



Vancouver Community College Education Council  
 Meeting Agenda  
 January 16, 2024  
 3:30–5:30 p.m. Videoconference  
<https://vcc.zoom.us/j/69668896887>

| Topic  | Action   | Speaker                 | Time   | Attachment | Page           |
|--|----------|-------------------------|--------|------------|----------------|
| <b>1. CALL TO ORDER</b>                                |          | N. Mandryk              |        |            |                |
| <b>2. ACKNOWLEDGEMENT</b>                              |          | D. Rodriguez Arellano   |        |            |                |
| <b>3. ADOPT AGENDA</b>                                 | Approval | N. Mandryk              | 1 min  | ✓          | <b>1-2</b>     |
| <b>4. APPROVE PAST MINUTES</b>                         | Approval | N. Mandryk              | 1 min  | ✓          | <b>3-8</b>     |
| <b>5. ENQUIRIES &amp; CORRESPONDENCE</b>               | Info     | N. Mandryk              | 1 min  |            |                |
| <b>6. BUSINESS ARISING</b>                             |          |                         |        |            |                |
| i. International Education Strategic Plan (IESP)       | Info     | J. Gossen               | 25 min |            |                |
| ii. Annual Deans' & Directors' Presentations – Part 1  | Info     | J. Gossen, A. Lipsett   | 20 min |            |                |
| iii. Affiliation Agreements Update                     | Info     | D. Wells                | 15 min |            |                |
| <b>7. COMMITTEE REPORTS</b>                            |          |                         |        |            |                |
| <b>a. Curriculum Committee</b>                         |          |                         |        |            |                |
| i. New Courses: LINC 0603 & 0606                       | Approval | M. Kelbert              | 5 min  | ✓          | <b>9-19</b>    |
| ii. Program Update: Asian Culinary Arts Certificate    | Approval | S. Ho                   | 5 min  | ✓          | <b>20-62</b>   |
| iii. New Program: Clean Energy Technology Diploma      | Approval | F. Ghesen, B. Griffiths | 10 min | ✓          | <b>63-151</b>  |
| iv. Minor Curriculum Changes                           | Info     | T. Rowlatt              | 2 min  | ✓          | <b>152-153</b> |
| <b>b. Policy Committee</b>                             |          |                         |        |            |                |
| i. Annual Policy Report 2023                           | Info     | S. Kay                  | 5 min  | ✓          | <b>154-157</b> |
| <b>c. Education Quality Committee</b>                  |          |                         |        |            |                |
| i. Curriculum Development (CD) Fund 2024/25 Guidelines | Info     | T. Rowlatt              | 5 min  | ✓          | <b>159-166</b> |
| <b>8. CHAIR REPORT</b>                                 | Info     | N. Mandryk              | 5 min  |            |                |
| <b>9. STUDENT REPORT</b>                               | Info     | D. Rodriguez Arellano   | 5 min  |            |                |

|     | Topic                                 | Action | Speaker    | Time  | Attachment | Page |
|-----|---------------------------------------|--------|------------|-------|------------|------|
| 10. | <b>NEXT MEETING &amp; ADJOURNMENT</b> | Info   | N. Mandryk | 1 min |            |      |

Next meeting:  
February 13, 2024, 3:30–5:30 p.m.



**ATTENDANCE**

**Education Council Members**

|                                 |                 |                  |
|---------------------------------|-----------------|------------------|
| Natasha Mandryk (Chair)         | Dennis Innes    | Louise Dannhauer |
| Sarah Kay (Vice-Chair)          | Emily Simpson   | Marcus Ng        |
| Brianna Higgins                 | Heidi Parisotto | Shirley Lew      |
| Dana Valeria Rodriguez Arellano | Kseniia Osipova | Todd Rowlatt     |
| David Wells                     | Lisa Beveridge  | Vivian Munroe    |

**Regrets**

|                |                   |                |
|----------------|-------------------|----------------|
| Belinda Kaplan | Derek Sproston    | Simranjot Kaur |
| Dave McMullen  | Jessica Ligeralde |                |

**Guests**

|                      |                  |                |
|----------------------|------------------|----------------|
| Adrian Lipsett       | Jane Shin        | Nigel Scott    |
| Carmen Kimoto        | Jo-Ellen Zakoor  | Radhika Kumar  |
| Claire Sauvé         | Kelly Wightman   | Shantel Ivits  |
| David Kirk           | Les Apouchtine   | Sid Khullar    |
| Dawn Cunningham Hall | Marnie Findlater | Stefan Nielsen |
| Elmer Wansink        | Nicole Degagne   |                |

**Recording Secretary**

Darija Rabadzija

**1. CALL TO ORDER**

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

**2. ACKNOWLEDGEMENT**

- B. Higgins acknowledged the College’s location on the traditional unceded territories of the x̣m̄əθk̄w̄əȳ əm (Musqueam), Sk̄w̄x̄ wú7mesh (Squamish), and səilil̄w̄ ətaʔt̄ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

**3. ADOPT AGENDA**

**MOTION:** THAT Education Council adopt the December 12, 2023 agenda as presented.

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

**4. APPROVE PAST MINUTES**

**MOTION:** THAT Education Council approve the November 14, 2023 minutes as presented.

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

**5. ENQUIRIES & CORRESPONDENCE**

- There were none.

## 6. BUSINESS ARISING (PART 1)

### a) EdCo Planning Day Debrief

- N. Mandryk reported on the annual EdCo Planning Day held on December 1. The first session revolved around Indigenous representation on Education Council and was attended by J. Williams, Dean of Indigenous Initiatives; C. Little, Associate Director of Indigenous Education and Community Engagement; and Elder John Sam. D. Kirk, Dean of Curriculum & Pedagogy, was consulted before the session. Following these conversations, a proposal for Indigenous representation on EdCo will be put forward at this meeting (agenda item 6b).
- The second session on the Private Training Institutions Branch (PTIB) program evaluation process aimed at providing background to EdCo members on evaluation of program quality at private institutions, in the context of ongoing discussions about VCC's affiliation agreements.
- S. Kay and T. Rowlett reported on the joint planning session for Curriculum and Education Policy Committees. N. Johnson and I. Gianvito from Sheridan College, authors of the [Cultivating Trauma-Informed Spaces in Education: Promising Practices Manual](#), presented on trauma-informed education. The committees will debrief the session at their next meetings.

### b) Indigenous Representation on Education Council

**MOTION:** THAT, in accordance with section 15(2) of the College and Institute Act, Education Council approve, and forward to the president for joint approval, the expansion of the voting membership of Vancouver Community College's Education Council to twenty-one (21), to include one additional seat designated for an Indigenous educational administrator.

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

- Indigenous representation on Education Council was discussed at previous EdCo meetings and at the December 1 planning session. N. Mandryk outlined different options to include non-voting or voting Indigenous representatives on Education Council under the College & Institute Act.
- During the planning day discussion, members supported adding both a voting and a non-voting member, for additional support.
- The College and Institute Act provides two avenues to add voting members:
  - Section 15 (3): adding a member for one year
  - Section 15 (2): adding a member for more than one year, as long as the ratio of faculty members, students, educational administrators, and support staff remains the same
- Both avenues have been utilized by other institutions in BC. Terms under either option are renewable. Adding an additional seat changes the ratio of constituency groups, but only minimally. At least two other BC institutions have added a seat under section 15(2).
- EdCo members agreed to add one voting seat for an Indigenous educational administrator under section 15 (2). This change also requires approval by VCC's president and CEO. Once approved, the administrator will be appointed by the president.
- The next step will be to add a non-voting Indigenous representative in consultation with Indigenous Education and Community Engagement (IECE). Ways to create an elected seat for an Indigenous faculty, student, or staff member will also be explored in consultation with IECE, in view of considerations around eligibility to stand for election and vote.

## 7. COMMITTEE REPORTS (PART 1)

### a) Curriculum Committee

#### i) New Course Content Guide: Academic Upgrading Pre-Grade 10 Skills

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the new Course Content Guide for Academic Upgrading Pre-Grade 10 Skills.

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

- T. Rowlatt presented the proposal for the Course Content Guide (CCG) for Academic Upgrading Pre-Grade 10 Skills. CCGs provide a way to group courses and present them on the website in a way that is more accessible and appealing to potential students.

#### ii) Program Update: Occupational/Physical Therapist Assistant Diploma

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the revised admission requirements for the Occupational/Physical Therapist Assistant Diploma program.

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

- C. Kimoto presented proposed changes to admission requirements to align with similar programs in BC and Canada and reduce unnecessary barriers for students. Curriculum Committee inquired about potential negative impacts of lowered requirements on student success. The department will monitor student outcomes but had no concerns about the changes.
- There was a discussion about removing the requirement to attend an information session. This change was made to reduce barriers and streamline admissions processes. Information sessions will continue to be held regularly, and students are strongly encouraged to attend. In addition, videos about the program will be added to the website. There is a robust new student orientation in the first week of the program to make students aware of available support services at VCC.

#### iii) Program Update: Health Unit Coordinator Certificate

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the revised admission requirements for the Health Unit Coordinator Certificate program and six revised course outlines.

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

- R. Kumar presented proposed changes to admission requirements to align with similar programs in BC and Canada and reduce barriers for students. The minimum keyboarding speed of 30 words per minutes was removed, and attending a program information session is strongly recommended but no longer required. In addition, minor revisions were made to hours in six courses to better fit the scheduling requirements of the program.
- Curriculum Committee discussed the touch-typing skills required for student success. Students will have the length of the entire program to build up to the industry standard of 40 gross words per minute. The department will monitor student outcomes but had no concerns about removing the admission requirement, based on their experience.

#### iv) Program Updates: Health Care Assistant Certificate & Health Care Assistant Diploma (International Cohort)

**MOTION:** THAT Education Council approve, in the form presented at this meeting, revisions to the admission requirements for the Health Care Assistant (HCA) Certificate and the Health Care Assistant Diploma (International Cohort) programs.

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

- L. Beveridge presented proposed changes to admission requirements to align with updated guidelines from the regulatory body for health care assistants, the BC Care Aide Registry. Grade 10 completion is

now required for the certificate, instead of only English 10. The diploma program for international students already required Grade 12 completion. There are now also two distinct pathways to demonstrate English Language Proficiency. <sup>6</sup>

- At the EdCo meeting, L. Beveridge also proposed moving course HRCA 1163 Impacts of Colonization on the Health and Wellbeing of Indigenous People (along with HRCA 1192) from Term 1 to Term 2 in the international diploma program. Students have found it challenging to fully engage in these intense courses, as there are no opportunities to apply their learning into practice during the introductory term, and many students are still adjusting to life in Canada. The proposal is to move these two courses to Term 2 and swap in a lighter course (HRCA 1183) in Term 1. The department would like to trial this change for May 2024 without formally changing the program content guide at this time. There were no concerns about this approach. The Registrar's Office and the Curriculum Committee Chair will work with the department after the meeting.

**v) Program Updates: Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma, Architectural Technician Certificate, Civil/Structural Technician Certificate, Mechanical Drafting Technician Certificate, Steel Construction Modelling Technician Certificate**

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the revised program content guides for the Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma, the Mechanical Drafting Technician Certificate, the Civil/Structural Technician Certificate, the Architectural Technician Certificate, and the Steel Construction Modelling Technician Certificate, and six new course outlines.

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

- T. Rowlatt proposed additional changes following the recent program renewal and restructuring. International students must take full-time studies (minimum 9 credits) in every term (except for the last term). Term 3 of the diploma program did not meet this minimum, which would have prevented international students from taking the program. To resolve this issue, three courses were split into six new courses, and credits were moved from Term 2 to Term 3. Learning outcomes, assessments and content remained the same.

**vi) New Program: Cybersecurity Governance, Risk and Post-Degree Diploma**

**MOTION:** THAT Education Council provisionally approve, in the form presented at this meeting, the new Cybersecurity Governance, Risk and Compliance Post-Degree Diploma program content guide and 17 new course outlines, and recommend the Board of Governors approve the credential and program implementation.

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

- S. Khullar presented the proposal for this new program, which was developed in consultation with industry experts and is unique in Western Canada. Graduates will be prepared for in-demand careers in cybersecurity governance, risk and compliance (GRC). The curriculum also includes project management, technical and business writing, and a capstone project, which students can use as a portfolio.
- T. Rowlatt added that Curriculum Committee commended the program design and requested only minor adjustments, which were completed. Provisional approval is sought for this program since a new department will be established.

**8. BUSINESS ARISING (CONTINUED)**

**a) Strategic Innovation Plan (SIP) Update**

- J. Shin responded to questions about the Strategic Innovation Plan (SIP) Update, which was shared with EdCo members before the meeting.

- There were questions about justice, equity, diversity, and inclusion (JEDI); rather than developing a standalone policy, statements on JEDI and Indigenization and decolonization were embedded in VCC's Policy Development and Management policy (101).
- E. Wansink responded to questions about business intelligence and data lake, web time entry, and desktop as a service (DAAS). There was a request for more training and support for department heads to broaden their expertise and skill level in using data available in Power BI.
- N. Scott reported that, in alignment with the Accessible BC Act, VCC has developed an Accessibility Plan, established an Accessibility Committee and created an online feedback mechanism to report accessibility barriers. The Accessibility Plan outlines action items, such as updating related policy.
- D. Wells spoke to initiatives in the academic area, including prior learning assessment and recognition (PLAR), and new roles in the Centre for Teaching, Learning & Research to support Indigenization, JEDI, and accessibility.
- The Partnership Development Office (PDO) has created an inventory of VCC's access and community programs to tell the story of VCC's work in this space.
- In the new year, J. Shin will return to EdCo to present the next annual SIP update. Senior Team is planning a process to re-engage with departments around the SIP as the plan moves into its third year.

## 9. COMMITTEE REPORTS (CONTINUED)

### a) Curriculum Committee (continued)

#### vii) Curriculum Approval Timeframe 2024

- The document outlining governance approval timelines was included in the meeting package.

#### viii) myVCC Curriculum Development Page

- T. Rowlett reported that a new [myVCC page](#) was created to house resources and information related to curriculum development and approval at VCC.

### b) Policy Committee

- S. Kay reported that the new policy webpage was launched, which will make policies more accessible. Policies were renumbered and recategorized, and the page includes related forms and a glossary of terms. N. Degagne was commended for her work. Existing links to policies will remain active and will gradually be updated to link to the new page.

### c) Education Quality Committee (EQC)

- T. Rowlett reported that the committee is working on guidelines for Curriculum Development (CD) Funds for 2024/25, which will be adjudicated in March. At its last meeting, the committee discussed a paper on quality assurance offices and approaches to program review and renewal.

## 10. ELECTIONS

### a) Education Council Chair

- L. Apouchtine conducted the elections on behalf of D. McMullen.

H. Parisotto nominated N. Mandryk. Nomination accepted.

Second and third call for nominations: There were none.

By acclamation, N. Mandryk was announced Chair of Education Council.

### b) Education Council Vice-Chair

- M. Ng nominated S. Kay. Nomination accepted.  
Second and third call for nominations: There were none.

By acclamation, S. Kay was announced Vice-Chair of Education Council.

### **c) Two Executive Committee Members**

- N. Mandryk nominated T. Rowlatt. Nomination accepted.  
T. Rowlatt nominated L. Dannhauer. Nomination accepted.  
Second and third call for nominations: There were none.

By acclamation, T. Rowlatt and L. Dannhauer were announced Executive Committee Members of Education Council.

### **d) Curriculum Committee Chair**

- B. Higgins nominated T. Rowlatt. Nomination accepted.  
Second and third call for nominations: There were none.

By acclamation, T. Rowlatt was announced Chair of Curriculum Committee.

### **e) Education Policy Committee**

- E. Simpson nominated S. Kay. Nomination accepted.  
Second and third call for nominations: There were none.

By acclamation, S. Kay was announced Chair of Education Policy Committee.

### **f) Education Quality Committee**

- E. Simpson nominated T. Rowlatt. Nomination accepted.  
Second and third call for nominations: There were none.

By acclamation, T. Rowlatt was announced Chair of Education Quality Committee.

## **11. CHAIR REPORT**

- N. Mandryk reported that the Board of Governors approved the new Automotive Parts and Service Technology Diploma and suspension of the VR/AR Design and Development Diploma program.

## **12. STUDENT REPORT**

- M. Ng reported on SUVCC's participation in 16 Days of Activism Against Gender-based Violence, as well as holiday activities at both campuses.

## **13. NEXT MEETING AND ADJOURNMENT**

- The next Education Council meeting will be held on January 16, 2024, 3:30–5:30 p.m.
- The meeting was adjourned at 5:26 p.m.

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





## DECISION NOTE

|                      |  |
|----------------------|--|
| <b>PREPARED FOR:</b> | Education Council  |
| <b>DATE:</b>         | January 16, 2024   |
| <b>ISSUE:</b>        | Two new employment-focused Language Instruction for Newcomers to Canada (LINC) courses |

### BACKGROUND:

The LINC department is proposing two new non-credit courses that focus on employment language learning: LINC 0603 LINC 3-5 Employment Skills and LINC 0606 LINC 6-8 Employment Skills. These courses were suggested by LINC students and are being supported by the LINC funding body, the federal Ministry of Immigration, Refugees and Citizenship Canada (IRCC).

LINC students are generally newcomers to Canada and are looking for work. These courses will help students learn and refine their language skills related to acquiring employment. The two courses group students at Levels 3-5 and Levels 6-8. Students will learn how to access career services, engage with the Canadian employment market with confidence and develop language and essential skills needed for successful employment.

LINC uses a portfolio-based assessment model where students must complete 32 assessments for course completion (per IRCC rules). Typically, students need to take LINC courses two or three times before they can complete that many assessments, with LINC using IP (In Progress) grades for initial student grades.

### DISCUSSION:

Maureen Kelbert, Department Head of LINC, presented the proposal. As these courses are funded through a special grant, the turnaround time for these courses is very short, with an intended launch date of May 2024. The Registrar's Office has been consulted and can meet this deadline for launch.

The Committee asked how these courses work with existing LINC programming. IRCC rules allow students to take only one LINC course at a time, so students will choose between the appropriate level option in either the standard course or the employment-focused course. Once students complete Level 5, they can also choose to take the Level 6-8 Employment Skills course.

