



SEASIDE COAST
COLLEGE

Program Outline

Community Wellness Foundations Certificate

Older Adult Focus

300 Hours | 10 Weeks | Distance / Synchronous

NOC 4212, Social and community service workers

*Submitted to the Private Training Institutions Regulatory Unit
Ministry of Post-Secondary Education and Future Skills
Province of British Columbia*

Version 3.8 | July 2026

1. INSTITUTION AND PROGRAM AT A GLANCE

Seaside Coast College is a small, founder-led private training institution in development under the regulatory framework of the Private Training Act of British Columbia. The institution is seeking certification as a registered private training institution and program approval for its first program of instruction described in this outline.

Institution Name	Seaside Coast College Ltd.
Institution Type	Founder-led private training institution (in development)
Certification Sought	Registration Certificate
Program Title	Community Wellness Foundations Certificate — Older Adult Focus
Credential	Certificate
Program Class	Class A

Total Instructional Hours	300 hours
Program Duration	10 weeks, full-time
Delivery Method	100% Distance Education, Synchronous
Delivery Platform	Microsoft Teams
Learning Management System	Tutor LMS
Intake Model	Intermittent intake, cohort-based with fixed start and end dates
Maximum Class Size	10 students per cohort
Career Occupation (NOC 2016 v1.3)	4212, Social and community service workers
CIP Code	19.0707, Family and community services
Regulated Occupation?	No, this program does not lead to a regulated occupation
Practicum or Work Experience	None
Proposed First Intake	To be confirmed following PTIRU certification and program approval
Language of Instruction	English

2. PROGRAM DESCRIPTION

The Community Wellness Foundations Certificate — Older Adult Focus is a 300-hour, theory-only certificate program that provides foundational learning in communication, community engagement, wellness awareness, ethics, referral awareness, and non-clinical program-support concepts relevant to community settings serving older adults.

The program is delivered entirely through synchronous distance education over a 10-week period. It is grounded in foundational concepts of interpersonal communication, person-centred support, community wellness, mental wellness awareness, professional ethics, and reflective practice. It is designed for learners interested in supporting older adults' community participation, social inclusion, and program-based activities in non-clinical community settings.

What This Program Is

- A theory-only certificate of 300 instructional hours preparing graduates for entry-level community wellness support roles in non-clinical settings.
- A foundation in interpersonal communication, person-centred support principles, and ethical conduct relevant to community-based work with older adults.
- A program aligned with the broad occupational scope of NOC 4212, Social and community service workers (NOC 2016 v1.3).

What This Program Is Not

- This program is not a Health Care Assistant (HCA) program and is not equivalent to, or a substitute for, a recognized BC Health Care Assistant program (which requires a minimum of 745 hours including 270 hours of practice education under the BC HCA Program Provincial Curriculum 2023).
- This program does not include clinical instruction, laboratory instruction, simulated clinical activities, personal care instruction, medication-related instruction, or any preparation for regulated healthcare occupations.
- This program does not include a practicum, clinical placement, or work experience component.
- This program does not lead to registration with the BC Care Aide and Community Health Worker Registry, the BC College of Nurses and Midwives, the BC College of Social Workers, or any other regulatory body governing health or social-service professions in British Columbia.

This program does not prepare graduates to perform regulated activities and does not authorize graduates to perform regulated health-care tasks or personal care activities.

3. CAREER OCCUPATION AND EMPLOYMENT INFORMATION

National Occupational Classification

This program is intended to prepare graduates for entry-level, non-clinical roles within NOC 4212, Social and community service workers (NOC 2016 Version 1.3). NOC 4212 is a broad occupational category that includes a wide range of community-based roles. This program addresses a subset of those roles consistent with its 300-hour, theory-only, non-clinical scope.

Examples of Roles for Which the Program May Provide Foundational Preparation

The following are examples of community-based, non-clinical roles for which graduates may pursue entry-level employment, subject to individual employer requirements:

- Community Wellness Program Assistant
- Senior Centre Program Assistant
- Community Engagement Assistant
- Older Adult Wellness Program Assistant
- Program Support Assistant in non-clinical community settings

Consistent with its 300-hour, theory-only, non-clinical scope, this program is intended to support entry-level preparation for a narrow subset of roles within NOC 4212 and does not claim to prepare graduates for the full range of occupations within that broad category.

