Vancouver Community College Education Council
Meeting Agenda
November 12, 2024
3:30–5:30 p.m. Videoconference
https://vcc.zoom.us/j/65278850203

	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**		N. Mandryk			
2.	**ACKNOWLEDGEMENT**		D. Innes			
3.	**ADOPT AGENDA**	Approval	N. Mandryk	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	N. Mandryk	1 min	✓	**3-8**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	N. Mandryk	1 min		
6.	**BUSINESS ARISING**					
	a. International Enrolment Update	Info	D. Wells, A. Rudko	30 min		
	b. Program Name Changes	Approval	D. Wells	20 min	✓	**9-13**
	c. EdCo Elections & New Member Welcome	Info	N. Mandryk	2 min		
	d. Notice of Chair Elections – EdCo and Standing Committees	Info	N. Mandryk	2 min		
	e. EdCo Planning Day	Info	N. Mandryk	2 min		
7.	**COMMITTEE REPORTS**					
	a. Curriculum Committee					
	i. Program Update: Computer Systems Technology Diploma	Approval	R. Nezami	5 min	✓	**14-43**
	ii. Program Update: Digital Marketing Technology Diploma	Approval	J. White	5 min	✓	**44-51**
	iii. New Programs: Digital Marketing Technology Certificate and Customer Relationship Management Technology Short Certificate	Approval	J. White	5 min	✓	**52-65**
	b. Policy Committee					
	i. Curriculum Development and Approval Policy & Procedures (410)	Info	N. Mandryk	10 min	✓	**66-77**

Topic	Action	Speaker	Time	Attachment	Page
ii. New Program Development and Approval Policy & Procedures (4XX)	Info	N. Mandryk	10 min	✓	**78-86**
c. Education Quality Committee					
i. Library - Education Services Renewal Report, Action Plan & Institutional Response	Info	T. Rowlatt, D. Wells	5 min	✓	**87-108**
ii. Annual Program Review 2024	Info	T. Rowlatt	5 min	✓	**109-118**
iii. Program Feasibility Working Group: Executive Assistant & Medical Transcriptionist	Info	T. Rowlatt	2 min		
8. **RESEARCH UPDATE**	Info	N. Mandryk	5 min		
9. **CHAIR REPORT**	Info	N. Mandryk	5 min		
10. **STUDENT REPORT**	Info	TBC	2 min		
11. **NEXT MEETING & ADJOURNMENT**	Info	N. Mandryk	1 min		

EdCo Planning Day:
November 29, 2024,
9:00 a.m.–1:30 p.m.

Next regular meeting:
December 10, 2024,
3:30–5:30 p.m.

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – MEETING MINUTES
October 8, 2024
3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members		
Natasha Mandryk (Chair)	David Wells	Louise Dannhauer
Belinda Kaplan	Dennis Innes	Sarah Kay
Brianna Higgins	Heidi Parisotto	Shirley Lew
Dave McMullen	Kseniia Osipova	Todd Rowlatt
David Kirk	Lisa Beveridge	Vivian Munroe

Regrets		
Dana Valeria Rodriguez Arellano	Emily Simpson	Simranjot Kaur
Derek Sproston	Marcus Ng	

Guests		
Adrian Lipsett	Dawn Cunningham Hall	John Demeulemeester
Amber Ariss	Fionna Chong	Lucy Griffith
Andy Sellwood	Herbie Atwal	McKenzie Hutchison
Chelsea Hunter	Jennifer Corbett	Nicole Degagne
Claire Sauvé	Jennifer Kelly	Pervin Fahim

Recording Secretary
Darija Rabadzija

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- L. Dannhauer acknowledged the College's location on the traditional unceded territories of the xʷməθkʷəy̓ əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səl̓ilw̓ ətaʔɬ (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 October 8, 2024 agenda as amended. Item 7bi) Curriculum Development and Approval Policy & Procedures (410) was removed.

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

4. APPROVE PAST MINUTES

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

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

5. ENQUIRIES & CORRESPONDENCE

- Enquiries were received related to the Education Council elections. An EdCo member's concerns about security at the Downtown campus were brought to Operations Council.

6. BUSINESS ARISING

a) International Enrolment Update

- D. Wells provided a preliminary update in the context of the most recent announcements by the federal government related to post-graduate work permit (PGWP) eligibility, which is tied to fields of study linked to occupations in long-term shortage.

