Upon successful completion of this course, students will be able to:</b> |  |
|---|--|
| CLO #1  | Describe basic business principles.                                    |
| CLO #2  | Describe basic accounting procedures.                                  |
| CLO #3  | Explain the role of a pharmacy technician in management of a pharmacy. |
| CLO #4  | Create purchase orders for pharmaceuticals and supplies.               |
| CLO #5  | Perform inventory management.  |
| CLO #6  | Maintain records and equipment in a pharmacy setting.                  |
| CLO #7  | Use software programs to manage a pharmacy.                            |

## Instructional

## Strategies:

Lecture, independent study, group discussion, case study, group work, project

Delivery: full-time

### Evaluation and Grading

---

Grading System: Letter Grade (A-F)      Passing grade:  
74%

## Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity                                   |
|-------------|------------|--|
| Assignments | 45         | Purchasing and receiving<br>Business principles<br>Accounting<br>Equipment |
| Project     | 20         | Inventory management   |
| Final Exam  | 35         | Test: comprehensive assessment   |

### Hours by Learning Environment Type

---

Total Hours      30  
Lecture, Seminar, Online  
30

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

**Course Topics:**

1. Business Principles

2. Accounting

3. Inventory Management

4. Records Management

5. Software and Equipment

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

Resources are items that the student is responsible for purchasing. Resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

Consultations

## Additional Information

---

Provide any additional information if necessary.

# Course Change Request

## New Course Proposal

Date Submitted: 01/28/21 2:00 pm

Viewing: **PHAR 1106 : Community Pharmacy**

Last edit: 09/09/21 3:38 pm

Changes proposed by: wrubner

Programs  
referencing this  
course

[80: Pharmacy Technician Certificate](#)

Course Name:

Community Pharmacy

Effective Date:

May 2022

School/Centre:

Health Sciences

Department:

Pharmacy Technician (5005)

Contact(s)

### In Workflow

1. **5005 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 01/06/21 8:37 am  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
2. 01/08/21 3:15 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/21/21 10:46 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 01/28/21 2:04 pm  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
5. 09/09/21 2:06 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
6. 09/09/21 3:54 pm  
Darija Rabadzija  
(drabadzija):  
Approved for

| Name         | E-mail         | Phone/Ext. |
|--------------|----------------|------------|
| Wayne Rubner | wrubner@vcc.ca | 5023       |

Banner Course      Community Pharmacy

Name:

Subject Code:      PHAR - Pharmacy

Course Number      1106

Year of Study      1st Year Post-secondary

Credits:            7.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course introduces students to the pharmacy technician's role in providing pharmacy services in community pharmacy practice. Prescription processing, compounding, third party insurance plans, record keeping, purchasing, receiving and issues pertaining to security are discussed. The lab component of the course focuses on dispensing and compounding skills.

This course is part of the full-time Pharmacy Technician Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

## Course Learning

## Outcomes (CLO):

| <b>Upon successful completion of this course, students will be able to:</b> |  |
|---|--|
| CLO #1  | Describe professional pharmacy practice in community pharmacies.       |
| CLO #2  | Describe the delivery of health care services in community pharmacies. |
| CLO #3  | Prepare prescriptions safely and accurately.                           |
| CLO #4  | Prepare extemporaneous compounds safely and accurately.                |
| CLO #5  | Explain third party insurance policies and procedures.                 |
| CLO #6  | Maintain records and equipment in community pharmacies.                |
| CLO #7  | Use community pharmacy dispensing software.                            |
| CLO #8  | Implement pharmacy security systems and procedures.                    |

## Instructional

## Strategies:

Lecture, independent study, group discussion, group work, role plays, research, demonstration, lab

Delivery: full-time

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)      Passing grade:  
74%

## Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity             |
|---------------|------------|--|
| Assignments   | 15         | Community pharmacies<br>Pharmacy dispensing software |
| Lab Work      | 35         | Dispensing labs                                      |
| Lab Work      | 10         | Compounding labs                                     |
| Quizzes/Tests | 15         | Quiz: formative assessment                           |
| Final Exam    | 25         | Test: comprehensive assessment                       |

## Hours by Learning Environment Type

---

Total Hours      150

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

90

Practicum, Self-Paced, Individual  
Learning

### Course Topics

#### Course Topics:

1. Community practice setting
2. Role of community pharmacy in providing health services
3. Prescription processing
4. Compounding
5. Third party insurance plans
6. Record keeping
7. Pharmacy software
8. Pharmacy security

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

Compendium of Pharmaceuticals and Specialties (Current Edition), CPhA: Ottawa, ON.

Resources are items that the student is responsible for purchasing. Resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?



# Course Change Request

## New Course Proposal

Date Submitted: 01/28/21 2:01 pm

Viewing: **PHAR 1201 : Professional Practice 2**

Last edit: 09/09/21 3:33 pm

Changes proposed by: wrubner

Programs  
referencing this  
course

[80: Pharmacy Technician Certificate](#)

Course Name:

Professional Practice 2

Effective Date: May 2022

School/Centre: Health Sciences

Department: Pharmacy Technician (5005)

Contact(s)

### In Workflow

1. **5005 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 01/06/21 8:42 am  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
2. 01/08/21 3:15 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/21/21 10:46 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 01/28/21 2:04 pm  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
5. 09/09/21 2:06 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
6. 09/09/21 3:54 pm  
Darija Rabadzija  
(drabadzija):  
Approved for

| Name         | E-mail         | Phone/Ext. |
|--------------|----------------|------------|
| Wayne Rubner | wrubner@vcc.ca | 5023       |

Banner Course      Professional Practice 2

Name:

Subject Code:      PHAR - Pharmacy

Course Number      1201

Year of Study      1st Year Post-secondary

Credits:            2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course continues the study of the profession of pharmacy. Issues pertaining to patient safety and standards of practice are emphasized. Emerging trends and issues affecting pharmacy practice are discussed. The course also includes medical terminology, anatomy and physiology.

This course is part of the full-time Pharmacy Technician Program.

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

PHAR 1101

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

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

No

#### Course Learning

#### Outcomes (CLO):

| <b>Upon successful completion of this course, students will be able to:</b> |   |
|---|---|
| CLO #1  | Maintain a safe work environment.                                   |
| CLO #2  | Use pharmacy references and resources.                              |
| CLO #3  | Explain the anatomy and physiology of the human body.               |
| CLO #4  | Identify the meanings of common medical terms.                      |
| CLO #5  | Perform keyboarding with accuracy.                                  |
| CLO #6  | Discuss trends in pharmacy practice.                                |
| CLO #7  | Describe quality assurance and patient safety in pharmacy practice. |

Instructional

Strategies:

Lecture, independent study, group discussion, group work, research

Delivery: full-time

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
74%

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 15         | Quality Assurance/Safety                 |
| Assignments   | 5          | Keyboarding                              |
| Quizzes/Tests | 25         | Quiz: formative assessment               |
| Final Exam    | 35         | Test: comprehensive assessment           |
| Project       | 20         | Research Report                          |

## Hours by Learning Environment Type

---

Total Hours 45  
Lecture, Seminar, Online  
45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

**Course Topics:**

1. Patient safety
2. Anatomy and physiology
3. Medical terminology
4. Trends in Pharmacy
5. Quality Assurance
6. Research
7. Keyboarding

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

Compendium of Pharmaceuticals and Specialties (Current Edition), CPhA: Ottawa, ON.