The Committee requested a small addition to the learning outcomes to reflect that students will be improving their language level over the two courses. That change has been made.

**RECOMMENDATION:**

THAT Education Council approve, in the form presented at this meeting, two new courses: LINC 0603 LINC 3-5 Employment Skills and LINC 0606 LINC 6-8 Employment Skills.

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

**DATE:** December 20, 2023

# Course Change Request

## New Course Proposal

Date Submitted: 12/08/23 1:02 pm

Viewing: **LINC 0603 : LINC 3-5 Employment Skills**

Last edit: 12/20/23 10:01 am

Changes proposed by: mkelbert

Course Name:

LINC 3-5 Employment Skills

Effective Date: May 2024

School/Centre: Arts & Sciences

Department: LINC (3350)

Contact(s)

### In Workflow

1. 3350 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 12/08/23 1:04 pm  
Maureen Kelbert (mkelbert):  
Approved for 3350 Leader
2. 12/12/23 11:08 am  
Shirley Lew (slew):  
Approved for SAS Dean
3. 12/20/23 10:02 am  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

| Name            | E-mail          | Phone/Ext.   |
|-----------------|-----------------|--------------|
| Maureen Kelbert | mkelbert@vcc.ca | 604-871-7266 |

Banner Course Name: LINC 3-5 Employment Skills

Subject Code: LINC - Language Instr for Newcomers

Course Number: 0603

Year of Study: English as an Additional language

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course is designed for students in level 3 - 5 to develop their knowledge about the Canadian employment environment. The course content helps students gain knowledge about applicable community resources and helps students build confidence and independence in their ability to participate in the Canadian labour market. Applicable language skills are developed in a task-based and interactive way, making use of 'real life' materials and situations in workplace settings. In addition, students learn to develop strategic competence in their language learning and work goals. Essential skills such as inter-cultural skills, working with others, and following instructions are integrated into the curriculum. The course relies on needs assessment done at the start of each term.

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

LINC 2 or department permission.

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

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

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Identify and access relevant employment-related community resources and services   |
| CLO #2 | Engage with the employment market with confidence  |
| CLO #3 | Demonstrate competency in employment-focussed language learning appropriate for Levels 3-5   |
| CLO #4 | Use essential skills, such as intercultural skills, working with others and following instructions   |
| CLO #5 | Demonstrate competencies for listening, speaking, reading and writing as per the Canadian Language Benchmarks Document <a href="https://www.language.ca/resources/expertise/on-clb/">https://www.language.ca/resources/expertise/on-clb/</a> |

## Instructional

## Strategies:

Similar to the LINC program itself, this course is based on the Canadian Language Benchmarks, is task-based and interactive and uses PBLA for assessment. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, whole class and small group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies will be both on-line and face-to-face.

## Evaluation and Grading

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

## Evaluation Plan:

| Type      | Percentage | Brief description of assessment activity  |
|-----------|------------|---|
| Portfolio | 100        | Portfolio-based Language Assessment: In using PBLA, the teacher carries out ongoing formative assessment in the classroom, providing opportunities for teachers and learners to reflect on and make plans to advance the learner's journey towards proficiency. |

## Hours by Learning Environment Type

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To complete this section:

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

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

**TOTAL COURSE HOURS:** 132

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

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Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 132

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

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Check all that apply:

Hours in Category 2:

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

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Check all that apply:

Hours in Category 3:

Course Topics

### Course Topics:

Topics will change dependent on ongoing needs assessments

Employment Goal Setting

Resume writing

Job-search Techniques including the value of Volunteering

Email etiquette

Socio-cultural competency skills to consider in work-place conversations

Interviews

Applying for a Job

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

## Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Provide a rationale LINC students have requested that there be an employment-focussed class in the program and for this proposal: our funder, IRCC, supports this request. Our students are generally newcomers to Canada, needing to find work, and hoping to find the most appropriate work as per their skill set. This course would allow them to continue to develop their language skills while also acquiring skills for finding a good job.

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

This course is fully funded by IRCC.

Consultations

| Consulted Areas    | Consultation Comments   |
|--------------------|---|
| Registrar's Office | The RO (specifically Dawn Cunningham-Hall) is helping to determine proper course codes and general info needed to create a new course |
| Other              | Todd Rowlatt is offering advice on how to manage the work-flow necessary to create a new course                                       |

### Additional Information

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Provide any additional information if necessary.

As we only recently submitted a proposal for and received approval and funding for the creation of this and a related but higher-level course, we are having to create the course(s) in short time. All support to do so is greatly appreciated.

Supporting documentation:

Reviewer Comments

### Badge Information

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*NOT REQUIRED FOR GOVERNANCE APPROVAL.*

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

Is a Badge being offered for this course?      No

Badge Effective

Date

# Course Change Request

## New Course Proposal

Date Submitted: 12/08/23 1:32 pm

Viewing: **LINC 0606 : LINC 6-8 Employment Skills**

Last edit: 12/20/23 10:01 am

Changes proposed by: mkelbert

Course Name:

LINC 6-8 Employment Skills

Effective Date:

May 2024

School/Centre:

Arts & Sciences

Department:

LINC (3350)

Contact(s)

### In Workflow

1. **3350 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/08/23 1:33 pm  
Maureen Kelbert (mkelbert):  
Approved for 3350 Leader
2. 12/12/23 11:08 am  
Shirley Lew (slew):  
Approved for SAS Dean
3. 12/20/23 10:02 am  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

| Name            | E-mail          | Phone/Ext.   |
|-----------------|-----------------|--------------|
| Maureen Kelbert | mkelbert@vcc.ca | 604-871-7266 |

Banner Course  
Name:

LINC 6-8 Employment Skills

Subject Code:

LINC - Language Instr for Newcomers

Course Number

0606

Year of Study

English as an Additional language



Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course is designed for students in level 6-8 to develop their knowledge about the Canadian employment environment. The course content helps students gain knowledge about applicable community resources and helps students build confidence and independence in their ability to participate in the Canadian labour market. Applicable language skills are developed in a task-based and interactive way, making use of 'real life' resources and situations in workplace settings. In addition, students learn to develop strategic competence in their language learning and work goals. Essential skills such as intercultural skills, working with others, and following instructions are integrated into the curriculum. The course relies on needs assessment done at the start of each term and on-going through the term.

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

LINC 5 or department permission.

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

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

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Identify and access relevant employment-related community resources and services   |
| CLO #2 | Engage with the employment market with confidence  |
| CLO #3 | Demonstrate competency in employment-focussed language learning appropriate for Levels 6-8   |
| CLO #4 | Use essential skills, such as intercultural skills, working with others and following instructions   |
| CLO #5 | Demonstrate competencies for listening, speaking, reading and writing as per the Canadian Language Benchmarks Document <a href="https://www.language.ca/resources/expertise/on-clb/">https://www.language.ca/resources/expertise/on-clb/</a> |

## Instructional

## Strategies:

Similar to the LINC program itself, this course is based on the Canadian Language Benchmarks, is task-based and interactive and uses PBLA for assessment. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, whole class and small group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies will be both on-line and face-to-face.

## Evaluation and Grading

---

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

## Evaluation Plan:

| Type      | Percentage | Brief description of assessment activity   |
|-----------|------------|--|
| Portfolio | 100        | Portfolio-based Language Assessment:<br>In using PBLA, the teacher carries out ongoing formative assessment in the classroom, providing opportunities for teachers and learners to reflect on and make plans to advance the learner's journey towards proficiency. |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:**                      132

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

---

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1:                      132

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Topics will change dependent on ongoing needs assessments

Employment Goal Setting

Resume writing

Job-search Techniques including the value of Volunteering

Email etiquette

Socio-cultural competency skills to consider in work-place conversations

Interviews

Applying for a Job

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** January 16, 2024

**ISSUE:** Renewed Asian Culinary Arts Certificate program

### BACKGROUND:

The Asian Culinary Arts department completed a program renewal in January 2023. Based on feedback from students and industry, the department is proposing a significantly revised program, extending the previously 5 months long program to 8 months and increasing the credits to 36 from 20. The revised certificate now aligns with the standard term schedule.

### Key changes:

- lengthened program to enhance the development of wok cooking skills
- added a work-integrated learning experience so students are better prepared to enter industry
- reduced the number of cuisines in the program, with concentrated periods of study on specific cuisines including basic history/culture of cuisine
- increased focus on professionalism/interpersonal skills necessary for success
- revised evaluation plans to provide more frequent, lower-stakes assessment while better aligning with the course learning objectives

### DISCUSSION:

Sonny Ho, Department Head of Asian Culinary Arts, presented the proposal. The Committee discussed the following changes:

- Shifted from a grading schema of 'A-F' to 'Percentages.' This is a SkilledTradesBC program with a passing grade of 70%. The graduation requirement was updated to a 70% grade for all courses.
- The math admission requirement was simplified to "any grade 10 math" with a link to the math equivalency page. Other options (such as assessment tests) are listed on that page.
- International Education raised a concern about the September 2024 effective date. This program will not receive final Board approval until February 2024, limiting their ability to recruit international students. As this program is still primarily for domestic students, the Dean is comfortable with the September launch.
- Wording of one Recommended Characteristic was adjusted from requiring certain physical capabilities to more descriptive language of the type of work done. This is intended to appropriately frame opportunities for reasonable accommodations for students.

These changes have been made.

**RECOMMENDATION:**

THAT Education Council approve, in the form presented at this meeting, the significantly revised Asian Culinary Arts Certificate program and eight new courses, and recommend the Board of Governors approve the implementation of the significantly revised program.

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

**DATE:** December 20, 2023

# Program Change Request

Date Submitted: 12/05/23 10:56 am

Viewing: **Asian Culinary Arts Certificate**

Last approved: 03/10/23 1:55 pm

Last edit: 01/02/24 9:07 am

Changes proposed by: esimpson

Catalog Pages Using  
this Program

[Asian Culinary Arts Certificate](#)

Program Name:

Asian Culinary Arts Certificate

Credential Level:

Certificate

Effective Date:

September ~~2016~~ 2024

Effective Catalog  
Edition:

2024-2025 Academic Calendar

School/Centre:

Hospitality, Food Studies & Applied Business

Department

Asian Culinary Arts (5501)

Contact(s)

## In Workflow

1. **5501 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors

## Approval Path

1. 12/05/23 11:58 pm  
Sonny Ho (sho):  
Approved for 5501  
Leader
2. 12/07/23 10:00 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 01/02/24 9:07 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

## History

1. Nov 13, 2018 by  
Nicole Degagne  
(ndegagne)
2. Feb 4, 2019 by  
Nicole Degagne  
(ndegagne)
3. Jun 26, 2019 by  
Nicole Degagne  
(ndegagne)
4. Aug 21, 2019 by  
Nicole Degagne  
(ndegagne)

5. Jan 27, 2022 by  
Todd Rowlatt  
(trowlatt)
6. Aug 3, 2022 by  
Darija Rabadzija  
(drabadzija)
7. Aug 3, 2022 by  
Darija Rabadzija  
(drabadzija)
8. Feb 24, 2023 by  
Darija Rabadzija  
(drabadzija)
9. Feb 24, 2023 by  
Darija Rabadzija  
(drabadzija)
10. Mar 10, 2023 by  
Leszek Apouchtine  
(lapouchtine)

| Name                        | E-mail                                 | Phone/Ext. |
|-----------------------------|--|------------|
| <u>Sonny Ho</u> Barry Tsang | <u>sho@vcc.ca</u> <u>btsang@vcc.ca</u> | 8473       |

## Program Content Guide

### Purpose

The Asian Culinary Arts Certificate is designed to prepare students for employment and advancement in careers as cooks in the hotel/restaurant/food service industry focusing on industry. ~~In this certificate, students will develop the knowledge and skills required of entry-level cooks in Asian cooking, food service-related establishments.~~ Students will learn to use and maintain cooking tools and commercial equipment common to Asian cuisine kitchens. Through Cantonese, Japanese, Korean, Thai, and Vietnamese cuisines, they will gain basic skills in professional wok cooking and develop fundamental cooking principles and techniques. Students will also focus on professional skills such as food safety and sanitation, organization and time management, communication, basic customer service and interpersonal skills. The final work experience course provides an opportunity for students to consolidate all they have learned in an industry setting.

~~Students complete foundational studies in Chinese, Japanese and other Asian cuisines, including Malaysian, Singaporean, Thai, Vietnamese, Korean and Fusion.~~

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

Any grade 10 English or equivalent, or

English Language Proficiency at an English 10 level, or

Department approval

Any grade 10 Mathematics or equivalent, or department approval

**Upon Acceptance**

Valid Food Safe Level 1 Certificate (certification must remain valid throughout the program)

Applicants must be able to physically handle: all seafood including but not limited to fish & shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes.

Any known food allergies must be disclosed to the department.

**Entrance Interview with Department Head OR VCC Professional Cook 1 Certificate**

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The Asian Culinary Arts Certificate Program is two consecutive terms in length. 20 weeks. Students have a maximum of 3 years to complete the credential.

Program Learning

Outcomes

|        | <b>Upon successful completion of this program, graduates will be able to:</b>  |
|--------|--|
| PLO #1 | <u>Apply cookery skills and knowledge to the preparation, presentation, and service of a range of Asian culinary dishes for a commercial hospitality environment.</u> <del>Follow industry standard principles in the use and care of kitchen equipment and utensils</del> |
| PLO #2 | <u>Demonstrate basic competence in professional wok skills, techniques, knowledge, and safety.</u> <del>Prepare a wide variety of Asian cuisine dishes</del>   |
| PLO #3 | <u>Evaluate products for consistency and accuracy in yield, taste, flavour, and overall appearance according to product specifications and standards.</u> <del>Manage a kitchen preparation and cooking station</del>  |
| PLO #4 | <u>Adhere</u> <del>Present finished plates to meet</del> industry standards <del>of colour, texture</del> and <u>procedures for food and kitchen safety and sanitation in a production kitchen.</u> <del>taste</del>   |
| PLO #5 | <u>Apply the knowledge, skills, and attitudes necessary for success and sustainable professional practice in the Asian culinary industry.</u> <del>Implement principles of kitchen management methods for purchasing, receiving and inventory control</del>                |



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

|        |   |
|--------|---|
| PLO #6 | <u>Critically self-reflect on performance to identify and enhance professional skills.</u> <del>Practice entry-level technical skills required in Asian food service operations</del> |
| PLO #7 | <del>Practice professional etiquette and personal hygiene as required by the food service industry</del>  |
| PLO #8 | <del>Work with confidence and efficiency at food preparation stations</del>   |
| PLO #9 | <del>Adhere to industry health and safety standards in the preparation and production of food</del>   |

#### Additional PLO Information

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

The certificate is designed to align with Throughout the training needs of certificate, there is a heavy emphasis on the industry for cooks in Asian cuisine kitchens. practical application of skills. Theoretical study is designed to complement the practical work being done. Courses are delivered 5 days per week over 2 academic terms.

The program Practical and theoretical training in this certificate is delivered in conducted in a fully operational commercial kitchen with modern equipment and multiple wok stations that and excellently equipped commercial kitchen. The kitchen operates in conjunction with with a cafeteria providing food service fully operational cafeteria, which is open to the VCC community and public. public for food service. Asian Culinary Arts consists of two 10-week blocks. Working in the authentic service kitchen and cafeteria provides the opportunity for students to develop their practical cooking and professional skills such as teamwork, time management, and interpersonal communication. Classroom instruction supports students in developing theoretical knowledge. Active student learning and participation are emphasized to promote deep learning.

The work experience course provides real-world industry experience and enables students to consolidate their knowledge and skills as they prepare for employment.

Throughout the certificate, there is a heavy emphasis on the practical application of skills. Theoretical study is designed to complement the practical work being done.

~~Throughout the certificate, there is a heavy emphasis on the practical application of skills. Theoretical study is designed to complement the practical work being done.~~ At the beginning of the certificate, students complete a foundation course: Introduction to Asian Culinary Principles. Introduction to Asian Culinary Principles. In subsequent weeks, weeks of Block 1 and 2, students receive daily theoretical instruction in Asian cooking, followed by instruction in the kitchen classroom where students practice technical cooking skills by contributing to the daily operation of a VCC food service. service. ~~Course content for Block 1 and 2 courses is integrated into daily kitchen classroom instructional activities. Courses are not offered on a stand-alone basis. Course content is integrated into daily kitchen classroom instructional activities. Courses are not offered on a stand-alone basis.~~

Evaluation of student learning includes both summative and formative assessments. Formative feedback on student progress and learning needs will be provided throughout the program. Summative evaluation of students' theoretical, practical and professional skills will occur through practical assessments, theory quizzes, assignments and reflection. Students are evaluated on practical assignments and written examinations given during and at the end of each course. The frequency and complexity of examinations depend upon the course material. Professional attitude and attendance also influence the grade. Students' integration Students are required to achieve a minimum of professional skills, practical C+ in all courses and theoretical learning will a GPA of B- in order to be assessed through a final project and work experience in industry.

~~granted the certificate:~~

Students must receive a minimum 70% in each course to receive the Asian Culinary Arts Certificate. Successful completion of the Work Experience course is required.

#### Recommended Characteristics of Students

Ability to work independently and in teams

Interpersonal and respectful communication skills

Ability to manage time effectively

Some creativity is an asset

Considerations: This program can be physically taxing, with students typically needing to perform motor skills and hand-eye coordination over extended time periods, including a need to stand over hot stoves. The physical demands of the profession may worsen existing wrist, shoulder, and back conditions.

Note: Some travel to alternate locations will be required during the work experience course.