Completion of this program does not guarantee employment. Employers may require additional education, certifications, experience, background checks, or other employer-specific requirements beyond what this 300-hour theory-only certificate provides. The program provides foundational, entry-level preparation rather than complete job-readiness; employers typically provide role-specific orientation and training appropriate to each position.

Employment Limitations: Important Disclosure

Employment in the following types of roles in British Columbia typically requires Health Care Assistant (HCA) registration with the BC Care Aide and Community Health Worker Registry, which this program does not provide:

- Publicly subsidized home support
- Long-term care facilities
- Assisted living residences operating under provincial regulatory frameworks
- Roles involving personal care, physical assistance with daily living activities, medication-related tasks, or any direct clinical care

Graduates of this program are not qualified for, and should not be employed in, roles requiring HCA registration. Employment requirements vary by employer and by setting. Some community-based positions may require additional employer-specific orientation, training, certifications (such as first aid), or background checks beyond what this program provides.

Regulatory References

For information on regulated health professions and the HCA Registry referenced above, applicants and prospective students may consult:

- BC Care Aide and Community Health Worker Registry: <https://www.cachwr.bc.ca>
- BC College of Nurses and Midwives: <https://www.bccnm.ca>
- BC College of Social Workers: <https://www.bccsw.ca>
- National Occupational Classification 2016: <https://noc.esdc.gc.ca>

4. ADMISSION REQUIREMENTS

General Admission Requirements

Applicants must meet one of the following:

- Successful completion of British Columbia Grade 12 or its provincially recognized equivalent in another Canadian jurisdiction; OR
- Mature student status, the applicant is 19 years of age or older prior to the program start date.

English Language Proficiency Requirements

Applicants whose first language is not English, or who have not completed secondary or post-secondary education in English, must demonstrate English language proficiency through one of the following third-party standardized assessments. In-house language tests are not used to assess

admission eligibility. Each listed assessment is a broadly recognized third-party test that evaluates reading, writing, listening, and speaking, and results must be dated no more than two years before the program start date.

Assessment	Minimum Score Required
IELTS Academic	Overall 6.0, with no individual band score below 5.5
CELPIP-General	Minimum level 7 in each of listening, speaking, reading, and writing
TOEFL iBT	Minimum total score of 60
Duolingo English Test	Minimum score of 105

English Proficiency Exemptions

An applicant is exempt from the English language proficiency assessment requirement if they meet one of the following documented criteria:

- Completion of British Columbia English Studies 12 (or its provincial equivalent in another Canadian jurisdiction) with a minimum final grade of C+; OR
- Completion of at least three years of full-time secondary education (or two years where the years completed are at the Grade 10, 11, or 12 level), or at least two years of full-time post-secondary education, completed in English in a country where English is a principal language of instruction. English-language-development (ESL/ELL) courses are not counted.

5. PROGRAM LEARNING OBJECTIVES

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

1. Apply effective interpersonal communication strategies in community support environments.
2. Demonstrate principles of person-centred support and professional boundaries.
3. Identify common age-related changes affecting older adults and their impact on community wellness.
4. Apply community-based, non-clinical support awareness approaches appropriate for older adults in community settings.
5. Demonstrate awareness of mental wellness factors relevant to older adult community participation and recognize when to refer individuals to appropriate supports.
6. Apply general wellness and community-engagement concepts relevant to non-clinical community environments.
7. Demonstrate awareness of professional conduct and ethical practice expectations in community support roles.
8. Communicate clearly and professionally using written and verbal approaches appropriate to community wellness support environments.
9. Apply reflective thinking and problem-solving through scenario-based, theory-focused learning activities.

6. PROGRAM STRUCTURE AND COURSES

The program consists of nine courses delivered in sequence over 10 weeks. All courses are delivered through 100% synchronous distance education.