Resources are items that the student is responsible for purchasing. Resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

Consultations

## Additional Information

---

# Course Change Request

## New Course Proposal

Date Submitted: 01/28/21 2:01 pm

Viewing: **PHAR 1202 : Pharmacology & Therapeutics 2**

Last edit: 09/09/21 3:34 pm

Changes proposed by: wrubner

Programs  
referencing this  
course

[80: Pharmacy Technician Certificate](#)

Course Name:

Pharmacology & Therapeutics 2

Effective Date:

May 2022

School/Centre:

Health Sciences

Department:

Pharmacy Technician (5005)

Contact(s)

### In Workflow

1. **5005 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 01/06/21 8:42 am  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
2. 01/08/21 3:15 pm  
Jo-Ellen Zakoor  
(jzakoore): Approved  
for SHS Dean
3. 01/21/21 10:46 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 01/28/21 2:04 pm  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
5. 09/09/21 2:06 pm  
Jo-Ellen Zakoor  
(jzakoore): Approved  
for SHS Dean
6. 09/09/21 3:54 pm  
Darija Rabadzija  
(drabadzija):  
Approved for

| Name         | E-mail         | Phone/Ext. |
|--------------|----------------|------------|
| Wayne Rubner | wrubner@vcc.ca | 5023       |

Banner Course      Pharmacology & Therapeutics 2

Name:

Subject Code:      PHAR - Pharmacy

Course Number      1202

Year of Study      1st Year Post-secondary

Credits:            3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course continues the study of pharmacology and therapeutics. Drugs affecting the gastrointestinal, endocrine, urinary, eye/ear, skin, reproductive and immune systems are discussed. Prescription, non-prescription, alternative and complementary therapies are included. Home health care products, nutrition and healthy eating are also discussed.

This course is part of the full-time Pharmacy Technician Program.

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

PHAR 1102

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

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

No

## Course Learning

## Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b> |
|--------|---|
| CLO #1 | Discuss the pathophysiology of common diseases and disorders.               |
| CLO #2 | Recall the generic and brand names of commonly used drugs.                  |
| CLO #3 | Identify the therapeutic uses of commonly used drugs.                       |
| CLO #4 | List the side effects of commonly used drugs.                               |
| CLO #5 | Describe alternative and complementary therapies.                           |
| CLO #6 | Explain how to use home healthcare products.                                |
| CLO #7 | Describe the principles of nutrition and healthy eating.                    |

## Instructional

## Strategies:

Lecture, independent study, group work, simulations, role-play, research

Delivery: full-time

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
74%

## Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Quizzes/Tests | 20         | Quiz 1: formative assessment             |
| Quizzes/Tests | 20         | Quiz 2: formative assessment             |
| Quizzes/Tests | 25         | Quiz 3: formative assessment             |
| Final Exam    | 35         | Test: comprehensive assessment           |

## Hours by Learning Environment Type

---

Total Hours 60  
Lecture, Seminar, Online  
60

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

**Course Topics:**

1. Pathophysiology
2. Pharmacology
3. Therapeutics
4. Alternative and complementary therapies
5. Home Healthcare
6. Nutrition and healthy eating

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

Compendium of Pharmaceuticals and Specialties (Current Edition), CPhA: Ottawa, ON.

Resources are items that the student is responsible for purchasing. Resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

Provide a rationale  
for this proposal:



# Course Change Request

## New Course Proposal

Date Submitted: 01/28/21 2:01 pm

Viewing: **PHAR 1203 : Pharmacy Calculations 2**

Last edit: 09/09/21 3:34 pm

Changes proposed by: wrubner

Programs  
referencing this  
course

[80: Pharmacy Technician Certificate](#)

Course Name:

Pharmacy Calculations 2

Effective Date: March 2022

School/Centre: Health Sciences

Is this a non-credit course?

Department: Pharmacy Technician (5005)

Contact(s)

### In Workflow

1. **5005 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 01/06/21 8:42 am  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
2. 01/08/21 3:16 pm  
Jo-Ellen Zakoor  
(jzakoore): Approved  
for SHS Dean
3. 01/21/21 10:46 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 01/28/21 2:04 pm  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
5. 09/09/21 2:07 pm  
Jo-Ellen Zakoor  
(jzakoore): Approved  
for SHS Dean
6. 09/09/21 3:54 pm  
Darija Rabadzija  
(drabadzija):  
Approved for

| Name         | E-mail         | Phone/Ext. |
|--------------|----------------|------------|
| Wayne Rubner | wrubner@vcc.ca | 5023       |

Banner Course      Pharmacy Calculations 2

Name:

Subject Code:      PHAR - Pharmacy

Course Number      1203

Year of Study      1st Year Post-secondary

Credits:            1

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course emphasizes calculations required to accurately fill prescriptions and prepare pharmaceutical products in a hospital setting. Alligation, volume of displacement, flow rates, infusion time and parenteral nutrition are included. Calculations using nomograms and pertaining to pediatric and chemotherapy dosing are included.

This course is part of the full-time Pharmacy Technician Program.

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

PHAR 1103

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

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

No

Details of PLAR:

## Course Learning

## Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>             |
|--------|---|
| CLO #1 | Calculate quantities and volumes required to fill orders in hospitals.                  |
| CLO #2 | Perform alligation calculations.  |
| CLO #3 | Perform volume of displacement calculations.  |
| CLO #4 | Calculate flow rates.   |
| CLO #5 | Calculate infusion times.   |
| CLO #6 | Calculate volumes required for parenteral nutrition.                                    |
| CLO #7 | Calculate a dose using a nomogram.  |
| CLO #8 | Calculate the quantities and volumes required for sterile products.                     |
| CLO #9 | Calculate the quantities and volumes of ingredients required for extemporaneous orders. |

## Instructional

## Strategies:

Lecture, independent study

Delivery: full-time

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

74%

## Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 5          | In-class worksheets                      |
| Quizzes/Tests | 30         | Quiz 1: formative assessment             |
| Quizzes/Tests | 30         | Quiz 2: formative assessment             |
| Final Exam    | 35         | Test: comprehensive assessment           |

## Hours by Learning Environment Type

---

Total Hours 15

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

1. Quantities and volumes for in-patient hospital orders
2. Alligation
3. Volume of displacement
4. Flow rates
5. Infusion time
6. Parenteral Nutrition
7. Nomograms & Body Surface Area (BSA)
8. Quantities and volumes for compounded sterile products

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

Resources are items that the student is responsible for purchasing. Resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

Primary Proposal

# Course Change Request

## New Course Proposal

Date Submitted: 01/28/21 2:01 pm

Viewing: **PHAR 1204 : Pharmacy Communications**

**2**

Last edit: 09/09/21 3:35 pm

Changes proposed by: wrubner

Programs  
referencing this  
course

[80: Pharmacy Technician Certificate](#)

Course Name:

Pharmacy Communications 2

Effective Date:

May 2022

School/Centre:

Health Sciences

Department:

Pharmacy Technician (5005)

Contact(s)

### In Workflow

1. **5005 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 01/06/21 8:42 am  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
2. 01/08/21 3:17 pm  
Jo-Ellen Zakoor  
(jzakoore): Approved  
for SHS Dean
3. 01/21/21 10:46 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 01/28/21 2:04 pm  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
5. 09/09/21 2:07 pm  
Jo-Ellen Zakoor  
(jzakoore): Approved  
for SHS Dean
6. 09/09/21 3:54 pm  
Darija Rabadzija  
(drabadzija):  
Approved for

| Name         | E-mail         | Phone/Ext. |
|--------------|----------------|------------|
| Wayne Rubner | wrubner@vcc.ca | 5023       |

Banner Course      Pharmacy Communications 2

Name:

Subject Code:      PHAR - Pharmacy

Course Number      1204

Year of Study      1st Year Post-secondary

Credits:            1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course continues the study of interpersonal and communication skills required to work effectively in a pharmacy setting. Conflict resolution, problem solving and issues pertaining to harassment and discrimination are discussed. Other topics include medication history and reconciliation, employment preparation and professional development.