~~Good hand-eye coordination A standard of personal hygiene, grooming and appearance compatible with employment in a public food service industry Physical condition and stamina to meet the demands of the food service industry~~

#### Courses

|                  |  |            |
|------------------|--|------------|
| <u>ACUL 1100</u> | <u>Asian Kitchen Orientation</u>               | <u>4</u>   |
| <u>ACUL 1105</u> | <u>Fundamentals of Asian Cooking</u>           | <u>4.5</u> |
| <u>ACUL 1110</u> | <u>Basic Asian Cooking Techniques 1</u>        | <u>4.5</u> |
| <u>ACUL 1115</u> | <u>Basic Asian Cooking Techniques 2</u>        | <u>4.5</u> |
| <u>ACUL 1220</u> | <u>Intermediate Asian Cooking Techniques 1</u> | <u>4.5</u> |
| <u>ACUL 1225</u> | <u>Intermediate Asian Cooking Techniques 2</u> | <u>5.5</u> |
| <u>ACUL 1230</u> | <u>Asian Production Kitchen</u>                | <u>4.5</u> |
| <u>ACUL 1240</u> | <u>Asian Culinary Work Experience</u>          | <u>4</u>   |

|               |                               |    |
|---------------|-------------------------------|----|
| Total Credits |                               | 36 |
| CULH 1193     | Meat, Poultry & Seafood 1     | 6  |
| CULH 1195     | Soups & Sauces 1              | 1  |
| CULH 1196     | Asian Culinary Principles     | 1  |
| CULH 1197     | Cold Kitchen Hot Appetizers 1 | 1  |
| CULH 1198     | Vegetables & Starches 1       | 1  |
| CULH 1291     | Cold Kitchen Hot Appetizers 2 | 1  |
| CULH 1293     | Meat, Poultry & Seafood 2     | 6  |
| CULH 1295     | Soups & Sauces 2              | 1  |
| CULH 1298     | Vegetables & Starches 2       | 1  |
| CULH 1299     | Kitchen Management            | 1  |

#### Transcript of Achievement

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

## Rationale and Consultations

Provide a rationale for this proposal.

This is a significantly revised certificate created out of recommendations from the Asian Culinary Arts program renewal completed in January 2023. The old certificate was a 5 month long program of 10 courses; the new certificate is an 8 month long program of 8 courses. Overall credits for the new certificate will be 36 credits compared to 20 credits in the old program. The revised certificate also now aligns with academic scheduling. Key recommendations that this revised certificate design addresses are: lengthen program to enhance the development of wok cooking skills, add a work integrated learning experience so students are better prepared to enter industry, reduce number of cuisines in program with concentrated periods of study on specific cuisines including basic history/culture of cuisine, increase focus on professionalism/ interpersonal skills necessary to success, and revise evaluation plans to provide more frequent, lower stakes assessment while better aligning with the course learning objectives. Some students were choosing to take the program as more of a “hobby” experience; the increased rigor and length of the revised program demonstrates a clearer intent for graduates to enter or advance in the culinary industry.

Are there any expected costs to this proposal.

There are no additional costs to this program as it will be offered in the Asian culinary kitchen using existing equipment. No extra staff or faculty will be needed to run this program.

Consultations

| Consultated Area                                   | Consultation Comments   |
|--|---|
| Centre for Teaching, Learning, and Research (CTLR) | Extensive consultation during the re-development of the program.  |
| Faculty/Department                                 | Faculty support these changes.  |
| Registrar's Office                                 | Sent draft of program and PCG to RO Nov 8, 2023. R/O generally approved structure of program and provided standardized language for admission standards, course numbers and names. Discussed credit calculation. Sent updated draft Nov 27. Feedback on Dec 1 - raised question of policy calc of credits being 36.75 versus PCG and course outlines stating 32 credits total. This is based on BC SKilled Trades structure of charging students for 25 hours a week (1 credit, for 32 weeks), and that is also the basis for instructor workload. Marnie also replied recosting would need to be completed by Feb or March to launch in Sep 2024. Question raised about whether "FoodSafe Certificate" should be an admission requirement or upon acceptance if international students register. Have updated allergy disclosure |

| Consultated Area        | Consultation Comments  |
|-------------------------|--|
|                         | <p>requirements to be upon acceptance to department. Have maintained minimum 70% language to progress/graduate in line with Baking. Have updated course codes to ACUL from CULI. Have updated language in what to expect to clarify work experience in industry and learning experience in VCC cafeteria.</p>  |
| Advising & Recruitment  | <p>Emailed Nov 27. Received response Nov 29 to add "VCC math assessment" as option for math 10 requirement and we have updated the admission requirements to do that.</p>  |
| International Education | <p>Feedback on December 4: •</p> <p>Length: I'm glad to see that this new program will qualify for part-time and post-graduate work. From time to time, we have students finishing a one-year PGC in Ontario and want to study another PGC (or another certificate) to increase their PGWP length. In my experience, an 8-month certificate is far more attractive than a 6-month program (with part-time work eligibility), or a 5-month program (no working eligibility at all). We will need to be prepared to answer questions about the total PGWP length and eligibility when students combine programs like that, either entirely at VCC (e.g. Baking + Asian) or with two PGWP-eligible institutions.</p> <ul style="list-style-type: none"> <li>• Tuition: 32 credits – this is still less expensive than a 11-month Artisan Baking or Pastry certificate, and it's common for a 2-academic-term program (e.g. UT certificate) to have 30 credits.</li> <li>• Admissions requirements: I don't recommend requesting Math 10 unless it's absolutely necessary. I can't tell which course in the program requires Mathematics skills just by reviewing the names of the courses. This requirement will exclude students who use their GED to meet the requirements, or who are unable to provide a high school transcript because they might have graduated a while ago. This may impact our ability to recruit students into the program. ENGL 10 or equiv. is a reasonable request, no suggested change here.</li> </ul> <p>RESPONSE: Dean and faculty want to keep the Math 10</p> |

| Consultated Area                                   | Consultation Comments   |
|--|---|
|  | <p>requirement in line with Culinary and Baking. Math skills are used during the recipe scaling/conversion and menu costing.</p> <ul style="list-style-type: none"> <li>• Immigration: 8 months also means that the graduates would be eligible for a PGPW for 8 months. It may make the program more attractive for some students.</li> </ul>  |
| Indigenous Education & Community Engagement (IECE) | <p>Feedback from Clay Little, Dec 8, 2023: I can appreciate the different approach to Indigenization/decolonization as it seeks to talk about the history of colonization's impact on food ingredients and recipes within the context of the cuisines covered. Question: Does Canada have a part to play within this context? What is Canada's historical role/influence in colonizing the food ingredients and recipes within the context of the cuisines covered? Can this be connected/illuminated to how "Canadian" Indigenous foods were impacted by colonization?</p> |
| Other  |   |

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

### Marketing Information

---

*FOR MARKETING PURPOSES ONLY. DO NOT EDIT.*

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

This program is for:    Domestic  
                                  International

# Course Change Request

## New Course Proposal

Date Submitted: 12/05/23 10:59 am

Viewing: **ACUL 1100 : Asian Kitchen Orientation**

Last edit: 12/15/23 9:08 am

Changes proposed by: fchong

Programs  
referencing this  
course

[127: Asian Culinary Arts Certificate](#)

Course Name:

Asian Kitchen Orientation

Effective Date:

September 2024

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Asian Culinary Arts (5501)

Contact(s)

### In Workflow

1. **5501 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/06/23 12:03 am  
Sonny Ho (sho):  
Approved for 5501  
Leader
2. 12/07/23 10:01 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 12/20/23 9:32 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name     | E-mail     | Phone/Ext. |
|----------|------------|------------|
| Sonny Ho | sho@vcc.ca | 8576       |

Banner Course  
Name:

Asian Kitchen Orientation

Subject Code:

ACUL - Asian Culinary

Course Number

1100

Year of Study

1st Year Post-secondary

Credits:

4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course introduces the Asian culinary industry and the essential skills required for success as a cook. Students will learn basic terminology specific to the Asian kitchen, common ingredients, tools, and equipment. Students will become familiar with kitchen safety and sanitation principles and the basics of wok cooking. Professional responsibilities, career pathways, basic customer service, and sociocultural competencies appropriate to the workplace will also be introduced.

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

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

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

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                       |
|--------|---|
| CLO #1 | Identify and operate basic tools and equipment in an Asian kitchen.                               |
| CLO #2 | Demonstrate basic knife skills with a cleaver.  |
| CLO #3 | Demonstrate correct wok station setup along with basic and safe operation of wok.                 |
| CLO #4 | Distinguish Asian kitchen setups and operations from Western-style kitchens.                      |
| CLO #5 | Identify common seasonings and flavoring ingredients in Asian cuisines.                           |
| CLO #6 | Convert, calculate, and adjust recipe yields.   |
| CLO #7 | Describe professional responsibilities, roles and career pathways in the Asian culinary industry. |
| CLO #8 | Prepare a resume template that meets industry standards.  |
| CLO #9 | Describe basic customer service principles.   |



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

CLO #10 Demonstrate basic kitchen and food safety and sanitation.

Instructional

Strategies:

Lectures, demonstration, hands-on practice, and group work

## Evaluation and Grading

---

Grading System: Percentages-STBC                      Passing grade:  
70%

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Quizzes/Tests | 15         | Weekly quizzes   |
| Assignments   | 35         |  |
| Lab Work      | 50         | Observation of student's technical, theoretical, organizational, safety and sanitation practices |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:**                      75

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

---

Check all that apply:

Lecture

Hours in Category 1:                      45

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 30

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

College campus and services, program and house guidelines, Asian cuisine program structure

Common tools and equipment in commercial Asian kitchen

Kitchen and food safety and sanitation

Basic Asian kitchen ingredients

Career pathways in Asian culinary industry

Basic Asian knife skills, food preparation and cooking principles

Wok station setup

Basic customer service principles

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Asian Cuisine Certificate PCG

# Course Change Request

## New Course Proposal

Date Submitted: 12/05/23 10:59 am

Viewing: **ACUL 1105 : Fundamentals of Asian Cookery**

Last edit: 12/15/23 9:11 am

Changes proposed by: fchong

Programs  
referencing this  
course

[127: Asian Culinary Arts Certificate](#)

Course Name:

Fundamentals of Asian Cooking

Effective Date:

September 2024

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Asian Culinary Arts (5501)

Contact(s)

### In Workflow

1. **5501 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/06/23 12:06 am  
Sonny Ho (sho):  
Approved for 5501  
Leader
2. 12/07/23 10:02 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 12/20/23 9:32 am  
Todd Rowlett  
(trowlatt): Approved  
for Curriculum  
Committee

| Name     | E-mail     | Phone/Ext. |
|----------|------------|------------|
| Sonny Ho | sho@vcc.ca | 8576       |

Banner Course  
Name:

Fundamentals of Asian Cookery

Subject Code:

ACUL - Asian Culinary

Course Number

1105

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 fundamental skills and knowledge required in Asian cooking. Students will learn the principles for preparing stock, soups, sauces, thickening agents, and marinades. Students will continue to develop knife and cooking skills in the preparation of basic vegetables, rice, and noodle dishes.

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

ACUL 1100.

**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 stock, soup and sauce making for Asian cuisine.   |
| CLO #2 | Describe types and properties of thickening and binding agents in Asian cuisine.   |
| CLO #3 | Apply skills and techniques in producing basic stocks and sauces.  |
| CLO #4 | Explain principles of marinades and apply proper techniques for marinating various proteins.                                 |
| CLO #5 | Explain and apply principles of proper steamed rice cooking for Asian cuisine.   |
| CLO #6 | Identify common types of noodles used in Asian cuisine.  |
| CLO #7 | Apply basic principles of wok cooking to the preparation of basic stir-fried vegetables, fried rice, and stir-fried noodles. |
| CLO #8 | Apply industry standards and procedures essential to food and kitchen safety and sanitation in a production kitchen.         |
| CLO #9 | Demonstrate basic principles of proper customer service.   |

Instructional

Strategies:

Lectures, demonstration, hands-on practice, and group work

## Evaluation and Grading

---

Grading System: Percentages-STBC  
70%

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Quizzes/Tests | 20         | Weekly quizzes   |
| Lab Work      | 70         | Observation of student's technical, theoretical, organizational, safety and sanitation practices |
| Other         | 10         | Observation and self-reflection on customer service  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

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

---

Check all that apply:

Lecture

Hours in Category 1: 20

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 80

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Asian stocks, soups, and sauces

Thickening and binding agents used in Asian cuisines

Fundamental starches in Asian cuisine: rice and noodles

Vegetable preparation and cooking

Introduction to meat cutting and marinating

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

Asian Cuisine Certificate PCG

### Additional Information

---

Provide any additional information if necessary.

# Course Change Request

## New Course Proposal

Date Submitted: 12/05/23 11:00 am

Viewing: **ACUL 1110 : Basic Asian Cooking Tech 1**

Last edit: 12/15/23 9:11 am

Changes proposed by: fchong

Programs  
referencing this  
course

[127: Asian Culinary Arts Certificate](#)

Course Name:

Basic Asian Cooking Techniques 1

Effective Date:

September 2024

School/Centre:

Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department:

Asian Culinary Arts (5501)

Contact(s)

### In Workflow

1. **5501 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/06/23 12:09 am  
Sonny Ho (sho):  
Approved for 5501  
Leader
2. 12/07/23 10:04 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 12/20/23 9:32 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name     | E-mail     | Phone/Ext. |
|----------|------------|------------|
| Sonny Ho | sho@vcc.ca | 8576       |

Banner Course

Basic Asian Cooking Tech 1

Name:

Subject Code:

ACUL - Asian Culinary

Course Number

1110

Year of Study

1st Year Post-secondary

Credits:

4.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course builds on Fundamentals of Asian Cooking as students develop wok cooking techniques, including heat control. Learners will build upon fundamental knowledge and skills to prepare a variety of menu items utilizing vegetables, proteins, soups, and starches. Students will continue to practice effective time management, communication and teamwork skills in the production kitchen.

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

ACUL 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 | Apply effective time management, communication and teamwork skills needed to work in a production kitchen.                               |
| CLO #2 | Adhere to industry standards and procedures for food and kitchen safety and sanitation in a production kitchen.                          |
| CLO #3 | Apply principles, skills, and techniques to produce basic soups.   |
| CLO #4 | Apply heat control skills in wok operation to produce basic vegetables, rice and noodle dishes.  |
| CLO #5 | Demonstrate proper use of a variety of cooking equipment in addition to woks, including gas burners, flat top ranges, grills, and ovens. |
| CLO #6 | Assess products for consistency and quality standards.   |



Instructional

Strategies:

Lectures, demonstration, hands-on practice, and group work

## Evaluation and Grading

---

Grading System: Percentages-STBC  
70%

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Quizzes/Tests | 20         | Weekly quizzes   |
| Lab Work      | 65         | Observation of student's technical, theoretical, organizational, safety and sanitation practices |
| Other         | 10         | Observation of time management, communication, and teamwork                                      |
| Assignments   | 5          | Reflection on assessment for product consistency and quality                                     |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

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

---

Check all that apply:

Lecture

Hours in Category 1: 20

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 80

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

---

Check all that apply:

Hours in Category 3:

Course Topics

#### Course Topics:

Introduction to and application of time management, communication, and teamwork skills

Heat control techniques with wok operation

Introduction to proper use of a variety of cooking equipment

Introduction to and application of cooking techniques in preparation of a variety of soups and dishes

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

Asian Cuisine Certificate PCG

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 12/05/23 11:00 am

Viewing: **ACUL 1115 : Basic Asian Cooking Tech 2**

Last edit: 12/15/23 9:11 am

Changes proposed by: fchong

Programs  
referencing this  
course

[127: Asian Culinary Arts Certificate](#)

Course Name:

Basic Asian Cooking Techniques 2

Effective Date:

September 2024

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Asian Culinary Arts (5501)

Contact(s)

### In Workflow

1. **5501 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/06/23 12:12 am  
Sonny Ho (sho):  
Approved for 5501  
Leader
2. 12/07/23 10:05 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 12/20/23 9:32 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name     | E-mail     | Phone/Ext. |
|----------|------------|------------|
| Sonny Ho | sho@vcc.ca | 8576       |

Banner Course

Basic Asian Cooking Tech 2

Name:

Subject Code:

ACUL - Asian Culinary

Course Number

1115

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 cuts and grades of meat and poultry, types of seafood, and protein processing techniques. Students will demonstrate and apply marinating principles and techniques to a larger variety of proteins. Throughout the course, students will continue to use wok cooking techniques and apply effective time management, communication, and teamwork skills as well as maintain food and kitchen safety and sanitation principles.

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

ACUL 1110.

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

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

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                                     |
|--------|---|
| CLO #1 | Apply effective time management, communication and teamwork skills needed to work in a production kitchen.      |
| CLO #2 | Adhere to industry standards and procedures for food and kitchen safety and sanitation in a production kitchen. |
| CLO #3 | Identify different cuts and grades of meat and poultry.   |
| CLO #4 | Cut and process meat and poultry.   |
| CLO #5 | Cut and process different types of seafood.   |
| CLO #6 | Apply marinating principles and techniques to prepare a variety of proteins.                                    |
| CLO #7 | Apply fundamental principles and techniques of wok cooking to a variety of products.                            |
| CLO #8 | Demonstrate proper use of a variety of cooking equipment to prepare food.                                       |

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

CLO #9 Assess products for consistency and quality standards.

Instructional

Strategies:

Lectures, demonstration, hands-on practice, and group work

## Evaluation and Grading

---

Grading System: Percentages-STBC                      Passing grade:  
70%

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Quizzes/Tests | 20         | Weekly quizzes   |
| Lab Work      | 65         | Observation of student's technical, theoretical, organizational, safety and sanitation practices |
| Other         | 10         | Observation of time management, communication, and teamwork                                      |
| Assignments   | 5          | Reflection on assessment for product consistency and quality                                     |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:**                      100

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

---

Check all that apply:

Lecture

Hours in Category 1: 20

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 80

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Introduction to cuts and grades of meat and poultry

Meat and poultry processing and cooking

Types of seafood

Seafood processing and cooking

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

## **Rationale and Consultations**

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Asian Cuisine Certificate PCG

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 12/05/23 11:01 am

Viewing: **ACUL 1220 : Inter Asian Cooking Tech 1**

Last edit: 12/15/23 9:11 am

Changes proposed by: fchong

Programs  
referencing this  
course

[127: Asian Culinary Arts Certificate](#)

Course Name:

Intermediate Asian Cooking Techniques 1

Effective Date:

September 2024

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Asian Culinary Arts (5501)

Contact(s)

### In Workflow

1. **5501 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/06/23 12:16 am  
Sonny Ho (sho):  
Approved for 5501  
Leader
2. 12/07/23 10:07 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 12/20/23 9:32 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name     | E-mail     | Phone/Ext. |
|----------|------------|------------|
| Sonny Ho | sho@vcc.ca | 8576       |

Banner Course

Inter Asian Cooking Tech 1

Name:

Subject Code:

ACUL - Asian Culinary

Course Number

1220

Year of Study

1st Year Post-secondary

Credits:

4.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

In this course, students will continue to advance their Asian cooking techniques and knowledge to an intermediate level through a focus on Cantonese and Japanese cuisines. Students will prepare a variety of menu items and beverages according to cuisine standards, including dim sum and sushi roll items. Students will be introduced to the basic history and culture of Cantonese and Japanese cuisines and their key ingredients and flavors. Throughout the course, students will continue to apply effective time management, communication, and teamwork skills as well as maintain food and kitchen safety and sanitation practices.