- VCC had adjusted its budgeted international enrolment numbers for 2024/25 based on expected lower enrolment. These lower numbers have largely been met for the current year. However, a significant drop in international enrolment is expected for the Spring 2025 term. One challenge of the new PGWP requirements is that federal labour market demands do not align with the labour market in BC or Metro Vancouver.

- International Education will provide another update at the November EdCo meeting.

b) English Language Proficiency Equivalencies – Composition 12

- D. McMullen presented the updated English Language Proficiency (ELP) equivalencies table. Composition 12 has been added, in consultation with subject matter experts, to provide more options for students to demonstrate language proficiency. EdCo previously delegated authority to the Registrar's Office for minor changes and updates to the ELP table.

c) Program Feasibility Working Group: Executive Assistant & Medical Transcriptionist

- T. Rowlatt reported that a Feasibility Working Group was established for the Executive Assistant and Medical Transcriptionist Certificate programs, since the department did not agree with the dean's proposal to suspend the programs. In accordance with the Suspension and/or Discontinuance of Programs policy (414), the working group was formed to explore the current state of the programs, impacts of suspension, and other potential options for these programs.

- The working group will be chaired by T. Rowlatt as Chair of the Education Quality Committee and include broad representation. A final report with recommendations needs to be completed within 3 months (by December 18, 2024), and submitted to employees of the program area, senior leadership, Education Council, CUPE, VCCFA and the SUVCC. Should the dean continue to seek program suspension at that time, the proposal will need to go through Education Council and the Board of Governors for approval.

d) Recommended Characteristics of Students

- T. Rowlatt presented a proposal for changes to the recommended characteristics of students section in program content guides. The proposal was developed by a working group consisting of N. Scott, B. Higgins, D. Cunningham Hall and T. Rowlatt. This PCG section was reviewed from an accessibility and Universal Design for Learning (UDL) lens.

- Changes would see "Recommended Characteristics of Students" be replaced with "Things to Consider," shifting the focus away from personal qualities to key information on the learning environment and common educational tasks, allowing students to make informed decisions and seek support and accommodations as needed.

- The proposal was discussed at Curriculum Committee, and the working group is seeking feedback from Education Council, department leaders, and deans.

- Education Council supported the shift towards greater accessibility for students. It was noted that some licensing/regulatory bodies currently require certain physical characteristics, e.g. for nurses.

- Members emphasized the importance of providing clear and in-depth information about what programs entail so potential students can make informed decisions. Some institutions also include videos on their websites. The working group will consult with the Marketing department in this regard.

- Members inquired whether this PCG section will be required. The current recommended characteristics section is required, but the amount of content varies. Even for programs that are not employment-focused, the new "Things to Consider" section could provide useful information about the learning environment.

e) EdCo Elections & New Member Orientation

- N. Mandryk reported that the nomination period closed on October 4. Voting will take place from October 16–22, and results will be announced by October 25. EdCo members with ending terms were acknowledged and thanked for their contributions to the council.

f) Education Council Meeting Schedule 2025

MOTION: THAT Education Council approves, in the form presented at this meeting, the 2025 Education Council and Standing Committees meeting schedule.

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

g) EdCo Planning Day

- N. Mandryk reported that Education Council Planning Day will be held on November 29, 2024, with a morning session for EdCo members and afternoon sessions for Education Policy and Curriculum Committee. Members were invited to suggest topics.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) Program Name Change: Project Management Post-Degree Diploma

MOTION: THAT Education Council approves, with the change approved at this meeting, the revised program content guide for the Project Management Post-Degree Diploma, and recommends the Board of Governors approve the program name change.

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

- A. Sellwood presented the proposal to change the name of the Business and Management Post Degre Diploma program to Project Management Post-Degree Diploma. The curriculum has been revised over the years to focus more on project management, and the name change will more clearly differentiate this offering from related programs. Curriculum Committee had no concerns and requested only minor adjustments to standardize admission requirements language. The name change requires Board of Governors approval.

- Education Council requested one edit – removing "international" from the purpose statement in the PCG. While the student body is mostly international, domestic students could take the program.

ii) Course Updates & New Courses: LINC

MOTION: THAT Education Council approves, in the form presented at this meeting, revisions to eight LINC course outlines: LINC 0601H to 0608H; and eight new LINC courses: LINC 0601 to 0608.