This course is part of the full-time Pharmacy Technician Program.

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

PHAR 1104

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

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

No

## Course Learning

## Outcomes (CLO):

| <b>Upon successful completion of this course, students will be able to:</b> |  |
|---|--|
| CLO #1  | Demonstrate effective communications skills.                 |
| CLO #2  | Describe intercultural communication.                        |
| CLO #3  | Use effective conflict prevention and resolution strategies. |
| CLO #4  | Solve problems effectively.                                  |
| CLO #5  | Perform medication history interviews and reconciliations.   |
| CLO #6  | Prepare for employment in pharmacy.                          |
| CLO #7  | Describe professional development requirements.              |
| CLO #8  | Construct a professional development plan.                   |

## Instructional

## Strategies:

Lecture, independent study, group discussion, group work, role-play, case studies, journal

Delivery: full-time

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)      Passing grade:  
74%

## Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity |
|-------------|------------|--|
| Assignments | 10         | Assertiveness and Conflict Management    |
| Assignments | 5          | Problem Solving                          |
| Assignments | 20         | Medication History and Reconciliation    |
| Assignments | 20         | Employment Preparation                   |
| Assignments | 25         | Professional Development Plan            |
| Assignments | 20         | Reflective Journal                       |

## Hours by Learning Environment Type

---

Total Hours 30

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

**Course Topics:**

1. Assertiveness

2. Conflict Prevention and Resolution

3. Problem Solving

4. Medication history and reconciliation

5. Employment preparation

6. Professional development

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

Resources are items that the student is responsible for purchasing. Resource information will be supplied by the department/instructor.

## Rationale and Consultations

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

Yes

Is this the primary proposal?

Provide a rationale  
for this proposal:



# Course Change Request

## New Course Proposal

Date Submitted: 01/28/21 2:02 pm

Viewing: **PHAR 1205 : Pharmacy Management 2**

Last edit: 09/09/21 3:35 pm

Changes proposed by: wrubner

Programs  
referencing this  
course

[80: Pharmacy Technician Certificate](#)

Course Name:

Pharmacy Management 2

Effective Date: May 2022

School/Centre: Health Sciences

Is this a non-credit course?

Department: Pharmacy Technician (5005)

Contact(s)

### In Workflow

1. **5005 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 01/06/21 8:42 am  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
2. 01/08/21 3:21 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/21/21 10:46 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 01/28/21 2:04 pm  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
5. 09/09/21 2:07 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
6. 09/09/21 3:54 pm  
Darija Rabadzija  
(drabadzija):  
Approved for

| Name         | E-mail         | Phone/Ext. |
|--------------|----------------|------------|
| Wayne Rubner | wrubner@vcc.ca | 5023       |

Banner Course Name: Pharmacy Management 2

Subject Code: PHAR - Pharmacy

Course Number: 1205

Year of Study: 1st Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course is a continuation of the knowledge and skills required to assist in the management of a pharmacy. Topics include leadership, personnel management, work schedules, workflow, emergency preparedness and drug shortages.

This course is part of the full-time Pharmacy Technician Program.

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

PHAR 1105

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

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

No

Details of PLAR:

#### Course Learning

#### Outcomes (CLO):

| <b>Upon successful completion of this course, students will be able to:</b> |  |
|---|--|
| CLO #1  | Explain the role of a pharmacy technician in management of a pharmacy. |
| CLO #2  | Describe effective leadership.   |
| CLO #3  | Describe effective personnel management techniques.                    |
| CLO #4  | Create pharmacy dispensary work schedules.                             |
| CLO #5  | Plan a pharmacy staff meeting.   |
| CLO #6  | Manage pharmacy workflow.  |
| CLO #7  | Prepare for emergencies and drug shortages.                            |

Instructional

Strategies:

Lecture, independent study, group discussion, group work, case studies

Delivery: full-time

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
74%

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 10         | Management tools                         |
| Assignments   | 15         | Plan and conduct meetings                |
| Assignments   | 15         | Work schedule and flow                   |
| Project       | 20         | Group Project                            |
| Quizzes/Tests | 10         | Quiz: formative assessment               |
| Final Exam    | 30         | Test: comprehensive assessment           |

## Hours by Learning Environment Type

---

Total Hours 30

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

**Course Topics:**

1. Leadership

2. Personnel Management

3. Work Schedules

4. Workflow

5. Meetings

6. Emergency preparedness and drug shortages

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

Resources are items that the student is responsible for purchasing. Resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

Primary Proposal

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 01/28/21 2:02 pm

Viewing: **PHAR 1206 : Hospital Pharmacy**

Last edit: 09/09/21 3:36 pm

Changes proposed by: wrubner

Programs  
referencing this  
course

[80: Pharmacy Technician Certificate](#)

Course Name:

Hospital Pharmacy

Effective Date:

May 2022

School/Centre:

Health Sciences

Department:

Pharmacy Technician (5005)

Contact(s)

### In Workflow

1. **5005 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 01/06/21 8:42 am  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
2. 01/08/21 3:23 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/21/21 10:46 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 01/28/21 2:04 pm  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
5. 09/09/21 2:07 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
6. 09/09/21 3:54 pm  
Darija Rabadzija  
(drabadzija):  
Approved for

| Name         | E-mail         | Phone/Ext. |
|--------------|----------------|------------|
| Wayne Rubner | wrubner@vcc.ca | 5023       |

Banner Course Name: Hospital Pharmacy  
 Subject Code: PHAR - Pharmacy  
 Course Number: 1206  
 Year of Study: 1st Year Post-secondary  
 Credits: 7

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course deals with the practice of pharmacy in an institutional setting. Distribution systems and the delivery of healthcare services in hospitals are covered along with record keeping, equipment and quality assurance. Students will have an opportunity to practise dispensing and compounding during the lab portion of the course.

This course is part of the full-time Pharmacy Technician Program.

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

PHAR 1106

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

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

No

## Course Learning

## Outcomes (CLO):

|         | <b>Upon successful completion of this course, students will be able to:</b>                          |
|---------|--|
| CLO #1  | Describe professional pharmacy practice in hospitals.  |
| CLO #2  | Describe the delivery of healthcare services in hospitals.   |
| CLO #3  | Differentiate between types of hospitals.  |
| CLO #4  | Describe the organizational structure of a hospital.   |
| CLO #5  | Differentiate between the scope of practice of a pharmacist and a pharmacy technician in a hospital. |
| CLO #6  | Prepare drugs safely and accurately in all types of hospital distribution systems.                   |
| CLO #7  | Prepare extemporaneous compounds safely and accurately.  |
| CLO #8  | Use hospital pharmacy dispensing software.   |
| CLO #9  | Maintain records and equipment in hospitals.   |
| CLO #10 | Employ quality assurance procedures in the lab.  |

## Instructional

## Strategies:

Lecture, independent study, group work, simulation, role-play, lab

Delivery: full-time

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
74%

Passing grade:

## Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity                    |
|-------------|------------|---|
| Assignments | 15         | Error Checking<br>Prepackaging and repackaging<br>Wardstock |
| Lab Work    | 35         | Average mark in dispensing labs                             |
| Lab Work    | 20         | Average mark in compounding labs                            |
| Final Exam  | 30         | Test: comprehensive assessment                              |

## Hours by Learning Environment Type

---

Total Hours 150

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

105

Practicum, Self-Paced, Individual  
Learning

Course Topics

### Course Topics:

1. Types of hospitals

2. Organization of hospitals

3. Pharmacy Department

4. Prescription processing

5. Drug distribution systems

6. Specialty areas

7. Prepackaging and repackaging

8. Compounding

9. Quality assurance

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

Compendium of Pharmaceuticals and Specialties (Current Edition), CPhA: Ottawa, ON.