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

ACUL 1115.

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

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

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Apply effective time management, communication and teamwork skills needed to work in a production kitchen.                                       |
| CLO #2 | Adhere to industry standards and procedures for food and kitchen safety and sanitation in a production kitchen.                                  |
| CLO #3 | Describe basic history and culture of Cantonese and Japanese cuisine.  |
| CLO #4 | Identify key ingredients and flavors used in Cantonese and Japanese cuisine.   |
| CLO #5 | Compare culinary techniques used in Cantonese and Japanese cuisine.  |
| CLO #6 | Applying a variety of cooking techniques, prepare a-la carte menu items using starches, vegetables, and proteins according to cuisine standards. |
| CLO #7 | Describe and apply basic principles and techniques for the preparation of dim sum items.   |



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

|         |  |
|---------|--|
| CLO #8  | Apply basic techniques for the processing and preparation of sushi rolls.  |
| CLO #9  | Describe and apply proper brewing procedures for the preparation of tea products.  |
| CLO #10 | Demonstrate proper use of a variety of cooking equipment to prepare food, including refined heat control of wok, wok tossing, and generation of wok hei. |
| CLO #11 | Assess products for consistency and quality standards.   |

Instructional

Strategies:

Lectures, demonstration, hands-on practice, and group work

## Evaluation and Grading

---

Grading System: Percentages-STBC                      Passing grade:  
70%

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Quizzes/Tests | 20         | Weekly quizzes   |
| Lab Work      | 65         | Observation of student's technical, theoretical, organizational, safety and sanitation practices |
| Other         | 10         | Observation of time management, communication, and teamwork                                      |
| Assignments   | 5          | Reflection on assessment for product consistency and quality                                     |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:**                      100

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

---

Check all that apply:

Lecture

Hours in Category 1: 20

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 80

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Introduction to Cantonese and Japanese cuisines

Comparison of key ingredients, flavors, and culinary techniques for Cantonese and Japanese cuisines

A-la carte menu item preparation and cooking for each cuisine

Principles and techniques for preparing dim sum items

Principles and techniques for preparing sushi rolls

Brewing principles and techniques for tea products

Techniques for wok tossing and wok hei generation

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: 12/05/23 11:01 am

Viewing: **ACUL 1225 : Inter Asian Cooking Tech 2**

Last edit: 12/15/23 9:12 am

Changes proposed by: fchong

Programs  
referencing this  
course

[127: Asian Culinary Arts Certificate](#)

Course Name:

Intermediate Asian Cooking Techniques 2

Effective Date:

September 2024

School/Centre:

Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department:

Asian Culinary Arts (5501)

Contact(s)

### In Workflow

1. **5501 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/06/23 12:18 am  
Sonny Ho (sho):  
Approved for 5501  
Leader
2. 12/07/23 10:08 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 12/20/23 9:32 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name     | E-mail     | Phone/Ext. |
|----------|------------|------------|
| Sonny Ho | sho@vcc.ca | 8576       |

Banner Course

Inter Asian Cooking Tech 2

Name:

Subject Code:

ACUL - Asian Culinary

Course Number

1225

Year of Study

1st Year Post-secondary

Credits:

5.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

In this course, students will continue to advance their intermediate level Asian cooking techniques and knowledge through a focus on Korean, Thai, and Vietnamese cuisines. This course introduces students to the basic history and culture, key ingredients and flavors of these cuisines. Students will prepare a variety of menu items and beverages according to cuisine standards. Students will also learn about fermentation processes and prepare a variety of dessert items suitable for the cuisines. Throughout the course, students will continue to apply effective time management, communication, and teamwork skills as well as maintain food and kitchen safety and sanitation practices essential to production kitchens.

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

ACUL 1220.

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

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

No

#### Details of PLAR:

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Apply effective time management, communication and teamwork skills needed to work in a production kitchen.                                       |
| CLO #2 | Adhere to industry standards and procedures for food and kitchen safety and sanitation in a production kitchen.                                  |
| CLO #3 | Describe basic history and culture of Korean, Thai, and Vietnamese cuisines.   |
| CLO #4 | Identify key ingredients and flavors used in Korean, Thai, and Vietnamese cuisines.  |
| CLO #5 | Compare culinary techniques used in Korean, Thai, and Vietnamese cuisine.  |
| CLO #6 | Applying a variety of cooking techniques, prepare a-la carte menu items using starches, vegetables, and proteins according to cuisine standards. |

**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 #7  | Prepare vegetables using quick and regular fermentation processes.                                    |
| CLO #8  | Prepare basic desserts according to cuisine standards.  |
| CLO #9  | Describe and apply proper brewing procedures for the preparation of coffee products.                  |
| CLO #10 | Demonstrate proper use of a variety of cooking equipment to prepare Korean, Thai and Vietnamese food. |
| CLO #11 | Assess products for consistency and quality standards.  |

Instructional

Strategies:

Lectures, demonstration, hands-on practice, and group work

## Evaluation and Grading

---

Grading System:

Percentages-STBC

Passing grade:

70%

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Quizzes/Tests | 20         | Weekly quizzes   |
| Lab Work      | 65         | Observation of student's technical, theoretical, organizational, safety and sanitation practices |
| Other         | 10         | Observation of time management, communication, and teamwork                                      |
| Assignments   | 5          | Reflection on assessment for product consistency and quality                                     |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 125

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

---

Check all that apply:

Lecture

Hours in Category 1: 25

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 100

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

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

Introduction to Korean, Thai, and Vietnamese cuisines

Comparison of key ingredients, flavors, and culinary techniques for Korean, Thai, and Vietnamese cuisines

A-la carte menu item preparation and cooking for each cuisine

Quick and long fermentation processes for the preparation of vegetables

Brewing principles and techniques for coffee products

Basic dessert items

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: 12/05/23 11:02 am

Viewing: **ACUL 1230 : Asian Production Kitchen**

Last edit: 12/15/23 9:12 am

Changes proposed by: fchong

Programs  
referencing this  
course

[127: Asian Culinary Arts Certificate](#)

Course Name:

Asian Production Kitchen

Effective Date:

September 2024

School/Centre:

Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department:

Asian Culinary Arts (5501)

Contact(s)

### In Workflow

1. **5501 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/06/23 12:19 am  
Sonny Ho (sho):  
Approved for 5501  
Leader
2. 12/07/23 10:09 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 12/20/23 9:32 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name     | E-mail     | Phone/Ext. |
|----------|------------|------------|
| Sonny Ho | sho@vcc.ca | 8576       |

Banner Course

Asian Production Kitchen

Name:

Subject Code:

ACUL - Asian Culinary

Course Number

1230

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 knowledge and skills necessary to calculate food and/or beverage costs, portion sizes, and selling prices using industry formulas. Students will learn to identify menu styles and formats, design a whole menu, and create an order list for menu item ingredients. They will also be introduced to proper receiving and inventory storage procedures. Working together, students will integrate knowledge, skills and creativity in the creation and production of their own menu items for service. Professionalism continues to be a focus in this course.

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

ACUL 1225.

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

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

No

*Details of PLAR:*

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                                     |
|--------|---|
| CLO #1 | Apply effective time management, communication and teamwork skills needed to work in a production kitchen.      |
| CLO #2 | Adhere to industry standards and procedures for food and kitchen safety and sanitation in a production kitchen. |
| CLO #3 | Calculate food and/or beverage costs, portion sizes, and selling prices using industry formulas.                |
| CLO #4 | Identify a variety of menu styles and formats.  |
| CLO #5 | Design a whole menu given certain constraints, including ingredient availability and restaurant theme/type.     |
| CLO #6 | Create an order list for menu item ingredients.   |



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

|        |  |
|--------|--|
| CLO #7 | Demonstrate proper receiving and inventory storage procedures.   |
| CLO #8 | Demonstrate proper preparation and presentation of a selected menu dish that includes application of wok cooking skills. |
| CLO #9 | Produce and assess products for consistency and quality standards.   |

Instructional

Strategies:

Lectures, demonstration, hands-on practice, group work, project work

## Evaluation and Grading

---

Grading System: Percentages-STBC                      Passing grade:  
70%

Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity   |
|-------------|------------|--|
| Assignments | 40         | Menu design and presentation, cost calculations  |
| Other       | 10         | Student demonstration of individual menu item  |
| Lab Work    | 40         | Service production of individual and peer menu items- technical, theoretical, organizational, safety practices and professionalism |
| Reflection  | 10         |  |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:**                      100

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

---

Check all that apply:

Lecture

Hours in Category 1: 25

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 75

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

| Course Topics:  |
|---|
| Food costing  |
| Menu planning and design                              |
| Ordering, receiving, and inventory storage procedures |

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

# Course Change Request

## New Course Proposal

Date Submitted: 12/05/23 11:02 am

Viewing: **ACUL 1240 : Asian Culinary Work Experience**

Last edit: 12/15/23 9:12 am

Changes proposed by: fchong

Programs  
referencing this  
course

[127: Asian Culinary Arts Certificate](#)

Course Name:

Asian Culinary Work Experience

Effective Date:

September 2024

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Asian Culinary Arts (5501)

Contact(s)

### In Workflow

1. **5501 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/06/23 12:20 am  
Sonny Ho (sho):  
Approved for 5501  
Leader
2. 12/07/23 10:10 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 12/20/23 9:32 am  
Todd Rowlett  
(trowlatt): Approved  
for Curriculum  
Committee

| Name     | E-mail     | Phone/Ext. |
|----------|------------|------------|
| Sonny Ho | sho@vcc.ca | 8576       |

Banner Course  
Name:

Asian Culinary Work Experience

Subject Code:

ACUL - Asian Culinary

Course Number

1240

Year of Study

1st Year Post-secondary

Credits:

4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course provides students the opportunity to consolidate their skills and knowledge acquired in the program in an industry kitchen setting. Students will also be introduced to employment standards, professional responsibilities, and interviewing skills during this course.

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

ACUL 1230.

**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 employment standards in preparation for work experience and career entry.  |
| CLO #2 | Apply industry standards and procedures essential for food and kitchen safety and sanitation in a professional Asian culinary environment.                    |
| CLO #3 | Refine a variety of practical skills and theoretical knowledge acquired during the program in a professional Asian kitchen environment.                       |
| CLO #4 | Gain exposure to skills, methods, and knowledge specific to the industry placement.   |
| CLO #5 | Critically analyze and reflect on performance to support ongoing professional development.  |
| CLO #6 | Demonstrate professional responsibilities such as timeliness, respectful communication and adherence to safety protocols, according to industry expectations. |
| CLO #7 | Work effectively as a team member in an industry setting using time management and communication.   |

Instructional

Strategies:

While participating in the work experience, students will have the opportunity to learn from a variety of industry mentors. The instructor will conduct an on-site visit for a feedback and networking session.

Furthermore, the instructor will be available for support, feedback, and reflection throughout the duration of the work experience.

## Evaluation and Grading

---

Grading System: Percentages-STBC  
70%

Passing grade:

Evaluation Plan:

| Type             | Percentage | Brief description of assessment activity                        |
|------------------|------------|---|
| Field Experience | 70         | Industry employer evaluation                                    |
| Assignments      | 30         | Weekly activity journal and final reflection on work experience |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 92

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

---

Check all that apply:

Lecture

Hours in Category 1: 20

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Practicum

Hours in Category 3: 72

#### Course Topics

##### Course Topics:

BC Employment standards

Interview skills

Goals, objectives, and professional responsibilities for a successful work experience

Reflective practice

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Asian Cuisine Certificate PCG

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** January 16, 2024

**ISSUE:** New program: Clean Energy Technology Diploma

### BACKGROUND:

The School of Trades, Technology and Design is proposing a new diploma in Clean Energy Technology. This program will address a critical need for skilled professionals knowledgeable about environmental sustainability, clean energy systems and electrical technology. Electricians and industrial electricians are identified as top in demand trades over the next 10 years, and a program focused on clean energy will be on the cutting edge. This program is in line with the goals of the Clean BC plan as well as the College's strategic goals as we break ground on a new building focused on Clean Energy and Automotive Innovation.

To run this program, the School is planning to launch a new department and hire faculty for a January 2025 start. They have worked with a subject matter expert in the field to develop the program and courses; additional adjustments to the courses will likely be proposed once instructors are hired. The School is seeking provisional approval of the program.

Based on feedback from Education Council's review of the concept caper, the School has worked with Indigenous Education and Community Engagement and David Kirk from the Centre for Teaching, Learning and Research to develop an "Indigenous Connection to the Land" course. While the committee made some recommendations (see below), the inclusion of this course was commended.

### DISCUSSION:

Brett Griffiths, Dean of the School, and Feras Ghesen, Associate Director, presented the proposal. The Committee commended the thoughtful design of the program. There was an extensive and positive discussion about the curriculum. The main requested changes were:

- Add more specifics into the Program Purpose to reflect the types of work a new graduate could expect.
- Move the Year 1 communications course into Term 1 and move the Indigenous Connection to the Land course into Term 2. More communications course work in Term 1 will prepare students for the more extensive project and writing assignments in Term 2 related to policy and project management. Reflecting on feedback Education Council has heard from the Health Care Assistant Diploma program that the Term 1 course on impacts of colonization on Indigenous people has been overwhelming for some incoming international students (many of whom are

also adjusting to moving to a new country), students may be more ready to engage with the Indigenous Connection to the Land course in Term 2.

- CLEN 1205 Indigenous Connection to the Land: Review the assessment profile; it is exam heavy, and other assessment options might better support the content. Consider adding topics related to understanding Indigenous protocols. Some additional consultation with Indigenous Education and Community Engagement will take place.
- Integrate more outcomes related to Indigenous perspectives and connections to the land into other courses, particularly related to policy development, project planning, and project implementation and evaluation. Add a program learning outcome that reflects this thread of Indigenous thought throughout the program.
- Add a more holistic project management assessment later in the program. While this is not a project management program, students are learning a lot of key skills that should be assessed from start to finish.
- Work with the Registrar's Office to ensure the program is in compliance with VCC's Assignment of Credits to Courses policy. Many of the courses have a mix of lecture and lab hours that need to align with approved credit ratios. An additional 90 hours were added to various courses to meet the policy requirements.

**RECOMMENDATION:**

THAT Education Council provisionally approve, in the form presented at this meeting, the new Clean Energy Technology Diploma program and 20 new courses, and recommend the Board of Governors approve the credential and implementation of the new program.

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

**DATE:** December 20, 2023



# Program Change Request

## New Program Proposal

Date Submitted: 11/28/23 12:17 pm

Viewing: **Clean Energy Technology Diploma**

Last edit: 01/09/24 12:51 pm

Changes proposed by: mcoard

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Ministry Review
6. Board of Governors

### Approval Path

1. 11/28/23 12:20 pm  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 11/28/23 8:17 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:55 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

Program Name:

Clean Energy Technology Diploma

Credential Level: Diploma

Effective Date: January 2025

Effective Catalog Edition: 2024-2025 Academic Calendar

School/Centre: Trades, Technology & Design

Department: Clean Energy Technology (4711)

Contact(s)

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

## Program Content Guide

## Purpose

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

## Admission Requirements

Grade 12 graduation or equivalent

Knowledge of English demonstrated by one of the following:

Composition 12 with a minimum 'C-' grade or equivalent, or

[English Language Proficiency](#) at an English 12 'C-' level

Workplace Math 10 with a minimum 'C-' grade or equivalent

## Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for all courses in the program, up to a maximum of 6 credits per term.

Methods of PLAR vary by course, and may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

See the [D.3.5 Prior Learning Assessment](#) Policy and Procedures for more information.

\*International Students requesting PLAR, please contact [VCC International Education Advising](#) to learn how PLAR can impact immigration status, prior to proceeding with the PLAR request.

## Program Duration & Maximum Time for Completion

The Clean Energy Technology Diploma program is 2 years in length. The maximum time to complete the program is 5 years.

## Program Learning

### Outcomes

| <b>Upon successful completion of this program, graduates will be able to:</b> |   |
|---|---|
| PLO #1  | Demonstrate comprehensive technical proficiency in clean energy systems, encompassing installation, maintenance, and repair of electrical components and renewable energy technologies. |

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

#### Additional PLO Information

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

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

#### Evaluation of Student Learning

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

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

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

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

Basic computer skills

Good general health and respiratory condition

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

Ability to tolerate noise and vibration

Good manual dexterity

Good hand-eye co-ordination

Good eyesight and normal colour vision

## Courses

### Plan of Study Grid

| First Year   | Credits |
|--|---------|
| <a href="#"><u>CLEN 1101</u></a> Ethical Communication and Workplace Correspondence        | 3       |
| <a href="#"><u>CLEN 1102</u></a> Introduction to Electrical Fundamentals                   | 3       |
| <a href="#"><u>CLEN 1103</u></a> Electrical Circuits and Components                        | 3       |
| <a href="#"><u>CLEN 1104</u></a> Advanced Electrical Systems and Controls                  | 3       |
| <a href="#"><u>CLEN 1105</u></a> Renewable Energy Technologies                             | 3       |
| <a href="#"><u>CLEN 1201</u></a> Energy Management and Project Planning                    | 3       |
| <a href="#"><u>CLEN 1202</u></a> Clean Energy Systems Integration                          | 3       |
| <a href="#"><u>CLEN 1203</u></a> Advanced Energy Technologies                              | 3       |
| <a href="#"><u>CLEN 1204</u></a> Project Management for Clean Energy                       | 3       |
| <a href="#"><u>CLEN 1205</u></a> Understanding Indigenous Connection to the Land in Canada | 3       |
| Credits  | 30      |
| Second Year  |         |
| <a href="#"><u>CLEN 2101</u></a> Advanced Energy Management and Design                     | 3       |
| <a href="#"><u>CLEN 2102</u></a> Electrical Systems Design and Implementation              | 3       |
| <a href="#"><u>CLEN 2103</u></a> Sustainable Energy Solutions                              | 3       |
| <a href="#"><u>CLEN 2104</u></a> Renewable Energy System Installation and Maintenance      | 3       |
| <a href="#"><u>CLEN 2105</u></a> Energy Economics and Policy                               | 3       |
| <a href="#"><u>CLEN 2201</u></a> Sustainable Building Design and Energy Efficiency         | 3       |
| <a href="#"><u>CLEN 2202</u></a> Sustainable Energy Policy and Management                  | 3       |
| <a href="#"><u>CLEN 2203</u></a> Advanced Renewable Energy Technologies                    | 3       |
| <a href="#"><u>CLEN 2204</u></a> Energy Project Implementation and Evaluation              | 3       |
| <a href="#"><u>CLEN 2205</u></a> Clean Energy Technologies and Innovation                  | 3       |
| Credits  | 30      |
| Total Credits  | 60      |

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

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

## Grading Standard

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

## Grade Point Average (GPA)

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

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

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

### Rationale and Consultations

Provide a rationale for this proposal.