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

- T. Rowlatt presented the proposal. LINC courses are federally funded and required to use a portfolio-based language assessment model where students must complete 32 assessments related to the four key skills (listening, speaking, reading and writing). The courses have been taught in this model since 2017, and outlines were updated to reflect this practice. The LINC department agreed to Curriculum Committee's recommendation to remove the specific number of assessments from course evaluation plans; there are ongoing discussions about this requirement, and removing details from evaluation plans provides more flexibility should the requirement change in the future.

- The second part of the proposal was to create new course numbers for these eight courses, as requested by the Registrar's Office. The new course outlines will have standard numbers (without the "H"), and "Half Time" was removed from the course names.

iii) Courses: Visually Impaired (VOVI)

MOTION: THAT Education Council approves, in the form presented at this meeting, 22 new course outlines in the Visually Impaired department.

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

- J. Corbett presented the proposal for 22 new courses, which were developed based on recommendations from the recent Visually Impaired program renewal. Key changes included splitting 4-month courses into 2-month courses, which supports student success and completion. Students can tailor their learning to their individual goals, and workloads are more manageable in these shorter courses. Previous courses were often adapted from other departments, while the new courses are tailored specifically to the needs of visually impaired students and use of adaptive technology, and provide clearer streams and progression among courses.

- Curriculum Committee commended the department for their course design.

iv) Program Update: Occupational/ Physical Therapist Assistant Diploma

MOTION: THAT Education Council approves, in the form presented at this meeting, the revised program content guide for the Occupational/Physical Therapist Assistant Diploma, 4 revised and 15 new course outlines.

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

- T. Rowlatt presented the proposal to restructure the program to align with VCC's academic schedule. Content and courses were reorganized to better support students, and to explicitly reflect the two different aspects of the program: occupational therapy and physical therapy. In addition, some content was aligned with national standards, particularly around the addition of cultural safety and humility practices into learning outcomes.

- Curriculum Committee discussed adding more details to course evaluation plans. While the department simplified evaluation plans to provide more flexibility for instructors to change their assessments from term to term, students receive syllabi with detailed assessment plans at the beginning of courses.

v) Program Update: Dental Hygiene Diploma

MOTION: THAT Education Council approves, in the form presented at this meeting, revisions to the Dental Hygiene Diploma program content guide, and recommends the Board of Governors approve the implementation of the significantly revised program.

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

- A. Ariss and T. Rowlatt presented the proposal for significant revisions to the Dental Hygiene Diploma, including a reduction in credits. These changes were initially approved by Education Council in 2023 for September 2024. However, they were not implemented due to an outstanding ministry decision on VCC's request for exemption from the Tuition Limit Policy. Since the existing curriculum needed to be updated for September 2024 to align with changed Entry-to-Practice (ETP) Canadian Competencies for Dental Hygienists, an interim curriculum update was approved by EdCo in March 2024.

- The ministry has now approved establishment of a new tuition level, and the substantial revisions are moving forward for September 2025. Tuition and program implementation will be presented to the Board of Governors for final approval in November.

- Members discussed how to manage the application process for September 2025, since the revised program has new admission requirements, including Casper test results. The department is reaching out to applicants to make them aware of these changes.

vi) Program Update: Heavy Mechanical Technology Diploma

- T. Rowlatt reported that adjustments are needed to the international Heavy Mechanical Technology Diploma for its January 2025 intake. The program was restructured from over 50 into 18 courses in 2023 but has not been taught yet. The Registrar's Office identified that some course hours need to be adjusted for scheduling purposes, including moving some hours between courses. Due to the tight timeline, the proposal is to delegate approval authority for these changes to Curriculum Committee. Education Council had no concerns about this approach.

- D. Wells left the meeting at 4:28 p.m.

vii) Program Update & Final Program Approval: Optician Diploma

MOTION: THAT Education Council approves, in the form presented at this meeting, the revised program content guide for the Optician Diploma, and provides final approval for the overall program, removing the provisionally approved status.

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

- T. Rowlatt presented proposed changes to the Optician Diploma admission requirements, most notably to increase the minimum math grade from a C- to a C. The rationale is to ensure students are better prepared for math content in the program. C- is a low grade compared to requirements in other programs, and further adjustments may be required in the future.