Resources are items that the student is responsible for purchasing. Resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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



# Course Change Request

## New Course Proposal

Date Submitted: 01/28/21 2:02 pm

Viewing: **PHAR 1207 : Sterile Products**

Last edit: 09/09/21 3:36 pm

Changes proposed by: wrubner

Programs  
referencing this  
course

[80: Pharmacy Technician Certificate](#)

Course Name:

Sterile Products

Effective Date:

May 2022

School/Centre:

Health Sciences

Department:

Pharmacy Technician (5005)

Contact(s)

### In Workflow

1. **5005 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 01/06/21 8:42 am  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
2. 01/08/21 3:31 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/21/21 10:46 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 01/28/21 2:04 pm  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
5. 09/09/21 2:07 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
6. 09/09/21 3:54 pm  
Darija Rabadzija  
(drabadzija):  
Approved for

| Name         | E-mail         | Phone/Ext. |
|--------------|----------------|------------|
| Wayne Rubner | wrubner@vcc.ca | 5023       |

Banner Course Name: Sterile Products  
 Subject Code: PHAR - Pharmacy  
 Course Number: 1207  
 Year of Study: 1st Year Post-secondary  
 Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course focuses on the theory and principles of preparing sterile products. Topics include septic principles, clean room concepts, aseptic technique, Central Intravenous Admixture (CIVA) programs and quality assurance programs. During the lab portion of the course, students develop the skills required to prepare sterile products, including hazardous drugs such as chemotherapy.

This course is part of the full-time Pharmacy Technician Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

## Course Learning

## Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>             |
|--------|---|
| CLO #1 | Describe the standards for compounding of non-hazardous and hazardous sterile products. |
| CLO #2 | Describe the aseptic environment.   |
| CLO #3 | Use aseptic technique to prepare non-hazardous and hazardous sterile products.          |
| CLO #4 | Use aseptic compounding equipment.  |
| CLO #5 | Differentiate between hazardous and non-hazardous drugs.                                |
| CLO #6 | Identify correct procedures for handling hazardous drugs.                               |
| CLO #7 | Prepare sterile products according to CIVA Program policies and procedures.             |
| CLO #8 | Employ quality assurance procedures in the lab.   |

## Instructional

## Strategies:

Lecture, independent study, simulation, lab

Delivery: full-time

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)      Passing grade:  
74%

## Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Lab Work      | 30         | Average mark in sterile labs             |
| Other         | 15         | Aseptic technique checklists             |
| Quizzes/Tests | 20         | Quiz: formative assessment               |
| Final Exam    | 35         | Test: comprehensive assessment           |

## Hours by Learning Environment Type

---

Total Hours      30  
Lecture, Seminar, Online  
30

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

30

Practicum, Self-Paced, Individual  
Learning

Course Topics

**Course Topics:**

1. Standards for compounding sterile products

2. Parenteral drugs and solutions

3. Aseptic environment

4. Aseptic technique

5. Standards for compounding hazardous drugs

6. CIVA Programs

7. Quality Assurance

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

Resources are items that the student is responsible for purchasing. Resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

Consultations

## Additional Information

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# Course Change Request

## New Course Proposal

Date Submitted: 01/28/21 2:02 pm

Viewing: **PHAR 1208 : Practicum Preparation**

Last edit: 09/09/21 3:37 pm

Changes proposed by: wrubner

Programs  
referencing this  
course

[80: Pharmacy Technician Certificate](#)

Course Name:

Practicum Preparation

Effective Date: May 2022

School/Centre: Health Sciences

Department: Pharmacy Technician (5005)

Contact(s)

### In Workflow

1. **5005 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 01/06/21 8:42 am  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
2. 01/08/21 3:34 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/21/21 10:47 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 01/28/21 2:04 pm  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
5. 09/09/21 2:21 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
6. 09/09/21 3:54 pm  
Darija Rabadzija  
(drabadzija):  
Approved for

| Name         | E-mail         | Phone/Ext. |
|--------------|----------------|------------|
| Wayne Rubner | wrubner@vcc.ca | 5023       |

Banner Course      Practicum Preparation

Name:

Subject Code:      PHAR - Pharmacy

Course Number      1208

Year of Study      1st Year Post-secondary

Credits:            1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course prepares students for practicums and builds on the skills in the pre-requisite courses to ensure that students have achieved the required competencies to safely practice pharmacy in a real-world setting.

This course is part of the full-time Pharmacy Technician Program.

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

PHAR 1106, PHAR 1206, PHAR 1207

#### 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:**

| <b>Upon successful completion of this course, students will be able to:</b> |   |
|---|---|
| CLO #1  | Prepare sterile and non-sterile products safely and accurately.                 |
| CLO #2  | Use pharmacy dispensing software.   |
| CLO #3  | Prepare drugs safely and accurately in hospital distribution systems.           |
| CLO #4  | Prepare prescriptions safely and accurately in the lab.                         |
| CLO #5  | Employ quality assurance procedures in the lab.                                 |
| CLO #6  | Demonstrate the ability to perform at an entry-to-practice level of competence. |

### Instructional

#### Strategies:

Lab, group work, demonstration, role play, independent study

Delivery: full-time

## Evaluation and Grading

---

Grading System: Percentages                      Passing grade:  
74%

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Lab Work      | 20%        | Community dispensing labs  |
| Lab Work      | 20%        | Hospital dispensing labs   |
| Lab Work      | 10%        | Sterile compounding labs   |
| Assignments   | 15%        | Non-prescription products<br>Dispensing software<br>Student Practice Education Core<br>Orientation (SPECO) checklist |
| Quizzes/Tests | 15%        | Simulated PEBC MCQ exam  |
| Quizzes/Tests | 20%        | Simulated PEBC OSPE exam   |

## Hours by Learning Environment Type

---

Total Hours                      30

Lecture, Seminar, Online

5

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

25

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

1. Community pharmacy dispensing.
2. Hospital pharmacy dispensing.
3. Non-hazardous sterile product compounding.
4. Simulated Pharmacy Examining Board of Canada (PEBC) Qualifying Exam.
5. Quality assurance.

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

Compendium of Pharmaceuticals and Specialties (Current Edition), CPhA: Ottawa, ON.

Resources are items that the student is responsible for purchasing. Resource information will be supplied by the department/instructor.