This program addresses a critical educational need by bridging the gap in the rapidly evolving field of clean energy technology. As global concerns about environmental sustainability and energy efficiency intensify, there is a pressing need for skilled professionals who possess a comprehensive understanding of clean energy systems, electrical technologies, and sustainable practices. The program fulfills the need for a specialized curriculum that equips students with technical expertise in renewable energy sources, electrical systems installation and maintenance, and project management.

Furthermore, the program meets the demand for safety-conscious professionals who can navigate complex electrical systems while adhering to strict regulations and industry codes. It also responds to the increasing emphasis on effective communication within technical fields, ensuring graduates can convey their knowledge to diverse audiences. By preparing students for a diverse range of roles, from renewable energy technicians and project coordinators to energy auditors and consultants, the program addresses the industry's need for skilled individuals who can drive the adoption of clean energy solutions across various sectors.

BC labour market outlook lists electrician and industrial electrician as top in demand trades over the next 10 years. Additionally, the focus on clean and renewable energy will help to meet goals in the Clean BC plan.

Are there any expected costs to this proposal.

Consultations

| Consultated Area   | Consultation Comments   |
|--------------------|---|
| Registrar's Office | After Curriculum Committee, worked with the RO and Chair of CC to adjust course hours to include lab time that meets requirements of the Assignment of Credit policy while maintaining the 60 credits needed for diploma status. 90 hours were added to reflect the differential credit ratio in courses with lab time. |

### Additional Information

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Provide any additional information if necessary.

Consultations attached.

Supporting documentation:

[CETP- Feedback and Comments- VCC.xlsx](#)

# Course Change Request

## New Course Proposal

Date Submitted: 11/28/23 3:14 pm

Viewing: **CLEN 1101 : Eth Comms & Workplace Corresp**

Last edit: 12/20/23 3:14 pm

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Ethical Communication and Workplace Correspondence

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Department:

Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 11/28/23 3:14 pm  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 11/28/23 8:18 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Eth Comms & Workplace Corresp

Subject Code:

CLEN - Clean Energy Technology

Course Number

1101

Year of Study

1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Effective communication is the cornerstone of any successful professional endeavor, ensuring clarity, collaboration, and understanding in the workplace. This course aims to empower students to craft impactful documents, delve into the nuances of ethical communication dynamics, and harness the principles of persuasion across a variety of contexts. Through a mix of lectures, hands-on writing workshops, and role-playing exercises, students will refine their communication skills, preparing them for diverse professional scenarios.

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

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

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

Yes

**Details of PLAR:**

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                                      |
|--------|--|
| CLO #1 | Explain the principles of workplace communication, including intercultural dynamics.                             |
| CLO #2 | Apply appropriate style and tone in workplace documents.   |
| CLO #3 | Create effective workplace documents and presentations.  |
| CLO #4 | Create research for workplace writing assignments and understand conventions concerning plagiarism and citation. |
| CLO #5 | Develop a resume, cover letter, and apply best practices in a simulated interview.                               |



Instructional

Strategies:

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

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
B

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 30         | Resume, cover letter, mock interview     |
| Other         | 30         | Presentation                             |
| Assignments   | 20         | Documents use assignment                 |
| Quizzes/Tests | 20         |  |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.

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

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

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

**TOTAL COURSE HOURS:** 45

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

---

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Workplace communication principles and intercultural dynamics

Effective style and tone in workplace documents

Constructing workplace documents and presentations

Research, plagiarism conventions, and citation

Resume, cover letter, and simulated interview practices

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Clean Energy Technology Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 11/28/23 2:40 pm

Viewing: **CLEN 1102 : Intro Electrical Fundamentals**

Last edit: 01/03/24 10:22 am

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Introduction to Electrical Fundamentals

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Department:

Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 11/28/23 3:11 pm  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 11/28/23 8:18 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Intro Electrical Fundamentals

Subject Code:

CLEN - Clean Energy Technology

Course Number

1102

Year of Study

1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

A solid grasp of electrical systems is fundamental for anyone venturing into the fields of electronics, engineering, or related disciplines. This course will equip students with the knowledge to apply Ohm's law for various calculations, understand the intricacies of circuit analysis, and emphasize the importance of safety protocols and the correct usage of personal protective equipment. Through a blend of theoretical lectures, practical sessions, and safety demonstrations, students will gain a comprehensive understanding of electrical systems and their safe operation.

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

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

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

Yes

#### Details of PLAR:

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>            |
|--------|--|
| CLO #1 | Apply Ohm's law to calculate resistance, current, and voltage in electrical circuits.  |
| CLO #2 | Explain the proper use of personal protective equipment in electrical work.            |
| CLO #3 | Describe the principles of electromagnetism and their relevance to electrical systems. |
| CLO #4 | Analyze direct current (DC) circuits to determine current flow and voltage drops.      |
| CLO #5 | Perform lockout and tagout procedures to ensure safety during maintenance.             |

Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Quizzes/Tests | 15         |  |
| Assignments   | 25         | Energy calculations                      |
| Midterm Exam  | 30         |  |
| Final Exam    | 30         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 55

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

---

Check all that apply:

Lecture  
Online  
Seminar

Hours in Category 1: 35

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

---

Check all that apply:

Lab  
Shop/Kitchen

Simulation

Hours in Category 2: 20

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

---

Check all that apply:

Hours in Category 3:

Course Topics

| Course Topics:                           |
|--|
| Ohm's law calculations                   |
| Personal protective equipment guidelines |
| Principles of electromagnetism           |
| DC circuit analysis                      |
| Lockout and tagout procedures            |

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Clean Energy Technology Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 11/28/23 3:10 pm

Viewing: **CLEN 1103 : Electrical Circuits & Comps**

Last edit: 01/03/24 10:21 am

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Electrical Circuits and Components

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Department:

Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 11/28/23 3:11 pm  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 11/28/23 8:18 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Electrical Circuits & Comps

Subject Code:

CLEN - Clean Energy Technology

Course Number

1103

Year of Study

1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Understanding electrical circuit principles is pivotal for professionals in the electrical and electronics sectors, ensuring efficient and safe circuit design and operation. In this course, students will delve into the core concepts of electrical circuits, learning to calculate resistance, voltage, and power in both series and parallel configurations. Through hands-on sessions using electrical test equipment and by strictly adhering to the Canadian Electrical Code, students will gain practical experience and knowledge of industry standards.

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

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

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

Yes

**Details of PLAR:**

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>           |
|--------|---|
| CLO #1 | Calculate resistance, current, voltage, and power in series and parallel circuits.    |
| CLO #2 | Use electrical test equipment proficiently for measurements.                          |
| CLO #3 | Interpret plans, drawings, and specifications for circuit installations.              |
| CLO #4 | Explain and apply the Canadian Electrical Code standards.                             |
| CLO #5 | Install and maintain branch circuitry and wiring devices according to specifications. |



Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Quizzes/Tests | 15         |  |
| Project       | 20         |  |
| Assignments   | 25         |  |
| Midterm Exam  | 20         |  |
| Final Exam    | 20         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 55

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

---

Check all that apply:

Lecture  
Online  
Seminar

Hours in Category 1: 35

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

---

Check all that apply:

Lab  
Shop/Kitchen  
Simulation

Hours in Category 2: 20

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Series and parallel circuit analysis

Electrical test equipment operation

Interpretation of plans and specifications

Canadian Electrical Code application

Installation and maintenance of branch circuitry and wiring devices

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Clean Energy Technology Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 11/28/23 3:10 pm

Viewing: **CLEN 1104 : Adv Electrical Sys & Controls**

Last edit: 01/03/24 10:22 am

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Advanced Electrical Systems and Controls

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Department:

Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 11/28/23 3:12 pm  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 11/28/23 8:18 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Adv Electrical Sys & Controls

Subject Code:

CLEN - Clean Energy Technology

Course Number

1104

Year of Study

1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

As the world becomes increasingly automated and interconnected, mastering complex electrical systems and controls is paramount for modern electrical professionals. This course will guide students through the installation of motor starters, lighting controls, and automation systems, while also emphasizing the importance of grounding, bonding, and the intricacies of voice/data/video installations. Through a combination of hands-on workshops, interactive discussions on ethical communication dynamics, and practical installations, students will gain a holistic understanding of advanced electrical systems.

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

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

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

Yes

#### Details of PLAR:

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>     |
|--------|---|
| CLO #1 | Install and maintain motor starters, lighting controls, and automation systems. |
| CLO #2 | Explain grounding and bonding principles in electrical systems.                 |
| CLO #3 | Describe workplace communication dynamics and ethical implications.             |
| CLO #4 | Install and maintain voice, data, and video systems.                            |
| CLO #5 | Apply advanced control systems for efficient operation.                         |

Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

| Type         | Percentage | Brief description of assessment activity |
|--------------|------------|--|
| Assignments  | 20         |  |
| Other        | 20         | Reports                                  |
| Project      | 25         | Group Project                            |
| Midterm Exam | 20         |  |
| Final Exam   | 15         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 55

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

---

Check all that apply:

Lecture  
Online  
Seminar

Hours in Category 1: 35

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

---

Check all that apply:

Lab  
Shop/Kitchen  
Simulation

Hours in Category 2: 20

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Motor starters and controls

Lighting controls and automation systems

Grounding and bonding concepts

Workplace communication and ethics

Voice, data, and video installations

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

Clean Energy Technology Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 11/28/23 1:06 pm

Viewing: **CLEN 1105 : Renewable Energy**

## Technologies

Last edit: 01/03/24 10:22 am

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Renewable Energy Technologies

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Department:

Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 11/28/23 2:11 pm  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 11/28/23 8:18 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Renewable Energy Technologies

Subject Code:

CLEN - Clean Energy Technology

Course Number

1105

Year of Study

1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

As the global push towards sustainable energy solutions intensifies, understanding the potential and intricacies of various renewable energy sources is imperative. This course offers a deep dive into renewable energy, encompassing topics such as solar and wind energy production, the mechanics of hydro and geothermal systems, and a critical analysis of the environmental and efficiency facets of these energy sources.

Through a blend of lectures, case studies, and hands-on experiments, students will gain a comprehensive perspective on the future of renewable energy.

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

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

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

Yes

**Details of PLAR:**

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b> |
|--------|---|
| CLO #1 | Explain the principles of solar and wind energy production.                 |
| CLO #2 | Explain hydro, tidal, and geothermal energy systems.                        |
| CLO #3 | Calculate energy efficiency and perform energy density calculations.        |
| CLO #4 | Explain the environmental impact of energy sources and policies.            |



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

CLO #5 Design basic residential solar and wind systems.

Instructional

Strategies:

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

## Evaluation and Grading

---

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

B

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Quizzes/Tests | 10         |  |
| Assignments   | 30         | Case study reviews                       |
| Assignments   | 20         | Solar system design project              |
| Midterm Exam  | 20         |  |
| Final Exam    | 20         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 50

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

---

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 35

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

---

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 15

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

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Solar and wind energy production

Hydro, tidal, and geothermal systems

Energy efficiency calculations

Environmental impact and policies

Residential solar and wind system design

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Clean Energy Technology Diploma

# Course Change Request

## New Course Proposal

Date Submitted: 11/28/23 3:11 pm

Viewing: **CLEN 1201 : Energy Mgmt & Project Planning**

Last edit: 01/03/24 10:23 am

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Energy Management and Project Planning

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Department:

Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 11/28/23 3:12 pm  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 11/28/23 8:18 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Energy Mgmt & Project Planning

Subject Code:

CLEN - Clean Energy Technology

Course Number

1201

Year of Study

1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

Effective energy management and meticulous project planning are crucial in today's world to ensure sustainable and efficient energy utilization. In this course, students will be introduced to the nuances of project lifecycles, the evaluation of energy efficiency, and the intricate relationship between energy consumption and environmental policies. Through lectures, group discussions, and real-world case studies, students will develop a holistic understanding of energy management and its broader implications.

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

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

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

Yes

#### Details of PLAR:

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b> |
|--------|---|
| CLO #1 | Identify energy management strategies and efficiency enhancement methods.   |
| CLO #2 | Explain project lifecycles and project management roles.                    |
| CLO #3 | Explain passive energy systems and construction techniques.                 |
| CLO #4 | Calculate project energy requirements and conduct energy audits.            |
| CLO #5 | Develop and manage projects with a focus on energy conservation.            |

Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

| Type         | Percentage | Brief description of assessment activity |
|--------------|------------|--|
| Assignments  | 15         |  |
| Project      | 20         | Project Proposal                         |
| Project      | 25         | Energy Audit Report                      |
| Midterm Exam | 20         |  |
| Final Exam   | 20         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 50

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

---

Check all that apply:

Lecture  
Online  
Seminar

Hours in Category 1: 35

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

---

Check all that apply:

Lab  
Shop/Kitchen  
Simulation

Hours in Category 2: 15

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Energy management strategies

Project lifecycles and management roles

Passive energy systems and construction

Project energy requirements and audits

Energy-conserving project development and management

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Clean Energy Technology Diploma

### Additional Information

---

# Course Change Request

## New Course Proposal

Date Submitted: 11/28/23 1:11 pm

Viewing: **CLEN 1202 : Clean Energy Sys Integration**

Last edit: 01/03/24 10:23 am

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Clean Energy Systems Integration

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Department:

Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 11/28/23 2:11 pm  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 11/28/23 8:18 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:55 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Clean Energy Sys Integration

Subject Code:

CLEN - Clean Energy Technology

Course Number

1202

Year of Study

1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

As the world shifts towards sustainable energy solutions, the integration of clean energy systems becomes a pivotal area of study for future energy professionals. This course delves into the realm of hybrid energy solutions, waste energy recovery, and the intricacies of energy policies, complemented by an exploration of Smart Grid Systems and the importance of energy audits. Through a combination of theoretical lectures, hands-on experiments, and group discussions, students will gain a comprehensive understanding of the seamless integration of clean energy systems.

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

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

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

Yes

#### Details of PLAR:

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>         |
|--------|---|
| CLO #1 | Explain hybrid energy systems and waste energy recovery methods.                    |
| CLO #2 | Compare local, provincial, and global energy policies and their impact on projects. |
| CLO #3 | Analyze the interconnection between energy production and environmental concerns.   |
| CLO #4 | Explain the concept of Smart Grid Systems and their benefits.                       |
| CLO #5 | Conduct energy audits for residential and commercial buildings.                     |



Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Quizzes/Tests | 10         |  |
| Assignments   | 25         | Group presentation                       |
| Assignments   | 25         | Policy analysis paper                    |
| Midterm Exam  | 20         |  |
| Final Exam    | 20         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 50

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

---

Check all that apply:

Lecture  
Online  
Seminar

Hours in Category 1: 35

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

---

Check all that apply:

Lab  
Shop/Kitchen  
Simulation

Hours in Category 2: 15

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Hybrid energy systems and waste energy recovery

Comparative energy policy analysis

Energy-environment relationship

Smart Grid Systems and benefits

Residential and commercial energy audits

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

Clean Energy Technology Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 11/28/23 1:18 pm

Viewing: **CLEN 1203 : Advanced Energy**

## Technologies

Last edit: 01/03/24 10:23 am

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Advanced Energy Technologies

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Is this a non-credit course?

Department:

Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 11/28/23 2:11 pm  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 11/28/23 8:18 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:55 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Advanced Energy Technologies

Subject Code:

CLEN - Clean Energy Technology

Course Number

1203

Year of Study

1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

In an era of increasing energy demands and environmental concerns, it's essential to explore and understand cutting-edge energy technologies. This course will provide insights into battery chemistry advancements, delve deeply into energy storage systems, and evaluate the potential of nuclear and hydrogen energy. Through lectures, hands-on experiments, and group discussions, students will critically assess the future of energy solutions.

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

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

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

Yes

#### Details of PLAR:

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>      |
|--------|--|
| CLO #1 | Explain the latest developments in battery chemistry.                            |
| CLO #2 | Explain advancements in energy storage systems.                                  |
| CLO #3 | Explain the principles of nuclear energy systems - fusion and fission.           |
| CLO #4 | Explain the production and applications of hydrogen electricity.                 |
| CLO #5 | Analyze the potential of advanced energy technologies for sustainable solutions. |

Instructional

Strategies:

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

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

B

Evaluation Plan:

| Type         | Percentage | Brief description of assessment activity |
|--------------|------------|--|
| Assignments  | 20         |  |
| Project      | 20         |  |
| Assignments  | 25         |  |
| Midterm Exam | 15         |  |
| Final Exam   | 20         |  |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.

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

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

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

**TOTAL COURSE HOURS:** 50

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

---

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 35

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

---

Check all that apply:

Lab  
Shop/Kitchen  
Simulation

Hours in Category 2: 15

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Battery chemistry advancements

Energy storage system innovations

Nuclear energy systems - fusion and fission

Hydrogen electricity production

Advancements in energy technologies for sustainability

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

Clean Energy Technology Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 11/28/23 3:12 pm

Viewing: **CLEN 1204 : Project Mgmt for Clean Energy**

Last edit: 12/20/23 3:15 pm

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Project Management for Clean Energy

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Department:

Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 11/28/23 3:13 pm  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 11/28/23 8:18 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:55 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Project Mgmt for Clean Energy

Subject Code:

CLEN - Clean Energy Technology

Course Number

1204

Year of Study

1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

As the demand for clean energy projects grows, so does the need for proficient project management to ensure these initiatives are executed efficiently and effectively. This course is designed to equip students with the knowledge to define project management roles, comprehend various governance structures, and apply foundational management principles specifically tailored to energy projects. Through lectures, case studies, and interactive group discussions, students will hone their project management skills in the context of clean energy endeavors.