Code	Course Title	Hours	Delivery
CWF 100	Foundations of Community Wellness	42	Distance / Synchronous
CWF 110	Communication in Community Support Environments	30	Distance / Synchronous
CWF 120	Older Adults and Community Wellness	60	Distance / Synchronous
CWF 130	Mental Wellness Awareness and Community Support	30	Distance / Synchronous
CWF 140	Community Wellbeing and Active Living	48	Distance / Synchronous
CWF 150	Supporting Individuals with Diverse Needs	30	Distance / Synchronous
CWF 160	Workplace Communication and Documentation	18	Distance / Synchronous
CWF 170	Career Preparation and Workplace Readiness	24	Distance / Synchronous
CWF 180	Community Wellness Capstone Project	18	Distance / Synchronous
TOTAL		300	

Each course has its own course outline, which sets out the specific learning objectives, course materials, methods of evaluation, completion requirements, and teaching methods for that course. Course outlines accompany this program outline as part of the institution's submission to the Private Training Institutions Regulatory Unit.

7. METHOD OF EVALUATION

Detailed methods of evaluation, including the specific assessments and their weighting, are set out in each individual course outline. There are no formal written or oral examinations in this program. Across the program, student performance is assessed through continuous, applied methods: participation and engagement in synchronous instructor-led sessions; knowledge checks and short learning activities completed through the institutional LMS; reflective assignments; and scenario-based assignments, all measuring understanding, engagement, and the ability to apply learning to non-clinical community wellness contexts. The program culminates in the Community Wellness Capstone Project in the final course (CWF 180), in which students apply learning from across the program to a community wellness support scenario. The specific weighting of each assessment is defined in the relevant course outline.

Passing Requirement

Students must achieve a minimum overall grade of 70% to successfully complete the program. The 70% minimum also applies to each individual course.

Reassessment

One reassessment opportunity is available per the institution's reassessment policy. Reassessment policy and procedures are provided to all students at orientation and are available in the Student Handbook.

Academic Integrity

All student work submitted for assessment must be the student's own. The institution maintains an Academic Integrity Policy that addresses plagiarism, unauthorized collaboration, contract cheating, and inappropriate use of artificial intelligence tools. Where the use of any digital writing or research tool is permitted in a course, the instructor will provide specific guidance in advance. Breaches of academic integrity may result in grade penalties, course failure, or dismissal under the institution's student conduct procedures.

Where short knowledge checks or learning activities are completed outside scheduled synchronous sessions, students must complete them individually using their secure Tutor LMS accounts. These activities are low-stakes formative assessments monitored through Tutor LMS submission logs, timestamps, and instructor review. All higher-stakes assessment activities, including reflective assignments and the Community Wellness Capstone Project, are submitted through secure individual Tutor LMS accounts and are linked to synchronous instruction and instructor verification of identity.

8. COMPLETION REQUIREMENTS

To successfully complete the program and receive the Community Wellness Foundations Certificate, students must:

- Achieve a minimum overall grade of 70% in each course and in the program overall.
- Complete all required assessment activities in each course.
- Maintain attendance of at least 80% of scheduled synchronous instructional hours in each course and across the program overall. Approved absences are addressed through documented make-up activities assigned and verified by the instructor, in accordance with the institution's Student Attendance Policy and Accommodation Policy.
- Comply with the institution's policies as set out in the Student Handbook and Enrolment Contract.

This program does not prepare graduates to perform regulated activities and does not authorize graduates to perform regulated health-care tasks or personal care activities. The Community Wellness Foundations Certificate is awarded upon successful completion of all non-clinical, theory-based program requirements.

9. PROGRAM SCHEDULE AND DURATION

Total Instructional Hours	300 hours
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Total Duration	10 weeks, full-time
Daily Schedule	Monday to Friday, 9:00 AM – 4:00 PM (six instructional hours per day, plus a 30-minute lunch and two 15-minute breaks, none of which are counted toward the instructional hours)
Weekly Instructional Hours	30 hours per week
Work Experience / Practicum	None
Proposed First Intake	To be confirmed following PTIRU certification and program approval
Intake Model	Intermittent intake, cohort-based with fixed start and end dates

Homework

Students can expect approximately 5–10 hours per week of self-directed homework in the longer courses, and a comparable total across each of the shorter courses, outside scheduled synchronous instruction. These homework hours are not counted toward the program's total instructional hours.