- The Optician Diploma program was provisionally approved by Education Council in September 2021 and launched in January 2023. The first cohort has graduated, and almost all graduates passed both National Alliance of Canadian Optician Regulators (NACOR) exams. The program has also earned "accreditation with conditions" status with Accreditation Canada/Equal and is working towards "accredited" status. The Provisional Approval of New Programs Committee recommended final approval of the program to Education Council.

b) Policy Committee

- L. Dannhauer reported that Education Policy Committee reviewed the revised Curriculum Development and Approval policy and procedures (410) at its October meeting. The committee recommended approval of the policy to EdCo. However, based on recent discussions, additional revisions may be required. For this reason, the policy was removed from the EdCo agenda.

c) Education Quality Committee

- T. Rowlatt reported that the committee is finalizing documents for the 2024 Annual Program Reviews (APR). The APR form will include a question about the impacts of AI on programs and industry.

8. RESEARCH UPDATE

- Item deferred.

9. CHAIR REPORT

- N. Mandryk reported that the Board of Governors approved two new credentials: the Global Supply Chain Post-Degree Diploma and the Professional Baking & Pastry Arts Diploma. The Teaching Online Certificate program will be discontinued effective January 2025.

- The appeals working group hosted a well-attended Fairness in Practice workshop run by the BC Ombuds office. Resources from the workshop can be requested from N. Mandryk.

10. STUDENT REPORT

- M. Hutchinson reported on the recent SUVCC Board of Directors elections, which saw an unprecedented level of engagement. SUVCC organized several student events for the start of the fall term.

11. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on November 12, 2024, 3:30–5:30 p.m.
- EdCo Planning Day will be held on November 29, 9:00–12:00 p.m., followed by lunch and planning sessions for Education Policy Committee and Curriculum Committee.
- The meeting was adjourned at 4:44 p.m.

Natasha Mandryk
Chair, VCC Education Council

Decision Note

Request for change to program names

Prepared for: Education Council

Date: November 7, 2024

Issue: Program Name Changes

Background: Immigration, Refugee and Citizenship Canada (IRCC) has changed its policy on which programs will be post-graduate work permit (PGWP) eligible. As of November 1, 2024, programs must align to a designated Classification of Instructional Program (CIP) in order to provide PGWP eligibility to international students. The federal government uses CIPs to classify instructional programs according to field of study.

Discussion: VCC has analysed the list of CIPs provided by IRCC, and have determined that many of our programs align with the designated CIPs, but will require a name change in order to confirm this alignment.

These are the current programs that have been realigned to meet the IRCC CIP. The proposed new names for these programs will align with the CIPs recognized by IRCC for PGWP eligibility.

Current program	CIP Code	Renamed Program	Proposed CIP Code	
Marketing Technology Diploma		Digital Marketing Technology Diploma	52.1404	STEM
		Rationale – The existing program has significant program content related to the use of digital technology in the execution of marketing interventions. The expectations for this role under the revised STEM CIP code are reasonable.		*52.1404 Digital marketing This instructional program class comprises any program that prepares individuals to develop a digital marketing plan and integrate marketing, advertising, sales, and logistics across physical and digital channels. These programs include courses in digital marketing, e-commerce, online consumer psychology, search engine optimization, social media marketing, and web analytics. Illustrative example(s) • cybermarketing*

• *digital marketing*
• *e-marketing*
• *electronic marketing*

Culinary Arts Diploma	12.0505	Culinary Arts and Food Service Management Diploma	19.0505	
		Rationale – The revised program title more accurately reflects the program content and learning outcomes that align with this profession within an institutional context. The majority of the students practical hours during their two-year diploma are obtained via production within an institutional setting.		*19.0505 Foodservice systems administration/management* *This instructional program class comprises any program that focuses on the principles and practices relating to the administration of food service systems in institutional settings, and that prepares individuals to manage such operations in public and private facilities. These programs include courses in human nutrition, food safety, the design and organization of food service systems, purchasing, personnel management, and related business practices.* *Illustrative example(s)* • *dietary and food service management* • *food services management* • *foodservice systems administration* • *foodservice systems management* • *nutrition and food service management*
Hospitality Management Diploma	52.0901	Hospitality and Food Service Systems Management	19.0505	
		Rationale – A significant portion of the education within the Hospitality program is directly, and indirectly in relation to work within the Food Services side of Hospitality, including front-of-house and back-of-house management. Consequently, this title more accurately captures the program and learning outcomes achieved by graduates of this credential		*19.0505 Foodservice systems administration/management* *This instructional program class comprises any program that focuses on the principles and practices relating to the administration of food service systems in institutional settings, and that prepares individuals to manage such operations in public and private facilities. These programs include courses in human nutrition, food safety, the design and organization of food service systems, purchasing, personnel management, and related business practices.* *Illustrative example(s)* • *dietary and food service management*