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

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

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

Yes

**Details of PLAR:**

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Describe key terminology in project management and clean energy.              |
| CLO #2 | Explain the roles and responsibilities of project managers and team members.  |
| CLO #3 | Apply project management principles to clean energy projects.                 |
| CLO #4 | Explain project lifecycles and contemporary project management approaches.    |
| CLO #5 | Develop project management plans and strategies for clean energy initiatives. |



Instructional

Strategies:

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

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

B

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Quizzes/Tests | 10         |  |
| Assignments   | 20         | Project proposal                         |
| Project       | 25         | Group project and presentation           |
| Assignments   | 20         | Project management plan                  |
| Final Exam    | 25         |  |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.

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

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

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

**TOTAL COURSE HOURS:** 45

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

---

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

Course Topics

#### **Course Topics:**

Key project management terminology

Roles and responsibilities of project managers and team members

Project management principles in clean energy projects

Project lifecycles and contemporary approaches

Project management planning for clean energy initiatives

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

Clean Energy Technology Diploma

### **Additional Information**

---

Provide any additional information if necessary.

# Course Change Request

## New Course Proposal

Date Submitted: 11/28/23 12:59 pm

Viewing: **CLEN 1205 : Indigenous Connection to Land**

Last edit: 01/08/24 11:30 am

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Understanding Indigenous Connection to the Land in Canada

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Is this a non-credit course?

Department: Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 11/28/23 2:11 pm  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 11/28/23 8:18 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:55 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course Name: Indigenous Connection to Land

Subject Code: CLEN - Clean Energy Technology

Course Number: 1205

Year of Study: 1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course delves into the complex and historical relationship between Indigenous people and resource development and their connection to the land with a particular focus on the province of British Columbia. Students will explore the historical and contemporary perspective of Indigenous communities toward land and resource development, the relevant legal frameworks governing these activities, and the implications on Indigenous people. In keeping with a commitment to Reconciliation this course intends to foster an understanding of the challenges and opportunities that arise at the intersection of clean energy initiatives and the preservation of Indigenous peoples connection to the lands and their cultures, as they have been stewards of these lands since immemorial.

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

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

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

Yes

**Details of PLAR:**

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Examine the historical dynamics of resource development in Canada by analyzing key events, policies and practices that have shaped the relationship between Indigenous communities and the utilization of natural resources. |
| CLO #2 | Evaluate the legal frameworks governing resource development in Canada and their specific implications for Indigenous rights and land use.   |

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

|        |   |
|--------|---|
| CLO #3 | Analyze diverse Indigenous perspectives on clean energy and resource development in BC, assessing their impact on cultural, social and economics aspects.               |
| CLO #4 | Analyze sustainable and inclusive approaches to future resource development that respect the rights and interests of Indigenous communities.                            |
| CLO #5 | Develop critical thinking and problem solving skills to address challenges related to clean energy technology development in collaboration with Indigenous communities. |

Instructional

Strategies:

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

### Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

B

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Assignments   | 25         | Case study - Historical Dynamic Analysis: the case study details the historical events and practices that have influenced the relationship between indigenous communities and resource development in Canada    |
| Assignments   | 25         | Written assignment - Legal Framework Evaluation: evaluate the legal frameworks government resources development in Canada and it is impact on indigenous rights and land use                                    |
| Assignments   | 30         | Final Presentation - Indigenous Perspective analysis: analyze diverse indigenous perspectives on clean energy and resources development in BC, assessing their impact on cultural, social and economic aspects. |
| Participation | 20         | Classroom discussion  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

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

---

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

Course Topics

#### Course Topics:

Historical perspective on Traditional Indigenous Land Use.

Legal Frameworks governing Indigenous land rights.

Modern day Indigenous communities perspective on clean energy resource development.

Sustainable Approaches to clean energy resource development.

Future of Indigenous connection to the land and clean energy in Canada.

**Course Topics:**

Indigenous Protocols related to land use and resource development.

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

TBD

## Rationale and Consultations

---

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

Clean Energy Technology Diploma

Provide a rationale  
for this proposal:

Are there any  
expected costs as a  
condition of

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

# Course Change Request

## New Course Proposal

Date Submitted: 11/30/23 12:56 pm

Viewing: **CLEN 2101 : Adv Energy Mgmt & Design**

Last edit: 01/03/24 10:24 am

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Advanced Energy Management and Design

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Department:

Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/01/23 7:48 am  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 12/01/23 9:54 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:55 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Adv Energy Mgmt & Design

Subject Code:

CLEN - Clean Energy Technology

Course Number

2101

Year of Study

2nd Year Post-secondary



Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

As the global emphasis on sustainability and energy efficiency grows, advancing knowledge in energy management and sustainable design becomes increasingly vital. This course will guide students in calculating energy requirements for passive homes, comprehending the latest energy-efficient technologies, and conceptualizing designs for efficient systems. Through lectures, hands-on design workshops, and interactive discussions, students will deepen their expertise in creating a sustainable energy future.

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

CLEN 1102, CLEN 1103, CLEN 1104.

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

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

Yes

**Details of PLAR:**

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>          |
|--------|--|
| CLO #1 | Calculate energy requirements for passive home design.                               |
| CLO #2 | Explain advanced principles of energy-efficient technologies.                        |
| CLO #3 | Evaluate and apply insulation, roofing, and reflective cooling techniques. citation. |
| CLO #4 | Design efficient lighting and HVAC systems for buildings.                            |
| CLO #5 | Develop strategies for energy-saving solutions in existing structures.               |

Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

| Type         | Percentage | Brief description of assessment activity |
|--------------|------------|--|
| Assignments  | 20         | Energy efficiency calculations           |
| Assignments  | 25         | Case studies                             |
| Assignments  | 30         | Building design project                  |
| Midterm Exam | 15         |  |
| Final Exam   | 10         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 50

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

---

Check all that apply:

Lecture  
Online  
Seminar

Hours in Category 1: 35

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

---

Check all that apply:

Lab  
Shop/Kitchen  
Simulation

Hours in Category 2: 15

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Energy requirements for passive home design

Advanced energy-efficient technologies

Insulation, roofing, and reflective cooling advancements

Efficient lighting and HVAC system design

Energy-saving solutions for existing buildings

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

Clean Energy Technology Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 11/30/23 12:56 pm

Viewing: **CLEN 2102 : Elec Sys Design & Implement**

Last edit: 01/03/24 10:25 am

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Electrical Systems Design and Implementation

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Department:

Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/01/23 7:48 am  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 12/01/23 9:54 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:55 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Elec Sys Design & Implement

Subject Code:

CLEN - Clean Energy Technology

Course Number

2102

Year of Study

2nd Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

The design and implementation of electrical systems are foundational skills for professionals in the electrical engineering and technician fields, ensuring safe and efficient power distribution. In this course, students will focus on the installation of low voltage distribution equipment, conductors, cables, and wiring devices, all while gaining a deep understanding of utility authority specifications. Through a combination of theoretical lectures and hands-on sessions, students will gain practical experience in designing and implementing robust electrical systems.

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

CLEN 1102, CLEN 1103, CLEN 1104.

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

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

Yes

#### Details of PLAR:

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b> |
|--------|---|
| CLO #1 | Install and maintain low voltage distribution equipment.                    |
| CLO #2 | Perform the safe installation of conductors, cables, and raceways.          |
| CLO #3 | Install voice, data, and video systems according to standards.              |
| CLO #4 | Apply industry recognized utility authority specifications.                 |
| CLO #5 | Apply utility authority entrance procedures.                                |

Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 25         |  |
| Project       | 20         |  |
| Quizzes/Tests | 15         |  |
| Midterm Exam  | 20         |  |
| Final Exam    | 20         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 50

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

---

Check all that apply:

Lecture  
Online  
Seminar

Hours in Category 1: 35

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

---

Check all that apply:

Lab  
Shop/Kitchen  
Simulation

Hours in Category 2: 15

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Low voltage distribution systems

Conductors, cables, and raceways installation

Voice, data, and video system installation

Utility authority specifications and entrance procedures

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Clean Energy Technology Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 11/30/23 12:57 pm

Viewing: **CLEN 2103 : Sustainable Energy Solutions**

Last edit: 01/03/24 10:25 am

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Sustainable Energy Solutions

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Department:

Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/01/23 7:48 am  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 12/01/23 9:54 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:55 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Sustainable Energy Solutions

Subject Code:

CLEN - Clean Energy Technology

Course Number

2103

Year of Study

2nd Year Post-secondary



Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

As the global energy landscape evolves, there's an urgent need to delve into innovative sustainable energy solutions to address both environmental and energy demands. This course will immerse students in the study of waste energy recovery, the intricacies of smart grid technologies, and the latest advancements in energy storage systems. Through a mix of lectures, hands-on experiments, and group discussions, students will gain a comprehensive understanding of the forefront of sustainable energy innovations

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

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

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

Yes

**Details of PLAR:**

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b> |
|--------|---|
| CLO #1 | Explain waste energy recovery systems and their applications.               |
| CLO #2 | Explain the principles of smart grid technologies.                          |
| CLO #3 | Describe emerging energy storage solutions.                                 |
| CLO #4 | Discuss the intricate relationship between energy, environment, and policy. |
| CLO #5 | Evaluate the feasibility of sustainable energy projects.                    |

Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

| Type         | Percentage | Brief description of assessment activity |
|--------------|------------|--|
| Assignments  | 25         |  |
| Assignments  | 20         | Policy analysis presentation             |
| Project      | 25         | Energy simulation project                |
| Midterm Exam | 15         |  |
| Final Exam   | 15         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 50

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

---

Check all that apply:

Lecture  
Online  
Seminar

Hours in Category 1: 35

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

---

Check all that apply:

Lab  
Shop/Kitchen  
Simulation

Hours in Category 2: 15

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Waste energy recovery systems

Smart grid technologies

Emerging energy storage solutions

Energy, environment, and policy interplay

Feasibility assessment for sustainable energy projects

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

Clean Energy Technology Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 11/30/23 12:57 pm

Viewing: **CLEN 2104 : Renew Energy Sys Inst & Maint**

Last edit: 01/03/24 10:25 am

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Renewable Energy System Installation and Maintenance

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Department: Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/01/23 7:48 am  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 12/01/23 9:54 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:55 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course Name: Renew Energy Sys Inst & Maint

Subject Code: CLEN - Clean Energy Technology

Course Number: 2104

Year of Study: 2nd Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

As the transition to renewable energy accelerates, hands-on skills in renewable energy systems are essential for professionals in the energy sector. This course is tailored to equip students with the expertise to install and repair solar PV systems, micro-wind energy systems, and the increasingly relevant electric vehicle charging systems. Through practical classroom, on-site training, and interactive sessions, students will acquire real-world skills, preparing them for a future in renewable energy.

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

CLEN 1102, CLEN 1103, CLEN 1104.

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

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

Yes

**Details of PLAR:**

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>       |
|--------|---|
| CLO #1 | Install and repair solar PV systems with battery storage.                         |
| CLO #2 | Construct and maintain micro-wind energy systems.                                 |
| CLO #3 | Explain the operation and function of electric vehicle charging systems.          |
| CLO #4 | Explain advanced energy controls and automation.                                  |
| CLO #5 | Implement efficient energy use strategies in residential and commercial settings. |

Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Project       | 30         | Renewable energy systems                 |
| Assignments   | 25         | System maintenance report                |
| Quizzes/Tests | 10         |  |
| Midterm Exam  | 15         |  |
| Final Exam    | 20         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 50

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

---

Check all that apply:

Lecture  
Online  
Seminar

Hours in Category 1: 35

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

---

Check all that apply:

Lab  
Shop/Kitchen  
Simulation

Hours in Category 2: 15

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Solar PV systems with battery storage installation and repair

Micro-wind energy systems construction and maintenance

Electric vehicle charging systems operation

Advanced energy controls, automation, and efficiency strategies

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Clean Energy Technology Diploma

### Additional Information

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# Course Change Request

## New Course Proposal

Date Submitted: 11/30/23 12:57 pm

Viewing: **CLEN 2105 : Energy Economics and Policy**

Last edit: 01/08/24 11:32 am

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Energy Economics and Policy

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Department:

Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/01/23 7:48 am  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 12/01/23 9:54 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:55 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Energy Economics and Policy

Subject Code:

CLEN - Clean Energy Technology

Course Number

2105

Year of Study

2nd Year Post-secondary



Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

As energy plays a pivotal role in global economies and geopolitics, understanding its economic and policy dimensions is crucial for informed decision-making in the sector. This course offers insights into energy costing, a comparative evaluation of various electrical generation methods, and a deep dive into the ramifications of energy policies. Through lectures, case studies, and group discussions, students will develop a holistic understanding of the interplay between energy, economics, and policy.

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

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

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

Yes

#### Details of PLAR:

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Explain the principles of energy costing and its economic impact, taking into consideration Indigenous perspectives.           |
| CLO #2 | Analyze various methods of electrical generation.  |
| CLO #3 | Explain the interconnectedness of local, provincial, and global energy policies, considering Indigenous governance and rights. |
| CLO #4 | Assess the financial feasibility of energy projects.   |
| CLO #5 | Evaluate the economic implications of different energy sources, acknowledging Indigenous values.                               |

Instructional

Strategies:

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

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
B

Passing grade:

Evaluation Plan:

| Type         | Percentage | Brief description of assessment activity |
|--------------|------------|--|
| Assignments  | 25         |  |
| Assignments  | 25         | Policy analysis                          |
| Project      | 20         | Energy costing project                   |
| Midterm Exam | 15         |  |
| Final Exam   | 15         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

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

---

Check all that apply:

Lecture  
Online  
Seminar

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

Course Topics

#### Course Topics:

Energy costing principles and economic impact

Methods of electrical generation

Local, provincial, and global energy policies interrelation

Financial feasibility assessment of energy projects

Economic implications of different energy sources

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

Clean Energy Technology Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 11/30/23 12:57 pm

Viewing: **CLEN 2201 : Sust Bldg Design & Energy Eff**

Last edit: 01/03/24 10:26 am

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Sustainable Building Design and Energy Efficiency

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Department:

Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/01/23 7:48 am  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 12/01/23 9:54 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:55 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Sust Bldg Design & Energy Eff

Subject Code:

CLEN - Clean Energy Technology

Course Number

2201

Year of Study

2nd Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

With the growing emphasis on sustainability, mastering sustainable building design and energy efficiency becomes paramount for future architects and engineers. This course will guide students through the process of conducting energy audits, recommending effective energy-saving strategies, and comprehending the broader implications of green construction practices. Through a blend of lectures, hands-on activities, and field visits, students will gain a comprehensive perspective on sustainable building design and its role in shaping a greener future.

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

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

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

Yes

**Details of PLAR:**

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>    |
|--------|--|
| CLO #1 | Explain principles of sustainable building design and construction.            |
| CLO #2 | Evaluate energy efficiency through building energy audits.                     |
| CLO #3 | Develop strategies to enhance energy performance in buildings.                 |
| CLO #4 | Analyze the impact of insulation, u-factor, and reflective cooling techniques. |
| CLO #5 | Create designs that incorporate renewable energy solutions                     |

Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Project       | 30         | Building design project                  |
| Assignments   | 25         | Sustainable Energy Policy Analysis       |
| Quizzes/Tests | 10         |  |
| Midterm Exam  | 15         |  |
| Final Exam    | 20         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 50

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

---

Check all that apply:

Lecture  
Online  
Seminar

Hours in Category 1: 35

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

---

Check all that apply:

Lab  
Shop/Kitchen  
Simulation

Hours in Category 2: 15

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Sustainable building design and construction principles

Building energy audits and energy efficiency evaluation

Strategies for enhancing energy performance

Insulation, u-factor, and reflective cooling impact

Integrating renewable energy solutions in designs

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Clean Energy Technology Diploma

### Additional Information

---

# Course Change Request

## New Course Proposal

Date Submitted: 11/30/23 12:58 pm

Viewing: **CLEN 2202 : Sust Energy Policy & Mgmt**

Last edit: 01/08/24 11:35 am

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Sustainable Energy Policy and Management

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Department:

Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/01/23 7:48 am  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 12/01/23 9:55 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:55 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Sust Energy Policy & Mgmt

Subject Code:

CLEN - Clean Energy Technology

Course Number

2202

Year of Study

2nd Year Post-secondary



Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

In the face of global climate challenges, the formulation and analysis of sustainable energy policies are critical for shaping a resilient and sustainable energy future. This course will empower students to navigate the complex policy landscape, effectively engage with stakeholders, and critically assess the multifaceted impacts of policies on society, economy, and the environment. Through lectures, interactive group discussions, and real-world case studies, students will hone their skills in policy analysis and development, preparing them for leadership roles in the energy sector.

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

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

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

Yes

**Details of PLAR:**

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                                  |
|--------|--|
| CLO #1 | Analyze the historical and contemporary context of energy policies, incorporating Indigenous perspectives.   |
| CLO #2 | Explain stakeholder engagement strategies in policy development, emphasizing Indigenous inclusion.           |
| CLO #3 | Assess the social, economic, and environmental implications of policies on communities including Indigenous. |
| CLO #4 | Develop policy recommendations based on energy and environmental considerations.                             |

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

|        |   |
|--------|---|
| CLO #5 | Explain governance structures and their impact on policy implementation, recognizing Indigenous governance. |
|--------|---|

Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

| Type         | Percentage | Brief description of assessment activity |
|--------------|------------|--|
| Assignments  | 30         | Policy analysis paper                    |
| Project      | 20         | Stakeholder engagement project           |
| Assignments  | 20         | Case studies                             |
| Midterm Exam | 15         |  |
| Final Exam   | 15         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

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

---

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

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

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Historical and contemporary context of energy policies

Stakeholder engagement strategies in policy development

Social, economic, and environmental impacts of policies

Policy recommendations based on energy and environmental considerations

Governance structures and policy implementation impact

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

Clean Energy Technology Diploma

# Course Change Request

## New Course Proposal

Date Submitted: 11/30/23 12:58 pm

Viewing: **CLEN 2203 : Advanced Renewable Energy Tech**

Last edit: 01/03/24 10:26 am

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Advanced Renewable Energy Technologies

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Department:

Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/01/23 7:48 am  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 12/01/23 9:55 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:55 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Advanced Renewable Energy Tech

Subject Code:

CLEN - Clean Energy Technology

Course Number

2203

Year of Study

2nd Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

As the global push towards a sustainable future intensifies, staying abreast of advanced renewable energy technologies is essential for professionals in the energy sector.