10. DELIVERY METHOD

Method of Delivery

The program is delivered 100% through distance education using synchronous online delivery. Students attend instructor-led sessions in real time. There is no asynchronous, self-paced, in-class, or combined-delivery component.

Delivery Platform and Learning Management System

Two distinct technology systems support program delivery, each with a distinct role:

- Microsoft Teams is the live delivery platform used for all synchronous instructor-led sessions, group discussions, breakout activities, and real-time learning engagement. It is not the institution's learning management system.
- Tutor LMS is the institutional learning management system and the institution's system of record. Tutor LMS hosts learning resources, scenario libraries, knowledge checks, assignment submission, grading, and student communications.

Session Format

Instructor-led sessions include guided discussion, scenario-based learning activities, small-group breakout work, and reflective learning exercises. No laboratory instruction, clinical simulation, or hands-on personal care instruction is included in this program.

11. DISTANCE EDUCATION COMPLIANCE

The institution's distance delivery operations are designed in alignment with the standards for distance and combined delivery programs set out in section 3.2.8 of the Private Training Act Policy Manual (Published November 3, 2025) and the broader requirements of section 2.4 of the Manual.

Because the program is delivered entirely through synchronous distance education and includes no physical classroom, laboratory, simulation facility, clinical placement site, practicum site, or in-person work experience component, the institution's instructional delivery model can be reviewed through this program outline, the program application, the distance delivery descriptions below, the technology requirements, the attendance and instructor-access procedures, and the student support procedures. On this basis, the institution respectfully requests that the registrar consider the appropriateness of a site visit waiver for this program.

Synchronous Delivery Confirmation

All 300 instructional hours of this program are delivered synchronously. Students attend live, scheduled, instructor-led sessions via Microsoft Teams. This delivery method is disclosed in the Student Enrolment Contract for each course.

Identity Verification

Student identity is verified at the following points:

- At enrolment, through the institution's admissions process, which requires submission of government-issued photo identification.
- At the start of the program, through orientation, during which the lead instructor confirms photo identification against admissions records during a live session.
- Throughout the program, through Tutor LMS individual credentials and through camera-on participation in synchronous sessions (subject to reasonable accommodation).
- At capstone submission, through a confirmation of identity step required by the assessment process.

Attendance Verification

Attendance is monitored through Microsoft Teams attendance records, instructor observation, and Tutor LMS activity logs. Students are expected to attend with cameras on during synchronous sessions, subject to reasonable accommodation requests submitted to administrative coordination. The institution's Student Attendance Policy requires a minimum of 80% attendance of scheduled synchronous instructional hours in each course and across the program overall, and sets out specific procedures for documenting absences, approving accommodations, and assigning make-up activities.

Instructor Accessibility

The lead instructor is available during all scheduled synchronous sessions and offers scheduled office hours each week for individual student questions. Outside scheduled times, students may contact the lead instructor through Tutor LMS messaging or institutional email; the institution targets a response within one business day.

Learner Support and Accommodation

Administrative coordination supports non-academic learner support, including:

- Onboarding and orientation to Microsoft Teams and Tutor LMS prior to or on the first day of the program.
- Coordination of reasonable accommodation requests, in accordance with the institution's Respectful and Fair Treatment of Students Policy.
- Referral to community-based external resources for wellness, counselling, and crisis support, as the institution does not provide internal counselling services.
- Coordination of dispute resolution and grade appeal processes under the institution's student policies.

Technical Support

Technical support is provided by the institution's Information Technology Support function, separate from instructional staff. Technical support requests are submitted to the institution's technical support email address (support@seasidecoastcollege.com) and are addressed within one business day during the program week. The lead instructor is not the technical support contact; the lead instructor may, however, briefly assist a student during a session to resolve a simple connectivity issue so the student

can rejoin instruction promptly. The institution maintains documented procedures for handling technical disruption, missed activities, and platform outages.