• food services management
• foodservice systems administration
• foodservice systems management
• nutrition and food service management

Hospitality Management Post Degree Diploma	52.0901	Hospitality and Food Service Systems Management	19.0505	
		Rationale – A significant portion of the education within the Hospitality program is directly, and indirectly in relation to work within the Food Services side of Hospitality, including front-of-house and back-of-house management. Consequently, this title more accurately captures the program and learning outcomes achieved by graduates of this credential		*19.0505 Foodservice systems administration/management This instructional program class comprises any program that focuses on the principles and practices relating to the administration of food service systems in institutional settings, and that prepares individuals to manage such operations in public and private facilities. These programs include courses in human nutrition, food safety, the design and organization of food service systems, purchasing, personnel management, and related business practices.* *Illustrative example(s)* *• dietary and food service management* *• food services management* *• foodservice systems administration* *• foodservice systems management* *• nutrition and food service management*
Hospitality Management Degree	52.0901	Hospitality and Food Service Systems Management *Rationale – A significant portion of the education within the Hospitality program is directly, and indirectly in relation to work within the Food Services side of Hospitality, including front-of-house and back-of-house management. Consequently, this title more accurately captures the program*	19.0505	*19.0505 Foodservice systems administration/management This instructional program class comprises any program that focuses on the principles and practices relating to the administration of food service systems in institutional settings, and that prepares individuals to manage such operations in public and private facilities. These programs include courses in human nutrition, food safety, the design and organization of food service systems, purchasing, personnel management, and related business*

		and learning outcomes achieved by graduates of this credential	*practices.* *Illustrative example(s)* *• dietary and food service management* *• food services management* *• foodservice systems administration* *• foodservice systems management* *• nutrition and food service management*
Automotive Service Technician Diploma	47.0604	High Performance and Custom Engine Technician Diploma *Rationale – There was significant overlap between the Automotive Service Technician CIP code and the High Performance and Custom Engine Technician Diploma CIP code. There will be some modest curriculum changes coming to Curriculum Committee and Education Council in the next few months, updating the learning outcomes and replacing one course to better align with skills in High Performance space.*	47.0617 *47.0617 High performance and custom engine technician/mechanic* *This instructional program class comprises any program that prepares individuals to apply technical knowledge and skills to increase the power of diesel and automotive engines; enhance the performance of automobiles; and repair, service, and maintain high performance vehicles. These programs include courses in adding performance accessories; modifying powertrains; tuning custom engines, suspension, and exhaust systems; and using dynamometers and other diagnostic equipment.* *Illustrative example(s)* *• automotive high performance mechanic* *• automotive high performance technician* *• custom engine mechanic* *• high performance and custom engine mechanic* *• high performance and custom engine technician* *• high performance powertrain mechanic* *• high performance powertrain technician*
Automotive Collision and Refinishing Diploma	47.0603	Automotive Mechanic and Refinishing Diploma *Rationale -This name change aligns more closely with the target CIP category, which is a more expansive code capturing all repairers*	47.0000

of machines. A number of exclusions are listed which do not include collision repair of vehicles. The inclusion of mechanical refers to the structural (frame and related) work that graduates from this program will engage in.

Recommendation:

THAT Education Council recommends to the Board of Governors, in the form presented at this meeting, the revised program names as identified in the relevant program content guides for the following programs.