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

## Additional Information

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# Course Change Request

## New Course Proposal

Date Submitted: 01/28/21 2:03 pm

Viewing: **PHAR 1309 : Practicum**

Last edit: 09/09/21 3:37 pm

Changes proposed by: wrubner

Programs  
referencing this  
course

[80: Pharmacy Technician Certificate](#)

Course Name:

Pharmacy Practicum

Effective Date:

May 2022

School/Centre:

Health Sciences

Department:

Pharmacy Technician (5005)

Contact(s)

### In Workflow

1. **5005 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 01/06/21 8:46 am  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
2. 01/08/21 3:38 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 01/21/21 10:47 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 01/28/21 2:04 pm  
Wayne J. Rubner  
(wrubner):  
Approved for 5005  
Leader
5. 09/09/21 2:36 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
6. 09/09/21 3:54 pm  
Darija Rabadzija  
(drabadzija):  
Approved for

| Name         | E-mail         | Phone/Ext. |
|--------------|----------------|------------|
| Wayne Rubner | wrubner@vcc.ca | 5024       |

Banner Course Name: Practicum

Subject Code: PHAR - Pharmacy

Course Number: 1309

Year of Study: 1st Year Post-secondary

Credits: 13

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course provides students with an opportunity to further develop their pharmacy technician skills in a community and hospital pharmacy. Students will apply the skills and knowledge learned in the classroom and lab in the workplace.

This course is part of the full-time Pharmacy Technician Program.

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

PHAR 1208

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

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

No

#### Course Learning

#### Outcomes (CLO):

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

|        |  |
|--------|--|
| CLO #1 | Perform the role of a pharmacy technician within current legal, ethical and professional standards.                                      |
| CLO #2 | Establish professional relationships with patients and healthcare providers in order to optimize pharmaceutical care.                    |
| CLO #3 | Prepare pharmaceutical products safely and accurately using a variety of distribution systems.   |
| CLO #4 | Manage the practice setting effectively to ensure safe and efficient pharmacy services.  |
| CLO #5 | Integrate health promotion and public health initiatives into pharmacy practice.   |
| CLO #6 | Demonstrate the ability to access and apply relevant information and knowledge to make evidence-informed decisions in pharmacy practice. |
| CLO #7 | Use effective communication and professionalism when providing education to or collaborating with healthcare providers and patients.     |
| CLO #8 | Establish and maintain collaborative intra- and inter-professional relationships.  |
| CLO #9 | Develop, implement and evaluate quality assurance policies, procedures and activities to optimize patient safety.                        |

Instructional

Strategies:

Clinical fieldwork

## Evaluation and Grading

---

Grading System:      Satisfactory/Unsatisfactory      Passing grade:  
Satisfactory

Evaluation Plan:

| Type             | Percentage | Brief description of assessment activity  |
|------------------|------------|---|
| Field Experience |            | Community Evaluation by Preceptor   |
| Field Experience |            | Hospital Evaluation by Preceptor  |
| Assignments      |            | Weekly progress reports<br>Community dispensing<br>Hospital dispensing<br>Sterile compounding |

## Hours by Learning Environment Type

---

Total Hours 390

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

30

Practicum, Self-Paced, Individual  
Learning

360

Course Topics

#### Course Topics:

1. Ethical, Legal and Professional Responsibilities

2. Patient Care

3. Product Distribution

4. Practice Setting

5. Health Promotion

6. Knowledge and Research

7. Communication

8. Intra and Inter-Professional Collaboration

9. Quality & Safety

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

Resources are items that the student is responsible for purchasing. Resource information will be supplied by the department/instructor.

## Rationale and Consultations

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

Yes

Is this the primary proposal?



## DECISION NOTE

**PREPARED FOR:** Education Council  
**DATE:** September 14, 2021  
**ISSUE:** D.1.5 Use of Library Resources Policy

### BACKGROUND:

Policy D.1.5 Use of Library Resources is undergoing a routine five-year review. This policy and related procedures govern the use of services and materials provided by the Library at Vancouver Community College. It outlines the categories of Library users and borrowers and establishes parameters for services provided to each group.

### DISCUSSION:

The revised policy and procedures were sent out for community feedback in May 2021. No feedback was received.

At its August 11, 2021 meeting, Education Policy Committee recommended a few minor wording changes for clarity. Procedure #14 was reworded to "Final grades and transcripts will not be issued to students until billed materials have been returned **and/or** paid for..." to better reflect current practice.

### RECOMMENDATION:

THAT Education Council recommend the Board of Governors approve, in the form presented at this meeting, D.1.5 Use of Library Resources policy and procedures.

**PREPARED BY:** Natasha Mandryk, Chair, Education Policy Committee  
**DATE:** September 7, 2021



## POLICY

|                  |  |
|------------------|--|
| Title            | <b>Use of Library Resources</b>                  |
| Policy No.       | D.1.5  |
| Approval Body    | Board of Governors with Education Council advice |
| Policy Sponsor   | Vice President, Academic & Research              |
| Last Full Review | June 8, 2016                                     |
| Last Revised     | <i>Draft: 2021-08-11</i>                         |

### CONTEXT AND PURPOSE

This policy and related procedures govern the use of services and materials provided by VCC Library (the Library) at Vancouver Community College (VCC; the College). In support of the education, research and activities of students and employees at the College, VCC Library provides access to: information resources and technology; study, group and research space; computers and printing; and A/V equipment.

### SCOPE AND LIMITS

This policy applies to all current students and employees, and any community member entering the Library or using its resources.

### STATEMENT OF POLICY PRINCIPLES

1. The primary purpose of VCC Library is to support education and research at the College, as well as College operations. The Library strives to maximize access to information and services for current students and employees, both in person and virtually.
2. VCC Library provides safe and inclusive space, services and resources.
3. Any person may use the print materials within the Library and may consult with Library staff for assistance in using this material.
4. Library card holders are responsible for the Library material they borrow and may be subject to penalties and sanctions if material is overdue, damaged or not returned.
5. VCC Library complies with all legal requirements and licensing agreements when providing access to Library resources.
6. The Library will establish agreements (such as interlibrary loan or reciprocal borrowing agreements) with other libraries when possible in order to expand access to resources available to our current students and employees.
7. The Library actively works to protect the privacy of library users and their right to access information without prejudice.

### DEFINITIONS

Alumni: Former students who qualify for alumni status.

Community Borrowers: Members of the public who have purchased a library card for a yearly fee. Retired VCC employees and other categories of special borrowers may receive a free community borrower card.

Interlibrary Loan (ILL): The cooperative exchange of items among libraries, in response to specific user requests.

Library Resources: All Library material that can be borrowed or used on site by a Library user (including books, journals, DVDs or technology), online resources (such as databases, e-books and streaming video), computers, listening and viewing equipment, services, group study rooms and facilities.

Library Privileges: The rights and responsibilities of Library users, including how many items can be borrowed, loan periods, fine rates and use of all services. These will differ by category of user (e.g. students and employees have different loan periods for a book).

## **RELATED LEGISLATION & POLICIES**

### Legislation

BC College and Institute Act

Canadian Copyright Act

BC Freedom of Information and Protection of Privacy Act

### Policies

- A.3.1 Prevention of Harassment, Discrimination and Bullying
- A.3.6 Standards of Employee Conduct and Conflict of Interest
- B.6.1 Archives
- B.5.2 Appropriate and Responsible Use of Education and Information Technology
- D.1.2 Selection of Instructional and Library Materials
- D.1.3 Copyright
- D.4.3 Student Non-Academic Conduct
- D.4.5 Academic Integrity
- D.6.1 Lending and Borrowing College Equipment

## **RELATED PROCEDURES**

Refer to D.1.5 Use of Library Resources Procedures.