Technology Disruption Procedure

If a student experiences a technology disruption during a scheduled synchronous session, the student must notify the instructor or technical support function as soon as reasonably possible, including by institutional email if real-time communication is not available. The institution documents the disruption, determines whether the absence was technology-related, and provides reasonable access to missed materials or make-up learning activities where appropriate. Technology-related make-up activities do not replace required instructional hours unless approved and documented by the institution in accordance with the Student Attendance Policy. Repeated or unresolved technical issues are escalated to the Information Technology Support function for further review.

LMS and Platform Availability

Tutor LMS is available 24 hours per day, 7 days per week, subject to scheduled maintenance, of which students are notified in advance. Microsoft Teams is used only during scheduled synchronous sessions.

12. INSTITUTIONAL STRUCTURE AND GOVERNANCE

Seaside Coast College Ltd. is a small, founder-led private training institution in development. The institution’s operating model is intentionally modest, reflecting realistic startup operations for a Class A institution offering a single theory-only program with a small cohort size and conservative enrolment expectations.

The institution’s structure separates institutional roles by function, even where the founder currently fulfills more than one role. This separation supports clear lines of accountability, supports independent oversight where required, and provides a defined structure into which additional personnel will be added as enrolment expands.

Institutional Roles and Functions

The following roles and functions support the institution’s operations:

Role / Function	Description
Founder and Senior Educational Administrator (SEA)	Provides overall institutional leadership, regulatory compliance oversight, strategic direction, and governance accountability. The SEA is the institution’s primary point of contact with the Private Training Institutions Regulatory Unit. Currently fulfilled by Lynth Brown, LPN.

Lead Instructor	Delivers the synchronous instructor-led sessions, oversees student assessment, and provides direct academic support to students. The lead instructor role is currently fulfilled by Lynth Brown, LPN.
Subject Matter Expert and Curriculum Developer	Develops, maintains, and updates the program's curriculum, course materials, scenarios, and assessment instruments. The institution maintains full ownership and usage rights to all curriculum for as long as the program is delivered. Currently fulfilled by Lynth Brown, LPN.
Administrative Coordinator	Supports admissions intake, enrolment contracts, student records, scheduling, fee administration, and general institutional administration on a part-time basis.
Marketing and Communications Coordinator	Supports institutional communications, prospective-student inquiries, and pre-approval marketing preparation activities on a part-time basis, consistent with the advertising requirements of the Private Training Act.
Information Technology Support	Provides ongoing technical support for the institution's learning management system (Tutor LMS), delivery platform (Microsoft Teams), and student technical issues, on a contracted basis.
Independent Qualified Evaluator (engaged only if required)	A program evaluation is not required for a first-time registration application, and the registrar retains discretion to require one. No external program evaluator is engaged for this application. If the registrar requires a program evaluation, or when the periodic instructor-performance evaluation falls due, the institution will engage an independent qualified evaluator in accordance with PTIRU requirements.
Independent Reviewer	Currently fulfilled by Lakshpreet Mann. Reviews student grade appeals and reconsiderations independently of the grader. The Independent Reviewer is engaged by the institution, sits outside the instructional and grading line, and reports to institutional governance rather than to the Senior Educational Administrator.

Role / Function	Description
Independent Professional Services	The institution engages independent professional services for accounting and bookkeeping, legal advice, and insurance, on a contracted basis appropriate to the institution's scale.

Oversight of Instruction

Because the founder currently fulfills both the Senior Educational Administrator and Lead Instructor roles, the institution applies the following oversight measures to support quality and independent perspective on instructional delivery:

- A program evaluation is not required for a first-time registration application, and the registrar retains discretion to require one; the institution will engage an independent qualified evaluator if the registrar requires a program evaluation.
- Evaluation of instructor performance at least once every two years, in accordance with the Private Training Regulation (s. 21) and Policy Manual s. 3.2.9. Because the founder currently serves as both Senior Educational Administrator and lead instructor, this evaluation will be conducted by an independent qualified evaluator engaged by the institution when the evaluation falls due.
- Documented student feedback collected at the conclusion of each course and reviewed at the program level.
- Independent review of student grade appeals and reconsiderations by the Independent Reviewer (Lakshpreet Mann), who was not the grader of the work and who is independent of the Senior Educational Administrator and the instructional line, as set out in the Student Grade Appeal Policy and the Dispute Resolution Policy.
- A planned Program Advisory Committee, with members drawn from community-services and older-adult-engagement employers and practitioners, to provide periodic external input on program relevance and quality. The committee will be established prior to the second program intake.
- Annual program review and update, documented in writing, against the institution's learning objectives and graduate outcomes.