This course delves deep into the latest advancements in traditional renewable sources like solar, wind, and hydro, while also shedding light on emerging technologies such as geothermal and tidal energy.

Through a combination of in-depth lectures, hands-on experiments, and group discussions, students will gain a comprehensive understanding of the cutting-edge in renewable energy.

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

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

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

Yes

**Details of PLAR:**

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b> |
|--------|---|
| CLO #1 | Analyze advancements in solar, wind, and hydro energy technologies.         |
| CLO #2 | Explain the principles of geothermal and tidal energy systems.              |
| CLO #3 | Evaluate the potential of hybrid energy systems.                            |
| CLO #4 | Explain waste energy recovery and its applications.                         |

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

CLO #5 Assess the impact of emerging energy technologies on sustainability.

Instructional

Strategies:

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

## Evaluation and Grading

---

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

B

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 25         |  |
| Project       | 30         | Energy systems design project            |
| Quizzes/Tests | 10         |  |
| Midterm Exam  | 20         |  |
| Final Exam    | 15         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 50

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

---

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 35

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

---

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 15

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

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Advancements in solar, wind, and hydro energy technologies

Geothermal and tidal energy systems principles

Potential and applications of hybrid energy systems

Waste energy recovery concepts

Emerging energy technologies and sustainability impact

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

Clean Energy Technology Diploma

# Course Change Request

## New Course Proposal

Date Submitted: 11/30/23 12:58 pm

Viewing: **CLEN 2204 : Energy Proj Implement & Eval**

Last edit: 01/08/24 11:37 am

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Energy Project Implementation and Evaluation

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Is this a non-credit course?

Department:

Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/01/23 7:48 am  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 12/01/23 9:55 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:55 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Energy Proj Implement & Eval

Subject Code:

CLEN - Clean Energy Technology

Course Number

2204

Year of Study

2nd Year Post-secondary



Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

Implementing and evaluating energy projects effectively is crucial in ensuring the success and sustainability of energy initiatives in today's dynamic landscape. This course is designed to equip students with robust project management skills, the ability to conduct thorough risk assessments, and the expertise to analyze the financial feasibility of various energy projects. Through lectures, hands-on activities, and real-world case studies, students will be prepared to lead and assess energy projects with confidence and precision.

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

CLET 1102, CLET 1103, CLET 1104.

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

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

Yes

#### Details of PLAR:

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                        |
|--------|--|
| CLO #1 | Develop project proposals and plans for energy projects, incorporating Indigenous perspectives.    |
| CLO #2 | Explain the importance of risk assessment and mitigation from an Indigenous standpoint.            |
| CLO #3 | Evaluate financial aspects of energy projects, including costs and benefits.                       |
| CLO #4 | Implement energy projects with a focus on efficiency and sustainability.                           |
| CLO #5 | Analyze and interpret project performance metrics and outcomes, considering Indigenous well-being. |

Instructional

Strategies:

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

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

B

Evaluation Plan:

| Type         | Percentage | Brief description of assessment activity |
|--------------|------------|--|
| Project      | 20         |  |
| Assignments  | 25         | Risk assessment report                   |
| Assignments  | 20         | Financial analysis                       |
| Midterm Exam | 15         |  |
| Final Exam   | 20         |  |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.

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

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

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

**TOTAL COURSE HOURS:** 50

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

---

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 35

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

---

Check all that apply:

Lab  
Shop/Kitchen  
Simulation

Hours in Category 2: 15

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Project proposals and planning for energy projects

Risk assessment and mitigation strategies

Financial evaluation of energy projects

Energy project implementation focusing on efficiency and sustainability

Analysis and interpretation of project performance metrics

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

Clean Energy Technology Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 11/30/23 12:58 pm

Viewing: **CLEN 2205 : Clean Energy Tech & Innovation**

Last edit: 01/03/24 10:27 am

Changes proposed by: mcoard

Programs  
referencing this  
course

[196: Clean Energy Technology Diploma](#)

Course Name:

Clean Energy Technologies and Innovation

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Department:

Clean Energy Technology (4711)

Contact(s)

### In Workflow

1. **4711 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 12/01/23 7:49 am  
Feras Ghesen  
(fghesen): Approved  
for 4711 Leader
2. 12/01/23 9:55 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 01/09/24 9:55 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Clean Energy Tech & Innovation

Subject Code:

CLEN - Clean Energy Technology

Course Number

2205

Year of Study

2nd Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

As the world grapples with environmental challenges, diving into emerging clean energy technologies is vital for shaping a sustainable energy future. This course offers insights into the cutting-edge advancements in battery chemistry, a deep understanding of energy storage systems, and a look into the latest innovations in alternative energy sources. Through a mix of lectures, hands-on activities, and group discussions, students will be at the forefront of clean energy technology exploration and understanding.

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

CLET 1102, CLET 1103, CLET 1104.

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

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

Yes

**Details of PLAR:**

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b> |
|--------|---|
| CLO #1 | Explain the latest developments in battery chemistry.                       |
| CLO #2 | Analyze emerging advancements in energy storage systems.                    |
| CLO #3 | Evaluate innovations in alternative energy sources.                         |
| CLO #4 | Analyze the potential of clean energy technologies for sustainability.      |
| CLO #5 | Explain the impact of technology advancements on energy systems.            |

Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 30         | Emerging technologies paper              |
| Assignments   | 20         | Emerging technologies presentation       |
| Quizzes/Tests | 15         |  |
| Midterm Exam  | 20         |  |
| Final Exam    | 15         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 50

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

---

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 35

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

---

Check all that apply:

Lab  
Shop/Kitchen  
Simulation

Hours in Category 2: 15

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

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Latest developments in battery chemistry

Advancements in energy storage systems

Innovations in alternative energy sources

Potential of clean energy technologies for sustainability

Impact of technology advancements on energy systems

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Clean Energy Technology Diploma

### Additional Information

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## INFORMATION NOTE

|                      |  |
|----------------------|--|
| <b>PREPARED FOR:</b> | Education Council  |
| <b>DATE:</b>         | January 16, 2024   |
| <b>ISSUE:</b>        | Minor curriculum changes approved by Curriculum Committee (Jun–Dec 2023) |

From June to December 2023, Curriculum Committee approved the following minor curriculum changes:

- Updates to 10 course outlines in the Graphic Design Diploma program, including to pre-requisites, course names and hours:
  - VCDP 2312 Digital Image 2
  - VCDP 2341 Writing for Designers 2
  - VCDP 2350 UI/UX Strategy and Design 2
  - VCDP 2440 Wordpress 2
  - VCDP 2445 Video and Animation
  - VCDP 2455 Studio: Special Topics
  - VCDP 2460 Web Development 2
  - VCDP 2465 Studio: Specialization
  - VCDP 2490 Portfolio
  - VCDP 2495 Graduating Event Design
- Updates to the evaluation of student learning section in the Optician Diploma program content guide, and revisions to seven courses, including changes to pre-requisites and aligning evaluation plans with the new 90% attendance requirement:
  - OPTC 1210 Eyeglasses Lab
  - OPTC 1220 Eyeglasses Fabrication & Design
  - OPTC 1240 Low Vision Conditions & Devices
  - OPTC 1250 Consolidated Practice Experience: Eyeglasses
  - OPTC 2340 Contact Lens Lab
  - OPTC 2350 Consolidated Practice Experience: Contact Lenses
  - OPTC 2450 Preceptorship
- Updates to admission requirements language in four program content guides:
  - Business Management Post-Degree Diploma
  - Business and Project Management Post Degree Diploma
  - Network Security Advanced Certificate
  - Network Technology Administration and Security Post-Degree Diploma



- Updates to the Professional Cook 1 Certificate (STBC Youth Cohort) program content guide, including a program name change to replace references to the ITA with SkilledTradesBC (STBC)
- Update to learning outcomes in course MATH 0625 Fundamentals of Mathematics 2B
- Minor updates to seven courses, including to references to the 2023-24 ABE Articulation Handbook:
  - BIOL 0861 Biology 11 Part 1
  - BIOL 0871 Biology 11 Part 2
  - BIOL 0983 Biology 12 Part 1
  - BIOL 0993 Biology 12 Part 2
  - PHYS 0871 Physics 11 Part 2
  - PHYS 0983 Physics 12 Part 1
  - PHYS 0993 Physics 12 Part 2
- Updates to FSHN 2321 Work Experience for Fashion, including to the course name and hours
- Updates to nine Community & Career Education (CACE) courses, including to course names:
  - CAAW 0637 Work Experience 1 for Career Awareness
  - CAAW 0638 Work Experience 2 for Career Awareness
  - CAAW 0639 Work Experience 3 for Career Awareness
  - FSCR 0650 Work Experience 1 for Food Service Careers
  - FSCR 0655 Work Experience 2 for Food Service Careers
  - FSCR 0660 Work Experience 3 for Food Service Careers
  - REHC 0609 Work Experience 1 for Retail and Hospitality Careers
  - REHC 0610 Work Experience 2 for Retail and Hospitality Careers
  - REHC 0611 Work Experience 3 for Retail and Hospitality Careers
- Updates to course numbers for co- and pre-requisites in four Bachelor of Science in Nursing courses:
  - NURS 1161 Introduction to Collaboration
  - NURS 1162 Introduction to Pathophysiology
  - NURS 1164 Nursing Clinical Practice 1
  - NURS 1261 Collaboration with Older Adults
- Deactivation of 101 courses that are no longer taught

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

**DATE:** January 4, 2024



## INFORMATION NOTE

**Date:** January 9, 2024  
**Prepared for:** Ajay Patel, President & CEO, Board of Governors, Education Council  
**Prepared by:** Nicole Degagne, Curriculum, Policy & Contract Coordinator  
**Re:** 2023 Annual Policy Report

### 2023 Highlights

Updates to the policy framework, which began in 2021, have been completed. Thanks to everyone who has supported this effort over the past few years.

- Policies have been renumbered using a 3-digit system that is user-friendly and will easily adjust to the addition of new policies.
- A new policy presence on the website has been designed and implemented with accessibility and simplicity in mind.
- The online content management system for policies has been tested and is fully functional. This system includes tracking edits, archiving, and approval workflows.
- Financial Services worked tirelessly to create new, update existing and rescind old policies.
- Developed a Policy Governance Approval timeline that lists dates for the final governance approval of policies (see Appendix).

### Policy Update Summary

|  |           |   |
|--|-----------|---|
| <b>Policies Renewed</b><br><br>Board: 8<br>Education Council: 2<br>President: 4  | <b>14</b> | Emergency Management 220<br>Ethical Conduct for Research Involving Humans 420<br>Ethics and Integrity in Research and Scholarly Activity 421<br>Expenses and Travel 110<br>Financial Responsibility and Accountability 115<br>International Travel Risk and Security 207<br>Named Recognition of Assets 531<br>Prior Learning Assessment and Recognition 316<br>Procurement 130<br>Serving Liquor on VCC Property 144<br>Sexual Violence and Misconduct 210<br>Sponsorship 530<br>Transfer Credit 317<br>Tuition and Fees 310 |
| <b>Minor Edits</b><br><br>Operations Council: 2<br>Education Policy Committee: 2 | <b>4</b>  | Granting of Credentials 412<br>Curriculum/Educational/Institutional Materials Created within the College 513<br>Tuition and Fee Refund 311<br>Named Recognition of Assets 531   |
| <b>Policies Rescinded</b><br><br>Board: 4<br>President: 3                        | <b>7</b>  | Post Emergency Intervention A.3.4 (merged with 220)<br>Interfund Transfers B.1.2 (merged with 115)<br>Delinquent Accounts B.1.4 (merged with 310)<br>Banking B.1.5 (merged with 115)<br>Short Term Borrowing B.1.6 (merged with 115)<br>Conflict of Interest Related to Research F.1.3 (merged with 420)<br>Student Grievance D.4.2 (moved to online process)   |
| <b>New Policies</b><br><br>Board: 1<br>President: 1                              | <b>2</b>  | Commercial Card 120<br>Gratuities 147   |

## Status of the Policy Portfolio (as of December 31, 2023)

|                                   |           |
|-----------------------------------|-----------|
| <b>Total number of policies</b>   | <b>81</b> |
| Current                           | 48        |
| Due for review (2018 and earlier) | 33        |
| Under review                      | 18        |

### CURRENT POLICIES

| Policy Name   | New Number | Old Number | Effective Date |
|---|------------|------------|----------------|
| Academic Integrity  | 325        | D.4.5      | 13-Apr-21      |
| Academic Schedule   | 401        | C.3.15     | 25-Nov-20      |
| Academic Year   | 402        | C.3.13     | 25-Nov-20      |
| Admissions  | 301        | D.3.6      | 24-Nov-21      |
| Assignment of Credit to Courses   | 413        | C.1.4      | 11-Jun-19      |
| Capital Assets  | 117        | B.1.11     | 13-Feb-20      |
| Cash Handling   | 111        | B.1.12     | 03-Aug-21      |
| Commercial Card   | 120        | n/a        | 22-Nov-23      |
| Copyright   | 510        | D.1.3      | 23-Nov-22      |
| Curriculum/Educational/Institutional Materials Created within the College | 513        | D.1.4      | 27-Nov-19      |
| Education Service Contract  | 406        | C.3.5      | 31-Mar-21      |
| Educational Affiliations  | 407        | C.3.10     | 10-Feb-21      |
| Emergency Management  | 220        | A.3.11     | 31-May-23      |
| Ethical Conduct for Research Involving Humans                             | 420        | F.1.1      | 31-May-23      |
| Ethics and Integrity in Research and Scholarly Activity                   | 421        | F.1.2      | 31-May-23      |
| Expenses and Travel   | 110        | B.1.3      | 22-Nov-23      |
| Financial Responsibility and Accountability                               | 115        | B.1.7      | 28-Jun-23      |
| Grading, Progression and Withdrawal                                       | 411        | C.1.1      | 30-Mar-20      |
| Granting of Credentials   | 412        | C.1.3      | 09-Feb-23      |
| Gratuities  | 147        | n/a        | 11-Jul-23      |
| Honoraria   | 112        | B.1.13     | 09-Feb-21      |
| Indigenous Education Enrolment  | 304        | D.3.10     | 23-Nov-22      |
| International Travel Risk and Security                                    | 207        | B.2.1      | 11-Oct-23      |
| Internet of Things  | 504        | B.5.5      | 13-Feb-20      |
| Named Recognition of Assets   | 531        | E.2.1      | 31-May-23      |
| Off-Campus Activity Involving Students                                    | 415        | C.3.7      | 13-Feb-20      |
| Parking   | 146        | B.3.7      | 05-Jul-22      |
| Policy Development and Management   | 101        | A.3.2      | 30-Mar-22      |
| Prior Learning Assessment and Recognition                                 | 316        | D.3.5      | 09-May-23      |
| Procurement   | 130        | B.4.1      | 22-Nov-23      |
| Program Review and Renewal  | 403        | C.3.2      | 27-Nov-19      |
| Registration  | 303        | C.1.6      | 13-Feb-19      |
| Rental of College Facilities  | 140        | B.3.3      | 09-Feb-21      |
| Selection and Appointment of Auditors                                     | 116        | B.1.8      | 24-Jun-20      |
| Serving Liquor on VCC Property  | 144        | B.3.6      | 06-Mar-23      |
| Sexual Violence and Misconduct  | 210        | A.3.10     | 22-Nov-23      |
| Signing and Spending Authority  | 114        | B.1.10     | 30-Sep-20      |
| Smoke-Free Campus   | 221        | B.3.8      | 07-Sep-21      |
| Space Allocation and Room Booking   | 141        | B.3.4      | 07-Jul-20      |
| Sponsorship   | 530        | E.3.1      | 07-Feb-23      |
| Student Appeal of Suspension to Board of Governors                        | 320        | A.1.2      | 27-Nov-19      |
| Student Non-Academic Conduct  | 324        | D.4.3      | 27-May-21      |
| Transfer Credit   | 317        | D.3.11     | 22-Nov-23      |
| Tuition and Fee Refund  | 311        | D.3.4      | 29-Jun-21      |
| Tuition and Fees  | 310        | D.3.7      | 28-Jun-23      |
| Unclaimed Funds   | 118        | B.1.1      | 10-Nov-20      |
| Unscheduled Campus Closures   | 143        | A.3.5      | 28-Apr-22      |
| Use of Library Resources  | 512        | D.1.5      | 24-Nov-21      |