## PROCEDURES

|                  |  |
|------------------|--|
| Title            | <b>Use of Library Resources</b>                  |
| Policy No.       | D.1.5  |
| Approval Body    | Board of Governors with Education Council advice |
| Policy Sponsor   | Vice President, Academic & Research              |
| Last Full Review | June 8, 2016                                     |
| Last Revised     | <i>Draft: 2021-08-11</i>                         |

### GENERAL

1. Any person may enter the Library to use the print materials within the Library (such as books, magazines and newspapers) and may consult with Library staff for assistance in filling an information need.
2. Limits on the use of some Library resources by the general public may be imposed due to licensing agreements or availability and are outlined on the Library website.
3. There are four (4) categories of people who can borrow material from VCC Library:
  - a. Current students of VCC;
  - b. Current employees of VCC;
  - c. Current students and employees at other publicly funded BC post-secondary institutions, or any other institution where VCC has a reciprocal borrowing agreement; and
  - d. Alumni and community borrowers.
4. VCC Library maintains reciprocal borrowing agreements with other BC post-secondary institutions and other relevant institutions to allow students and employees to borrow material from other institutions. A list of all reciprocal borrowing agreements is available on the Library's website.
5. A valid VCC library card must be presented each time resources or equipment is borrowed. The VCC ID card is the library card for current students and employees. Cards are provided for other BC post-secondary students/employees, alumni and community borrowers.

### USING LIBRARY RESOURCES

6. The Library privileges for the different categories of borrowers are outlined on the Library website. This includes the following:
  - a. Maximum number of items that can be checked out to a borrower at any given time;
  - b. Length of loan periods for different types of resources;
  - c. Number of renewals per item;
  - d. Number of requests allowed;
  - e. Overdue fine rate and maximum fine per item;



- f. Booking of equipment, audio-visual material or study rooms;
  - g. Access to Library computers;
  - h. Access to e-resources and any material subject to a license agreement;
  - i. Access to interlibrary loan services; and
  - j. Any additional restrictions to borrowing materials or use of Library resources.
7. Borrowing privileges of students begin when they pay the fees to the College for their program and/or course.
  8. Borrowing privileges for students expire one (1) month after the end date of their course or program.
  9. Borrowers must return or renew materials by the due date. If materials are damaged, lost or returned late, borrowers may be required to pay overdue, replacement or damage fees.
  10. For lost or damaged items, borrowers are normally charged:
    - a. The cost of replacing the item; and
    - b. Any overdue fines.
  11. Current employees are not charged overdue fines but must pay to replace any item damaged or not returned within twelve (12) months.

#### **SUSPENSION OF LIBRARY PRIVILEGES**

12. Library privileges may be suspended if a user is found to have violated the College's policies concerning conduct and respectful behaviour.
13. Library privileges are blocked if a borrower owes \$20 or more in fines. This will prevent borrowing of additional material until the amount of fines owed is under \$20.
14. If a student owes \$20 or more in fines, blocks are placed on the student accounts in the Registrar's Office. Final grades and transcripts will not be issued to students until billed materials have been returned and/or paid for; students will not be able to register for other courses. The block is removed when the amount owed is under \$20.

#### **COMMUNICATION WITH USERS**

15. Library notices and communications are sent by email.
16. The Library proactively notifies the user of fines or other penalties on their record. Non- receipt of such notices does not relieve the user from responsibility for fines or penalties.

#### **USE OF COMPUTERS**

17. Library computers are available for current students and employees at all Library locations. Users must log in using their own College network login.
18. Computers may be made available to other users based on availability and criteria listed on the Library website.
19. All users who access and use the Library computers are required to use them appropriately and responsibly as defined in Policy B.5.2 Appropriate and Responsible Use of Educational and Information Technology.

#### **USE OF LIBRARY FACILITIES**

20. The Library will maintain guidelines on its website regarding the appropriate use of Library facilities and equipment to ensure the use of shared space is fair, equitable

and respectful for all users.

21. Recognizing that the Library is used for both quiet study and collaborative work, the Library will identify acceptable noise levels for different areas of the Library.
22. Employees, students, and visitors are encouraged to voluntarily reduce or eliminate the use of scented products at VCC Library locations.
23. Children may not be left alone or unsupervised in the Library. Library staff cannot be responsible for the safety of unattended children.

#### **PRIVACY**

24. The Library does not release information about Library users or material used to any other person, institution, agency or association except for reporting charges regarding Library materials to the Registrar's Office, or as required by law.
25. VCC will inform the user if a court order has been served and that it intends to comply.

#### **SAFETY**

26. In cooperation with appropriate College departments, the Library seeks to provide a safe and secure environment for everyone.
27. Personal items left unattended in the Library are taken to the Security Office and may be claimed there.
28. Library users are encouraged to alert Library staff if they feel uncomfortable or unsafe in the Library.

#### **INTERLIBRARY LOAN**

29. Through interlibrary loans, the Library will endeavor to borrow Library material not owned by VCC in support of VCC coursework, research or College operations, and to lend material to other institutions.
  - a. High demand items may not be eligible for ILL (e.g. Reserves).
  - b. Licensing agreements may also limit what is eligible for ILL (e.g. Articles from certain databases).
  - c. VCC only interlends ILL material from Canadian libraries.
30. ILL is only available to current students and employees with valid Library privileges.
31. Material borrowed through ILL is subject to the loan policies and fees set by the lending library, which may differ from those of VCC Library.
32. ILL material may be renewed, depending on the policy of the lending library and is subject to recall by the lending library.
33. VCC Library will not attempt to borrow through ILL the following types of material:
  - a. Material already held at VCC Library;
  - b. Articles available in VCC Library's online databases or e-journals; and
  - c. Materials limited by copyright or licensing agreements.
34. Due to budgetary limitations, the number of interlibrary loan requests processed for any one user may be restricted. The user will be informed by email.

#### **RELATED POLICY**

Refer to D.1.5 Use of Library Resources Policy.



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 14, 2021

**ISSUE:** Revisions to D.3.6 Admissions Policy and Rescission of C.2.1 International Students on Study Permits Policy

### BACKGROUND:

Policy D.3.6 Admissions guides the principles and practice by which VCC admits students to the College and to specific programs or courses.

The Registrar's Office, in consultation with International Education, proposes merging content from policy C.2.1 International Students on Study Permits into D.3.6 Admissions to streamline admissions policy. The recommendation is to approve the consolidated policy D.3.6 and rescind policy C.2.1.

The changes to policy D.3.6 are minor, mostly to reflect updated wording.

### DISCUSSION:

Both D.3.6 and C.2.1 policies and procedures were sent out for community feedback in June 2021. No feedback was received.

Education Policy Committee suggested several smaller wording changes for clarity and consistency at its August 11, 2021 meeting. It was clarified that Prior Learning Assessment and Recognition (PLAR) may be used to satisfy pre-requisites; this was added to the definition of PLAR. This is the case unless a specific grade is required for the pre-requisite. However, even if a grade is stipulated, this requirement may be waived based on the department's assessment of the student's capabilities.

### RECOMMENDATION:

THAT Education Council recommend the Board of Governors approve, in the form presented at this meeting, D.3.6 Admissions policy and procedures;

THAT Education Council recommend the Board of Governors rescind C.2.1 International Students on Study Permits policy and procedures.

**PREPARED BY:** Natasha Mandryk, Chair, Education Policy Committee

**DATE:** September 7, 2021



## POLICY

|                       |  |
|-----------------------|--|
| Title                 | <b>Admissions Policy</b>                       |
| Policy No.            | D.3.6  |
| Approval Body         | Board of Governors, Education Council (advice) |
| Policy Sponsor        | Vice President, Academic & Research            |
| Last Revised/Replaces | April 2015; September 27, 2017                 |
| Effective Date        | <i>DRAFT 2021-08-11</i>                        |

**CONTEXT AND PURPOSE**

This Policy and related Procedures inform applicants of the principles, requirements and processes for admission to Vancouver Community College (VCC; the College) and to specific programs/courses. VCC will admit qualified applicants, both domestic and international, in a consistent, transparent and timely manner according to approved admission requirements of the College and/or program/course.