Phased Operational Growth

The institution's operating plan supports phased growth aligned with enrolment. As enrolment expands across successive intakes, additional qualified instructional and administrative personnel may be added to support program delivery and institutional operations. Specifically:

- A second qualified instructor will be identified prior to the second program intake to provide backup instructional capacity, support continuity in the event of instructor absence, and contribute to instructional peer review.
- Current part-time support roles (administrative coordination, marketing and communications coordination) are expected to be formalized through written engagement agreements prior to the first program intake.
- Administrative and coordination functions may be expanded with additional dedicated part-time or full-time personnel as cohort enrolment supports it.
- The Program Advisory Committee will be established prior to the second program intake and will convene on at least an annual basis thereafter.
- The institution will not increase the maximum cohort size of ten students without first conducting an internal capacity review and notifying PTIRU as required.

13. INSTRUCTOR QUALIFICATIONS

Instructor qualifications for this program are addressed under the instructor qualification standards of the Private Training Regulation (B.C. Reg. 153/2016, ss. 20–21) and section 3.2.9 of the Private Training Act Policy Manual. These standards require that an instructor (i) hold a credential at least

equivalent to the credential being delivered, or demonstrate relevant occupational experience in the subject matter, and (ii) hold an adult-education credential or demonstrate equivalent relevant teaching experience.

Lead Instructor

The lead instructor's eligibility to deliver this program is established directly through credential. The lead instructor holds a current Licensed Practical Nurse (LPN) diploma credential, registered in British Columbia, a post-secondary health credential at a level that exceeds the 300-hour certificate being delivered, and whose subject areas (healthy aging and older-adult support, person-centred and respectful communication, ethics, and health and wellness) are directly relevant to the non-clinical subject matter of this program. The credential (subject-matter) requirement is therefore met directly. Subject-matter relevance is further evidenced by the lead instructor's direct, non-teaching work experience in community-based support settings: in-home support for older adults (Home Instead Senior Care) and community support work with children, youth, and families (Thomas Circle of Care), which provides firsthand familiarity with community engagement, social inclusion, communication, and person-centred support. The teaching-capacity requirement is met separately by the lead instructor's adult-education background and extensive post-secondary instructional, curriculum-development, and program-coordination experience; this teaching experience is relied upon only as evidence of teaching competence and not as the subject-matter credential.

Name	Lynth Brown
Instructional Experience	More than 2 years of full-time instructional and program coordination experience in adult post-secondary training programs, including theory-based instruction in Health Care Assistant and related community-services training programs, synchronous online instruction, curriculum development, program coordination, practice education coordination, and adult learner support, delivered at registered private training institutions in British Columbia, including Western Community College and Native Education College.
Curriculum and Program Coordination Experience	Curriculum development, program coordination, instructional leadership, and HCA program-recognition alignment responsibilities at Western Community College, Native Education College, and DEA Canadian College, including curriculum mapping, course-outline development, assessment development, LMS-based instructional design, policy alignment, and practice-education coordination.
Credential (Subject-Matter Qualification)	Licensed Practical Nurse (LPN), registered with the BC College of Nurses and Midwives
Regulatory Basis for Instructor Eligibility	Private Training Regulation (B.C. Reg. 153/2016, ss. 20–21) and Private Training Act Policy Manual s. 3.2.9: credential (subject-matter) requirement met directly by the LPN post-secondary credential and reinforced by relevant non-teaching community and older-adult work experience; teaching-capacity

	requirement met by adult-education and instructional experience
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Under these standards, the credential (subject-matter) requirement is met directly by the lead instructor's post-secondary LPN credential, a credential exceeding the level of the certificate delivered, and is reinforced by relevant non-teaching work experience in community-based and older-adult support settings. The teaching-capacity requirement is met by the instructor's adult-education background, including completion of Learning to Teach Online (UNSW Sydney), and more than two years of full-time post-secondary instructional and curriculum-development experience. Instructional and curriculum-development experience is presented as evidence of teaching capacity, not as the subject-matter credential. Documentation supporting the lead instructor's credentials, work experience, instructional experience, and current professional registration is held on file by the institution and is available for inspection on request by the Private Training Institutions Regulatory Unit. The institution retains a current resume, credential documentation, employer references, and proof of current LPN registration.