**POLICES DUE FOR REVIEW**

| Policy Name   | New Number | Old Number | Effective Date |
|---|------------|------------|----------------|
| Ancillary Services  | 145        | B.3.5      | 15-Jul-97      |
| Appeal of Final Grade   | 322        | C.1.2      | 13-Dec-16      |
| Appeal to Education Council on Educational Matters                        | 321        | A.2.1      | 12-May-14      |
| Appropriate and Responsible Use of Educational and Information Technology | 505        | B.5.2      | 29-Jun-15      |
| Archives  | 521        | B.6.1      | 07-May-18      |
| Awards  | 315        | D.2.2      | 30-May-18      |
| Curriculum Development and Approval                                       | 410        | C.3.14     | 18-Nov-18      |
| Education Services Renewal  | 405        | D.1.1      | 05-Apr-17      |
| Electronic Mail (Employees)   | 503        | B.5.4      | 29-Jun-15      |
| Environmental   | 222        | A.3.7      | 29-Jun-15      |
| Establishing Discount Rates for VCC Employees and/or Students             | 113        | B.3.10     | 26-Sep-15      |
| Flexible Admissions   | 302        | D.3.6.1    | 27-Sep-17      |
| Freedom of Information and Protection of Privacy                          | 501        | A.3.3      | 05-May-11      |
| Investment  | 119        | B.1.9      | 01-Jul-13      |
| Lending and Borrowing College Equipment                                   | 416        | D.6.1      | 29-Jun-16      |
| Media Relations   | 532        | E.5.1      | 27-Jan-16      |
| Prevention of Harassment, Discrimination, and Bullying                    | 201        | A.3.1      | 04-Apr-13      |
| Program Advisory Committee  | 404        | C.3.14     | 24-Feb-16      |
| Qualifications for Continuing Studies Instructors                         | 206        | C.3.12     | 25-Feb-15      |
| Qualifications for Faculty Members  | 205        | C.3.11     | 20-Jun-14      |
| Records Management  | 520        | A.3.9      | 27-Jun-18      |
| Requirements for Student Attendance and Participation                     | 326        | C.1.5      | 13-Jun-17      |
| Selection of Administrators   | 204        | B.2.2      | 18-Feb-15      |
| Selection of Library Materials  | 511        | D.1.2      | 09-Jan-18      |
| Sharing & Stewardship of Information                                      | 502        | B.5.1      | 26-Sep-18      |
| Standards of Employee Conduct & Conflict of Interest                      | 202        | A.3.6      | 04-Apr-13      |
| Student Financial Aid   | 314        | D.2.3      | 26-Jul-16      |
| Students with Disabilities  | 327        | D.4.1      | 13-Feb-07      |
| Suspension and/or Discontinuance of Programs                              | 414        | C.3.3      | 15-Nov-17      |
| Tuition Fee Waiver for Employees  | 312        | D.3.3      | 13-Feb-07      |
| Use of College Supplies, Products, Services, and Facilities               | 142        | B.3.9      | 26-Sep-15      |
| Violence Prevention   | 211        | A.3.8      | 27-Oct-03      |
| Whistleblower   | 203        | B.2.19     | 04-Apr-13      |

**POLICIES UNDER REVIEW**

| Policy Name   | New Number | Old Number | Effective Date |
|---|------------|------------|----------------|
| Appeal to Education Council on Educational Matters          | 321        | A.2.1      | 13-May-14      |
| Archives  | 521        | B.6.1      | 07-May-18      |
| Awards  | 315        | B.2.2      | 30-May-18      |
| Curriculum Development and Approval                         | 410        | C.3.14     | 18-Nov-18      |
| Education Services Renewal                                  | 405        | D.1.1      | 05-Apr-17      |
| Environmental   | 222        | A.3.7      | 29-Jun-15      |
| Grading, Progression and Withdrawal                         | 411        | C.1.1      | 30-Mar-20      |
| Lending and Borrowing College Equipment                     | 416        | D.6.1      | 29-Jun-16      |
| Records Management  | 520        | A.3.9      | 27-Jun-18      |
| Selection of Library Materials                              | 511        | D.1.2      | 09-Jan-18      |
| Sharing & Stewardship of Information                        | 502        | B.5.1      | 26-Sep-18      |
| Student Appeal of Suspension to Board of Governors          | 320        | A.1.2      | 27-Nov-19      |
| Student Financial Aid                                       | 314        | D.2.3      | 26-Jul-16      |
| Students with Disabilities                                  | 327        | D.4.1      | 13-Feb-07      |
| Use of College Supplies, Products, Services, and Facilities | 142        | B.3.9      | 26-Sep-15      |

## 2024 Goals

- Full integration of online policy content management system for editing and approving policies and procedures.
- Complete, or secure a commitment to complete, review of the 9 remaining policies that are over 10 years old:

| Policy Name  | Number | Effective Date | Authority        | Approver  |
|--|--------|----------------|------------------|-----------|
| Ancillary Services   | 145    | 15-Jul-97      | Finance          | President |
| Freedom of Information and Protection of Privacy             | 501    | 05-May-11      | People Services  | Board     |
| Investment   | 119    | 01-Jul-13      | Finance          | Board     |
| Prevention of Harassment, Discrimination, and Bullying       | 201    | 04-Apr-13      | People Services  | Board     |
| Standards of Employee Conduct & Conflict of Interest         | 202    | 04-Apr-13      | People Services  | Board     |
| Students with Disabilities ( <i>currently under review</i> ) | 327    | 13-Feb-07      | Student Services | Board     |
| Tuition Fee Waiver for Employees                             | 312    | 13-Feb-07      | People Services  | President |
| Violence Prevention  | 211    | 27-Oct-03      | People Services  | President |
| Whistleblower  | 203    | 04-Apr-13      | People Services  | Board     |

### Prepared by:

Nicole Degagne

Curriculum, Policy & Contract Coordinator

## APPENDIX

## POLICY GOVERNANCE APPROVAL - 2024

The information below lists the meeting dates and approval timelines for the **FINAL** governance approval of policies. This approval begins after full consultation with peers and review bodies and the completion of the College feedback process.

For questions regarding policy development, review and approval, email [policyfeedback@vcc.ca](mailto:policyfeedback@vcc.ca).

**NOTE:** Policies approved by the President do not need to go through the Governance Committee or Board of Governors. These policies are approved following Education Council or Operations Council meeting dates.

## ACADEMIC POLICIES

| EDUCATION POLICY COMMITTEE (EPC) | EDUCATION COUNCIL | GOVERNANCE COMMITTEE | BOARD OF GOVERNORS |
|----------------------------------|-------------------|----------------------|--------------------|
| January 10                       | February 13       | February 21          | March 27           |
| February 7                       | February 13       | February 21          | March 27           |
| March 6                          | March 12          | May 8 (tbc)          | May 29             |
| April 3                          | April 9           | May 8 (tbc)          | May 29             |
| May 1                            | May 14            | June 12              | June 26            |
| June 5                           | June 11           | September 11         | September 25       |
| August 7                         | September 10      | September 11         | September 25       |
| September 4                      | September 10      | November 6           | November 27        |
| October 2                        | October 8         | November 6           | November 27        |
| November 6                       | November 12       | TBD                  | TBD                |
| December 4                       | December 10       | TBD                  | TBD                |

## ADMINISTRATIVE POLICIES

| ADMINISTRATIVE POLICY COMMITTEE (APC) | OPERATIONS COUNCIL | GOVERNANCE COMMITTEE | BOARD OF GOVERNORS |
|---------------------------------------|--------------------|----------------------|--------------------|
| January 18                            | January 25         | February 21          | March 27           |
| February 15                           | February 22        | May 8 (tbc)          | May 29             |
| March 21                              | March 28           | May 8 (tbc)          | May 29             |
| April 18                              | April 25           | May 8 (tbc)          | May 29             |
| May 16                                | May 23             | June 12              | June 26            |
| June 20                               | June 27            | September 11         | September 25       |
| July 18                               | July 25            | September 11         | September 25       |
| August 15                             | August 22          | September 11         | September 25       |
| September 19                          | September 26       | November 6           | November 27        |
| October 17                            | October 24         | TBD                  | TBD                |
| November 21                           | November 28        | TBD                  | TBD                |

\* All meeting dates are subject to change. Please check the VCC website, myVCC or contact the Policy Coordinator for up-to-date information.



## GUIDELINES FOR CURRICULUM DEVELOPMENT FUNDS 2024-2025

### PURPOSE

The Curriculum Development (CD) Fund supports projects that advance and expand the College's educational programming. Priority is given to proposals identified in the recommendations and action plans resulting from Renewal, external Accreditations and Program Reviews.

The CD Funds budget for 2024-25 is **\$400,000**.

- The call for proposals is sent out on December 18, 2023.
- Proposals are due **February 16, 2024**.
- Decisions are communicated to applicants in late March.
- Funds must be spent between April 2024 and March 31, 2025.
- Proposals spanning 2-3 years will be considered. Multi-year funding commitment is contingent on satisfactory progress reports and changes to the CD Fund budget. Proposals need to be submitted each year for multi-year projects.

### CD ACTIVITIES ELIGIBLE FOR FUNDING

1. Curriculum revisions arising as a result of external Accreditation, Program Renewal, or Program Review recommendations
2. Curriculum development focused on Indigenization, decolonization, EDI (equity, diversity & inclusion) or UDL (universal design for learning)
3. Completing a curriculum project that received CD Funding in a previous year
4. Developing a new area (new program, new course, new specialization)
5. Innovating (new techniques, approaches, modes of delivery)
6. Transitioning of program to online, blended or Hy-flex delivery, Moodle shell standardization; implementation of online learning strategy at program level
7. Developing new teaching materials for any delivery mode

### PROPOSALS ABOUT DEVELOPING NEW TEACHING MATERIALS

EQC decided to allow proposals this year for creation of new teaching materials for all types of courses: online, blended, and face-to-face, asynchronous and synchronous.

Since CD funds are limited, and the intention is for them to have the greatest impact possible, we anticipate that the bulk of funds will be distributed to higher-level projects (development of new programs or new courses at the course mapping level, for instance).

Applications for more granular work (creation of new teaching materials) will be accepted. The strongest such applications will demonstrate the impact of any newly created material (such as building on or adapting existing OER and shareable materials). If the finished project could be adapted for use by other courses, programs, or areas, then it may be favoured for its greater impact. Similarly, if the results of this project could be scaled up, its potential impact is greater.

Please tell us if your proposal for creation of new teaching materials has potential impact beyond the course it is proposed for. Be specific: Which other courses/departments? Are you working with another

institution on a shared project? How? What additional work would be required?

## PROGRAM RENEWALS

Programs undergoing renewal indicated in the approved Program Renewal schedule are automatically awarded a minimum of **\$5000** of CD Funds for that fiscal year. No proposal is needed. Departments can use this funding for department release time to participate in the Program Renewal process and curriculum development activities arising from the recommendations and action plans. CD funding can support the Department to:

- Attend Steering Committee meetings
- Collect and analyze data
- Write the self-study report
- Hold departmental planning sessions
- Prepare for the external site visit
- Create an action plan

## CD ACTIVITIES NOT ELIGIBLE FOR FUNDING

1. Start-up costs related to new program development, such as salary of a Department Leader, should be built into the new program implementation budget.
2. Accreditation-related expenses such as faculty salary to develop reports, conduct research, hosting expenses, and accreditation fees. Accreditation costs are built into department budgets. Discuss with your Dean for further information.
3. Research projects, including literature reviews
4. Debriefing and reflecting on reports/renewals/accreditations/action plans
5. Evaluation of a program/course implementation
6. Cost of piloting of curriculum/materials (outside scope of CD Funds)
7. Interviewing and hiring

## FACTORS TO CONSIDER IN ESTIMATING COST

There is no easy formula for determining how much a curriculum development project will cost. Some factors to consider:

1. Length or complexity of the project
2. Expertise of the curriculum developers (have you done curriculum development of this type before; do you have experienced support in the department)
3. Current state of the program/course documents
4. Faculty release, Department Leader release, PD and/or assigned duty time available
5. The amount of time required in CTLR for online developer, eLearning, and/or Instructional Associate support

The development of a single course requires a significant investment of time and resources. CD Funds are limited and usually insufficient to fully fund an entire project. Departments are encouraged to identify additional sources of support, including:

- Assigned Duty (where available)
- Faculty Professional Development time (where available)
- Service Innovation and Enhancement Fund (SIEF)



- VCC OER grants

In recent years, these are the typical range of amounts awarded by the CD Funds Committee for certain types of development. More or less may be awarded based on a specific proposal.

- New program/significant program development: \$10,000-\$15,000
- Course blueprint/map: \$2,500-\$3,500 per course
- Developing teaching and learning materials: \$3,000-\$6,000 per course

## SUPPORT FOR WRITING CD FUND PROPOSALS

The Instructional Associates in the CTLR are available to assist in writing CD Fund proposals. They will hold a recorded workshop to support proposal writers on January 15, 2024, 12 – 1 p.m. (Zoom: <https://vcc.zoom.us/j/63364907174?pwd=bFcweDROYjNuWXdlb0UwRmQrVEhBdz09>).

They are also available to support the work done with CD Funds. Please consult with them about the scope of the support needed prior to submitting the proposal. Contact [iasupport@vcc.ca](mailto:iasupport@vcc.ca).

## APPLICATION PROCESS

The following documents must be fully completed and submitted to the School Dean by **February 9, 2024**. The Dean must submit the final proposals from the School to the Executive Assistant, Vice President Academic & Research on or prior to the due date of **February 16, 2024**.

- a. Curriculum Development Funding Proposal
- b. Salary and operating costing sheet

## ADJUDICATION PROCEDURE

- Executive Assistant and Chair of EQC provide all proposal documents to the Committee.
- Deans present their proposals at the CD Fund Adjudication meeting. In order to avoid conflict of interest, Committee members must recuse themselves from decisions pertaining to their own Department or School.
- The EQC deliberates and seeks a consensus on funding allocation. If consensus is not reached, the final decision is made by the Vice President Academic.
- CD Fund allocations are communicated to Deans and Project Leaders at the end of March.
- The Executive Assistant to the Vice President Academic provides budget codes to the Department Leaders in April.

## ROLES AND RESPONSIBILITIES

- Vice President Academic: approves the Committee's recommendations for funding allocation, communicates final allocations to Deans and Project Leads, and provides updates on the projects to Education Council.
- Chair of Education Quality Committee: facilitates the adjudication process and discussion. Requests additional information from Project Leads and Deans as needed.
- Education Quality Committee Members: review all proposals against the CD Fund general criteria. Recuse themselves from decisions related to their own Departments or Schools.
- Deans or delegates: present their Schools' proposals at the CD Funds Allocation meetings.
- Executive Assistant to the Vice President Academic: communicates with Project Leads, monitors

project expenses, and provides reports to the EQC.

## REPORTING

The Project Lead will be required to submit project updates to the VP Academic Office on the following dates:

- September 27, 2024
- January 17, 2025
- March 28, 2025

If the project is unable to proceed as planned, the VP Academic can require the department to relinquish funds or transfer funds to other areas. Departments that exhibit a regular pattern of not completing approved projects might become ineligible for funds in the future.

## FAQs

*Q: Are funds generally granted across schools equitably?*

A: Funds are allocated based on responses to the general criteria noted in Section B, not based on schools.

*Q: Does the committee evaluate base-funded programs/courses differently than cost-recovery programs/courses?*

A: No, the committee evaluates all proposals equally.

*Q: Is there an expectation that faculty will devote PD to curriculum development projects?*

A: Departments are encouraged to use Professional Development and Assigned Duty for the project.

*Q: Are the reporting requirements actually necessary?*

A: Yes, the committee looks at how effectively CD Funds are being used and looks for opportunities to share ideas and projects with other parts of the college to increase the impact of innovative work. Fulsome and timely reporting also allows us to identify funds that are not being spent and could be re-allocated to support other projects. Failure to complete reports can impact whether your department will receive CD Funds in future years.

## DEFINITIONS

Course Blueprint/Map: Detailed map of course that ensures the alignment of course learning outcomes, assessments, instructional activities, and teaching/learning materials within modules of course. It does not include development of teaching and learning materials.

Curriculum Alignment Map: A representation of the relationship between the courses and the program learning outcomes. The program map indicates where and how each program learning outcome is addressed in each course across the program, and aligns program learning objectives, course learning objectives, assessment and instructional strategies.

Curriculum Materials: Refers to the concept paper, business case, program map, Program Content Guide (PCG), and course outlines.

Program Map: A visual representation of admission requirements, course flow by term/pre-requisites, program learning outcomes and intended graduate roles.

Teaching and Learning Materials: Types of materials that will be used by the faculty and the students to

engage with the course content. These materials include lectures, videos, H5P activities, standardized Moodle shell, case studies, lesson plans, learning activities (class, shops, labs), learning resources, assessment tools, PowerPoint, etc.



## Curriculum Development Funds Proposal | 2024-25

### Project Title:

Project Lead:

Department:

School:

### Instructions:

- Provide responses for the seven sections of this form.
- Complete the Costing Form (separate document). Enter the **Total Project Cost** estimate in the Financial Summary section.
- Send this form and the Costing Form to your School Dean by **February 9, 2024**.
- Dean adds Comments in the last section and send to VP-Academic and Research by **February 16, 2024**.

### Project Description

1. State the objective of the project and provide a brief description.

### Rationale

2. This proposal is driven by the following (check all that apply):
  - Recommendations/Action Plan arising from Program Review, Program Renewal or Accreditation
  - Projects/initiatives related to Indigenization, decolonization, EDI (Equity, Diversity, Inclusion) or UDL (Universal Design for Learning)
  - Completing a curriculum project that received CD funding in a previous year
  - Exploring a new area (new program/new course/new specialization)
  - Innovating (new techniques, approaches, modes of delivery)
  - Transitioning a course to online or blended learning
  - Developing new teaching materials for any delivery mode
  - Other:
3. What will be the **impact** of your project? (Student learning/experience, market demand, access to new or existing programs.) Besides importance to the program/department, is there potential for the project to be used by other departments, or to scale up to a greater number of students? Provide brief background information for context and include any current or completed development.

## Project Tasks

4. List tasks and related deliverables. Estimate the number of days required for each task.

| Project Tasks   | Estimated Days | Deliverables               |
|---|----------------|----------------------------|
| <i>Example: PAC focus group session for curriculum gap analysis</i> | <i>2 days</i>  | <i>Gap analysis report</i> |
|   |                |                            |
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## Resources

5. Contribution from Faculty Professional Development, Assigned Duty, or any other source (e.g., SIEF, VCC OER grant):
6. CTLR's estimate of support required for online developers, eLearning support and the Instructional Associates in developing curriculum:
7. What is your capacity to develop and deliver this project? Do you have experienced curriculum developers in the department? If not/as appropriate, have you consulted with CTLR and sought their support?
8. If you do not receive the full amount of CD Funds requested, how could you reduce the project (e.g., develop fewer courses, spread development over more years) and still make progress?

## Financial Summary

Complete the **Costing document** and include it with your proposal. Ensure your costs include:

- Faculty release time

- External subject matter experts
- Operating expenses
- Do not include “overhead” expenses (an option on the Costing document)

Proposals spanning 2-3 years will be considered. Multi-year funding is contingent on satisfactory progress reports and changes to the CD Funds budget. Funding proposals need to be submitted each year.

|                     | 2024/25 | 2025/26 | 2026/27 |
|---------------------|---------|---------|---------|
| Total Project Cost: |         |         |         |

### Dean's Comments