**SCOPE AND LIMITS**

This Policy applies to all applicants and to all programs/courses offered by VCC.

Admission requirements are approved by Education Council and the Board of Governors in accordance with Section 23.1 of the *College and Institute Act*.

The College has related policies that may enhance or support enrolment decisions for student applicants who are Indigenous and/or have a disability and/or have non-traditional educational backgrounds.

**STATEMENT OF POLICY PRINCIPLES**

1. VCC provides equality of access to the College and its programs/courses regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender expression, age, criminal record, marital status, family status or disability.
2. VCC is committed to an admissions process that is fair, transparent, accessible, and timely.
3. The Registrar's Office is responsible for establishing, in consultation with Schools and Departments, institutional and program application periods.
4. The College will establish program/course admission requirements that seek to optimize student access and success; requirements can be academic and non-academic in nature.
5. Admission requirements and course pre-requisites should be reliable predictors of student success.

6. Admission requirements for programs are listed in the Program Content Guide (PCG). Pre-requisites for courses that are not part of a program are listed in the Course Outlines.
7. Canadian citizens, permanent residents, and others determined eligible by Immigration, Refugees and Citizenship Canada (IRCC) to study in Canada are eligible to apply for admission.
8. The Provincial Government establishes funded institutional enrolment targets for domestic students.
9. International students are required to meet IRCC regulations for studying in Canada. The College admits students on a first-qualified, first-admitted basis whereby students must satisfy all admissions criteria to establish eligibility and are then offered places by date of eligibility. Exceptions may include:
  - a. programs/courses that use selective admissions processes to rank order qualified applicants; and
  - b. returning students who apply to be readmitted (insert students) into a program at an advanced level, subject to availability of space.
10. To ensure that the College is not rejecting well qualified students because they have a non-traditional educational background, the College may use flexible admissions processes.
11. In consultation with various internal and external stakeholders, reasonable limits may be placed on international student enrolment on a program-by-program basis. External stakeholders may include regulatory bodies such as the Industry Training Authority and/or Immigration, Refugee and Citizenship Canada.
12. VCC encourages the admission of international students where such admissions do not displace domestic students, where unused capacity exists, or where the capacity can be increased.
13. Applicants are responsible for providing all required admission documents for their programs/courses as outlined on the College's website.
14. The College will provide a review mechanism for applicants who are not satisfied with an admissions decision.

## DEFINITIONS

**Academic Admission Requirements:** A list of courses, certifications or skills that students must present to be admissible to a program. These requirements are set to ensure that admitted students have the necessary knowledge and background to be reasonably assured of program success.

**Other Admission Requirements:** Program specific requirements other than academic admission requirements such as Criminal Record Check, proof of immunization, and CPR certification. Applicants should be aware of any non-academic requirements prior to entering a program. Refer to PCGs for a list of all program specific requirements.

**Applicant:** A person who has applied to a course or program and paid an application fee.

**Cohort Program:** A program of study in which students (cohort members) start a program together, collaboratively participate in the same courses and graduate together.

**Conditional Acceptance:** Acceptance offered before all admission requirements are met. Conditions must be met prior to commencing study.

**English Language Proficiency:** The ability to function in an instructional environment where the language of instruction is English, as dictated by the program or course. This is demonstrated through completion of previous education in English, an upgrading course or an assessment test. This is to ensure that the applicant has the ability to understand and communicate in English so that they are reasonably assured of having the capacity to be successful in their studies.

**Equivalent:** An alternate course or program of study that is similar to an academic admission requirement which can be presented instead of stated course requirements.

**Flexible Admissions:** Alternative admissions processes that are based on identifying, assessing and recognizing skills, knowledge, or competencies that have been acquired through previous education, work experience, non-credentialed training, independent study, volunteer activities, and hobbies. To ensure consistency and fairness, standardized evaluation practices will be used to assess an applicant's qualifications. Refer to the Flexible Admissions Policy (D.3.6.1).

**Insert Applicants:** Refers to former VCC students who have been previously accepted into a program and who had to leave the program for health, lack of progression or other reasons; or students transferring with Prior Learning Assessment or transfer credit from another recognized institution. VCC students in non-cohort programs are not considered insert students when returning to their program of study and they must complete within the duration listed within the Program Content Guide.

**International Student:** Students who meet the Immigration, Refugee and Citizenship Canada Guidelines established for international students to be eligible to study in Canada. With a few exceptions, international students must have a valid study permit if they are taking a course of studies that will last for more than six months.

**Official Transcript:** The record of a student's past academic history. Transcripts are considered official when they are in an envelope sealed by the sending institution. The only exceptions are official translations and transcripts from institutions where retrieval is not possible.

**Pre-requisite:** A course or other requirement necessary for registration into a specific course. It means that a student must have taken the course noted to ensure that they have the level of understanding and competency in order to complete the course which they are registering in.

**Prior Learning Assessment and Recognition (PLAR):** Assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements or pre-requisites of a program offered by the College. Refer to the PLAR Policy (D.3.5).

**Program Content Guide (PCG):** The document that contains the general description of a program of study, including program name, program purpose, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program.

**Registered Student:** A person who has been recorded within the Banner Student Information System as having been placed in a seat in a full-time or part-time credit or non-credit course offered by VCC.

**Registration Area:** The following areas of the College are responsible for registering students into specific programs:

- Registrar's Office (RO)
- Continuing Studies (CS)
- International Education (IE)
- School of Instructor Education (SIE)

**Selective Admissions:** Admission of students to a program or course based on a departmental assessment, in addition to the minimum entrance requirements; or to a program where additional admission requirements over and above the College's general admission requirements have been approved by the Education Council and the Board of Governors. Admission to a program is determined through a review of applications by the Department based on established criteria. Registration for selective admission programs can either be through open registration or limited enrolment (meaning there are a limited number of spaces or seats available in a program or course).

**Standard Admissions:** Admission to a program is performed on a first qualified, first accepted basis.

**Transfer Credit:** refers to the granting of credit for a course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student's formal transcript. Refer to the Transfer Credit Policy (D.3.11).

**Underage Applicants:** For the purposes of this policy, underage domestic applicant refers to anyone under 16 years of age, and underage international applicant refers to anyone under 17 years of age.

**Visiting Student:** A student who is currently enrolled in a program of study at another recognized post-secondary institution, and who applies to complete specific course(s) at VCC for transfer credit back to their home institution.

## **RELATED LEGISLATION & POLICIES**

### Legislation

British Columbia Human Rights Code  
Immigration and Refugee Protection Act  
Criminal Records Review Act

### Policies

- A.3.1 Prevention of Harassment, Discrimination and Bullying
- C.1.1 Grading, Progression and Withdrawal
- C.1.3 Granting of Credentials
- C.2.1 International Students on Study Permits

- D.3.5 Prior Learning Assessment and Recognition
- D.3.6.1 Flexible Admissions
- D.3.7 Tuition and Fees
- D.3.10 Indigenous Education Enrolment
- D.4.1 Students with Disabilities
- D.4.2 Student Grievance

#### **RELATED PROCEDURES**

Refer to Policy D.3.6 Admissions Procedures.