Scope of Instruction

Although the lead instructor holds a Licensed Practical Nurse credential, this program is non-clinical in scope. The lead instructor delivers instruction strictly within the program's non-clinical, community-based, theory-only learning objectives, and does not deliver clinical content, personal care instruction, or content related to regulated nursing practice within this program.

Additional Instructional Capacity

As enrolment expands, additional qualified instructional personnel will be added to support program delivery. The institution will engage instructors who meet the applicable instructor qualification standards of the Private Training Regulation and Policy Manual and whose background aligns with the non-clinical, community-services orientation of this program.

14. TUITION AND FEES

Total Program Tuition (Domestic)	\$5,999.00 CAD
Application Fee	None
Other Fees	None
Course Materials	Included in tuition, provided digitally through the institutional LMS
International Tuition	Not applicable, as the institution does not enrol international students under this certification pathway

Payment Schedule

Tuition is collected in installments. As a voluntary institutional commitment, the institution collects no more than \$1,500.00 of tuition prior to the program start date; this is an institutional commitment, not a regulatory limit. The remaining tuition balance is collected during the program in accordance with the payment schedule set out in the student enrolment contract.

Tuition Refund Policy

A copy of the institution's Tuition Refund Policy is provided to every applicant prior to the collection of any tuition or related fees, and prior to the signing of the student enrolment contract. The Tuition Refund Policy is also published on the institution's website and is included in the Student Handbook.

15. COURSE MATERIALS

All course materials are developed and provided by the institution and made available to students digitally through the institutional LMS at or before the start of each course.

Materials Provided by the Institution

- Instructor-developed learning modules and slide decks
- Scenario libraries for scenario-based learning activities
- Reflective assignment prompts and rubrics
- Knowledge check activities hosted within the LMS
- Supplementary readings drawn from open-access and publicly available sources

Curriculum Ownership

The institution holds ownership and usage rights to all curriculum and course materials developed for this program and will maintain those rights for as long as the program is delivered. Students are not required to purchase textbooks, e-resources, supplies, or equipment from the institution or from any other specific source.

Items Provided by the Student

- A computer or laptop with a working webcam and microphone
- A reliable high-speed internet connection
- Basic note-taking supplies of the student's choosing

16. TECHNICAL REQUIREMENTS

Students are responsible for ensuring they have access to the following prior to program start:

- A computer or laptop with a working webcam and microphone
- A reliable high-speed internet connection
- Access to Microsoft Teams (free download from Microsoft)
- Access to Tutor LMS, individual login credentials are provided by the institution at orientation

Technical readiness is confirmed during the institution's pre-program orientation. Students experiencing access issues are supported through the institution's administrative coordination and Information Technology Support function.

17. STUDENT POLICIES

The institution maintains the following student policies in accordance with section 3.2.1 of the Private Training Act Policy Manual. The full text of each policy is provided to students at orientation and is included in the Student Handbook:

- Dispute Resolution Policy
- Student Dismissal Policy
- Student Grade Appeal Policy
- Respectful and Fair Treatment of Students Policy
- Sexual Misconduct Policy
- Student Attendance Policy
- Student Statement of Rights
- Tuition Refund Policy
- Reassessment Policy
- Academic Integrity Policy
- Privacy and Records Policy
- Accommodation Policy
- Student Conduct Policy
- Prior Learning Assessment Policy
- Withdrawal Policy
- Admissions Policy
- Distance Education Policy

18. SUBMISSION AND SIGNATURE

This Program Outline is submitted as part of an application for new program approval to the Private Training Institutions Regulatory Unit, Ministry of Post-Secondary Education and Future Skills, Province of British Columbia.

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Name (printed): Lynth Brown, Senior Educational Administrator

Date: July 6, 2026