Current program	Renamed Program
Marketing Technology Diploma	Digital Marketing Technology Diploma
Culinary Arts Diploma	Culinary Arts and Food Service Management Diploma
Hospitality Management Diploma	Hospitality and Food Service Systems Management
Hospitality Management Post Degree Diploma	Hospitality and Food Service Systems Management
Hospitality Management Degree	Hospitality and Food Service Systems Management
Automotive Service Technician Diploma	High Performance and Custom Engine Technician Diploma
Automotive Collision and Refinishing Diploma	Automotive Mechanic and Refinishing Diploma

Prepared by: David Wells, Vice President Academic & Research

Jennifer Gossen, Director International Education

DECISION NOTE

PREPARED FOR: Education Council

DATE: November 12, 2024

ISSUE: Revisions to Computer Systems Technology Diploma

BACKGROUND:
The Computer Systems Technology (CST) department is proposing changes to reflect the seismic changes in computer applications since the major advancements in Artificial Intelligence (AI) in the last few years. The role of junior software developers is particularly affected by AI-assisted and guided tools that are increasingly available. Program graduates must be prepared for this changed environment.

The changes proposed include adjustments to the Program Learning Outcomes and the Program Purpose to include AI-assisted and machine learning applications and skills. Select courses have also been revised to reflect changes or to update terminology.

DISCUSSION:
Reza Nezami, Department Head of CST, presented the proposal. The Committee understood the intent of the changes and agreed with their importance. After discussion, key feedback was:

- Adjust course learning outcomes and topics in CSTP 2108 Math for Programmers for clarity and to explicitly mention AI and machine learning as the relevant context. This course will return for approval at a later meeting.

- The department proposed adding a co-op option for the Major Project course. The Committee removed this option for now; it is an intriguing idea that needs some additional development time. CTLR will work with the department.

- The department will explore Prior Learning Assessment and Recognition (PLAR) options with the Registrar's Office and CTLR to see if it is appropriate for some courses.

- CSTP 2301 Emerging AI Technologies: This course has been adjusted to focus on AI (its previous version was more generally about emerging technology), but additional work is needed on the course learning outcomes, topics and assessments. This course will return to Curriculum Committee in November.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Computer Systems Technology Diploma program content guide, including to program learning outcomes and admission requirements, and four revised course outlines.

PREPARED BY:	Todd Rowlatt, Chair, Curriculum Committee
DATE:	October 17, 2024

Program Change Request

Date Submitted: 09/29/24 9:44 am

Viewing: **Computer Systems Technology Diploma**

Last approved: 03/22/23 3:20 pm

Last edit: 10/15/24 4:29 pm

Changes proposed by: rnezami

Catalog Pages Using
this Program
[Computer Systems Technology Diploma](#)

Program Name:
   Computer Systems Technology Diploma

Credential Level: Diploma

Effective Date: September 2025 ~~2022~~

Effective Catalog   2025-2026 Academic Calendar
Edition:

School/Centre: Trades, Technology & Design

Department   Computer Systems Technology (4702)

Contact(s)

In Workflow

1. **4702 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 09/29/24 9:44 am
   Reza Nezami
   (rnezami): Approved
   for 4702 Leader
2. 10/04/24 10:08 am
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean
3. 10/17/24 2:27 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

History

1. Jun 18, 2018 by
   cdeans
2. Jun 17, 2019 by
   Reza Nezami
   (rnezami)
3. Jun 18, 2019 by
   Todd Rowlatt
   (trowlatt)
4. Aug 6, 2019 by Todd
   Rowlatt (trowlatt)
5. Aug 21, 2019 by
   Nicole Degagne
   (ndegagne)

6. Mar 11, 2020 by
   Reza Nezami
   (rnezami)
7. May 13, 2022 by
   Reza Nezami
   (rnezami)
8. Mar 15, 2023 by
   Leszek Apouchtine
   (lapouchtine)
9. Mar 22, 2023 by
   Darija Rabadzija
   (drabadzija)

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

Program Content Guide

Purpose

The ~~purpose of the~~ Computer Systems Technology (CST) Diploma program <u>prepares</u> ~~is to prepare~~ students for a career as a computer systems software technologist specializing in developing web and Windows software applications using <u>the latest</u> ~~popular~~ development platforms and <u>AI-assisted</u> tools. Computer systems software technologists generate software solutions for the general public, businesses, government agencies, <u>industries, utilities,</u> law enforcement agencies, health services providers, educational institutions and more. Graduates will be able to work as junior software developers in <u>these fields.</u> ~~the software development industry.~~ Students gain a solid foundation in software design, development, testing, and deployment <u>in popular platforms</u> using <u>the AI-assistance Integrated Development Environment (IDE).</u> ~~common platforms and environments.~~ The first year of the program focuses on building a strong foundation in <u>computing</u> ~~computer~~ systems, and in software design and analysis. In the second year of the program, students take advanced courses in web ~~technologies~~ and mobile <u>technologies and intelligent interactive application settings, modern Windows application ecosystem,</u> ~~application development,~~ User Interface <u>and</u> ~~and~~ Experience design, <u>Cloud Computing, and Security,</u> as well as in the <u>application of AI and Machine Learning in software solutions.</u> ~~modern Windows application ecosystem.~~ CST instructors are industry-experienced professionals who are strongly connected to the local Information Technology industry.