DRAFT





## PROCEDURES

|                       |  |
|-----------------------|--|
| Title                 | <b>Admissions</b>                              |
| Policy No.            | D.3.6  |
| Approval Body         | Board of Governors, Education Council (advice) |
| Policy Sponsor        | Vice President, Academic & Research            |
| Last Revised/Replaces | April 2015; September 27, 2017                 |
| Effective Date        | <i>DRAFT 2021-08-11</i>                        |

### General College Admission Requirements

1. To be admitted to the College, applicants must qualify as either domestic students or as international students.
  - a. Applicants who are in possession of valid documentation confirming their legal status as Canadian citizens, permanent residents or as allowed by the Tuition and Fees Policy (D.3.7) will be treated as domestic students for the purpose of enrolment, tuition fee assessment, scholarship and award funding.
  - b. Applicants who are not domestic students and who meet the guidelines established for international students studying in Canada by Immigration, Refugees and Citizenship Canada will qualify as international students.
2. To be considered as a visiting student, applicants must present the following:
  - a. A completed application noting their request to be considered a visiting student; and
  - b. A Letter of Permission from their home institution which stipulates the course(s) the student will take at VCC, and that will be recognized at their home institution.
3. As part of the annual enrolment planning process determinations will be made around reasonable limits on international student admission on a program by program basis.
4. Admissions Officers will review application information to ensure that declared immigration status is consistent with previous educational experience. In the event that questions arise, staff will follow up with the applicant and may request additional supporting documentation to support the information provided.
5. At the time of enrolment, students must be at least 16 years of age (17 years for international students)
6. Underage applicants may be granted special admission on an individual basis, subject to the following:
 

For domestic applicants:

  - a. a written consent from a parent or guardian, and

- b. letters of support from individuals who are familiar with the applicant's circumstances (such as a school principal or health care provider).

For international applicants:

- a. proof of high school graduation, and
- b. adherence to the guidelines established by Immigration, Refugees and Citizenship Canada.

### **Program/Course Admission Requirements**

- 7. Once applicants have met the general VCC admission requirements, they must then meet the admission requirements or course pre-requisites of the program/course as listed in the approved Program Content Guide or Course Outline.
- 8. There are three (3) processes the College can use to admit students into its programs and courses:
  - a. Standard Admissions;
  - b. Selective Admissions;
  - c. Flexible Admissions.

### **Applying for Admissions at VCC**

- 9. Applicants are required to submit all required documents as outlined on the College website, to the relevant Registration Area including, but not limited to official transcripts, original assessment results, proof of citizenship, or other non-academic requirements. The submitting of fraudulent application related documents will result in a minimum penalty of a one year restriction from applying to or acceptance into any VCC program and courses.
- 10. Applicants will pay an application fee where required.
- 11. In programs where demand exceeds capacity applicants may be waitlisted in order of their qualifying date, except for Indigenous applicants. For further information refer to the Indigenous Education Enrolment Policy (D.3.10).
- 12. Applicants will be officially notified of admission decisions by the relevant Registration Area.
- 13. Applicants will be notified of conditional acceptance and of any submission deadlines by the relevant Registration Area.

### **Transfer Credit**

- 14. Students must apply for transfer credit and submit official transcripts, applicable course outlines and any other supporting documents to the relevant Registration Area. For further information refer to the Transfer Credit Policy (D.3.11).

### **Prior Learning Assessment and Recognition (PLAR)**

- 15. Students seeking PLAR must apply and submit all supporting documentation to the relevant Registration Area and pay the applicable fee. For further information refer to PLAR Policy (D.3.5).

### **Insert Applicant**

16. Insert students who have taken at least a one (1) year break from their program at VCC, or are transferring into a program from another institution, must submit an application to the relevant Registration Area. The Registration Area works with the department to facilitate an appropriate entry point based on the applicant's educational history and seat availability.
17. Insert students who have taken less than a one (1) year break from their program must meet with their program's Department Leader to determine an appropriate re-entry point. The decision and details must be communicated to the Registration Area by the Department Leader in a timely fashion.

#### **Admissions Review**

18. Students can appeal an admissions decision by submitting an Admissions Review form within 30 days of being notified of the decision. Forms are available from the relevant Registration Area and must be submitted along with any supporting documentation.
19. The relevant Registration Area will determine if the supporting documentation meets the admission/selection requirements in consultation with the relevant department as required.
20. The relevant Registration Area will notify the applicant in writing of the results of the Admissions Review within 15 business days after the form and supporting documentation have been submitted.
21. In special cases, applicants who do not meet certain admission requirements may be admitted with agreement between the Registrar (or delegate) and the appropriate Department Leader. Consultation with Student Services representatives may be held as needed. The appropriate Dean is notified of the decision by the Department Leader.

#### **RELATED POLICY**

Refer to D.3.6 Admissions Policy.



## POLICY

|                       |   |
|-----------------------|---|
| Policy No.            | C.2.1   |
| Title                 | International Students on Study Permits             |
| Approval Body         | Board of Governors                                  |
| Policy Sponsor        | Vice President Academic, Students & Research        |
| Last Revised/Replaces | International Education Enrolment, January 29, 2004 |
| Effective Date        | February 25, 2015                                   |

### CONTEXT AND PURPOSE

This policy details the educational opportunities for international students on valid study permits by outlining the principles and procedures by which seats are made available to such students.

### SCOPE AND LIMITS

This policy applies to all College programs for which international students on valid study permits are eligible.

Review D.3.6 Admissions Policy for overall admissions criteria to enter the College.

### STATEMENT OF POLICY PRINCIPLES

1. VCC admits qualified applicants in a consistent, transparent and timely manner according to approved admission requirements of the College and/or program/course.
2. The College may admit international students who hold a valid study permit.

### DEFINITIONS

International Student: Applicants who are not domestic students who meet the guidelines established for international students studying in Canada by *Citizen and Immigration Canada*.

### RELATED POLICIES

- A.3.1 Prevention of Harassment, Discrimination and Bullying
- C.1.1 Grading, Progression and Withdrawal
- C.1.3 Granting of Credentials
- C.2.2 Eligibility for Domestic Fees
- D.3.8 Criminal Record Check
- D.3.10 Aboriginal Education Enrolment
- D.3.5 Prior Learning Assessment and Recognition
- D.3.6 Admissions
  - D.3.6.1 Flexible Admissions
- D.4.1 Students with Disabilities
- D.4.2 Student Grievance

### RELATED PROCEDURES

Refer to C.2.1 International Students on Study Permits Procedures.



## PROCEDURES

|                       |  |
|-----------------------|--|
| Policy No.            | C.2.1  |
| Title                 | International Students on Study Permits              |
| Approval Body         | Board of Governors                                   |
| Policy Sponsor        | Vice President Academic, Students & Research         |
| Last Revised/Replaces | International Education Enrolment , January 29, 2004 |
| Effective Date        | February 25, 2015                                    |

1. The College will offer seats to students on a valid study permit where such admissions do not operate to displace Canadian students, where unused capacity exists, or where the capacity can be increased using fees paid by international students. .
2. Where program demand is high, additional sections/programs funded by revenue generated by international students on study permits will be added to accommodate such students. In this case, wherever possible, international students will be integrated throughout all sections so as to avoid sections populated only by international students on study permits. Where special program requirements do not permit integration, the additional section(s) will be operated as a separate, fully-funded cohort(s).
3. International students on study permits may not be eligible for certain programs offered through the Industry Training Authority or other government authorities. The College follows the guidelines imposed by the relevant authorities in considering eligibility.

### RELATED POLICY

Refer to C.2.1 International Students on Study Permits Policy.