Admission Requirements

Grade 12 graduation or equivalent

English ~~Studies~~ 12 with a minimum 'C' grade, or equivalent ~~or English Language Proficiencyat a minimum Grade 12 'C' level, or equivalent~~

~~Knowledge of mathematics demonstrated by one of thefollowing:Pre-calculus 12 with a minimum grade of 'C' (60%) or equivalent~~Foundation of Mathematics 11 with a minimum ~~grade of~~ 'C+' grade, or ~~(65%) or~~equivalent ~~VCC Pre Calculus assessment with a minimum grade of 72% VCC Intermediate Algebra assessment with a minimum grade of 52%~~

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The CST diploma program can be completed in 5 terms of full-time study (average 17 credits per term), with an expected completion time of 2 years. There are 3 terms Fall, Winter, and Summer per year. ~~The Summer term is a shorter term which means the month of August is a breakmonth.~~The program must be completed within a maximum of 5 years. The CST program ~~diploma~~ accepts students for Winter and Fall terms.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Install and configure basic computer hardware and software ~~design, analyze, and develop complex software application systems for PC, Web, and Mobile devices~~
PLO #2	Design, ~~design,~~ analyze, develop, debug, and optimize web and mobile applications written in popular programming languages such as Python, JavaScript, Java, C++ and C#
PLO #3	Develop ~~develop~~ and design interactive web pages/mobile apps with multimedia and AI-assisted components
PLO #4	Design, analyze, and develop complex software application systems for PC, Web, Mobile, and embeded devices ~~install and configure basic computer hardware and software~~
PLO #5	Collaborate ~~collaborate~~ efficiently in a typical software project team working with popular project development tools and current development frameworks
PLO #6	Evaluate and contribute to the integration of appropriate Cloud-based services and solutions ~~work in large and small teams as an effective team member~~
PLO #7	Explain basic Machine Learning algorithm and contribute to its integration in existing software applications

	Upon successful completion of this program, graduates will be able to:
PLO <u>#8</u> ~~#7~~	<u>Utilize</u> ~~learn~~ new tools and technologies independently following the latest trends in software and hardware

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The CST Diploma program is designed to provide a contextual hands-on learning experience similar to a real-world modern software development industry setting. <u>The focus is</u> ~~Courses are developed focused~~ on <u>developing</u> a problem-solving mindset in which theory and practice are ~~always~~ blended in the form of small/large individual or team <u>projects.</u> ~~projects where students learn to research, investigate, analyze, design, implement and develop, and test and optimize their solutions, similar to the way it works in High Tech and IT companies.~~ <u>Students learn to research, investigate, analyze, design, implement and develop, and test and optimize their solutions, similar to the way it works in High Tech and IT companies.</u> ~~Some courses are taught in a flexible blended model where online and face to face modes of delivery are appropriately combined.~~ The <u>main mode</u> ~~total online/remote part~~ of <u>delivery for</u> the CST program <u>is face-to-face.</u> ~~would be less than 50% of the total program hours. This means students will spend at least 50% of their course time on campus in labs.~~ Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work, and online sessions.

<u>Students</u> ~~VCC Computer Systems Technology Department~~ have access to <u>state-of-the-art</u> ~~state of the art~~ modern computer labs with software and tools such as VMWare, Visual Studio, <u>Azure</u> Microsoft suite of applications and Operating Systems, private department servers, and project-based classroom settings. Individual free tutoring for Math and <u>English</u> Language is provided by VCC.

It is required that students have access to a modern PC or laptop at home with at least 16GB of Ram and Intel core i5 or higher CPU specification to carry out their assignments or connect to the lab computers remotely. <u>The</u> CST department also has access to multiple Mac labs <u>at the</u> ~~in~~ VCC downtown campus, but it is recommended that <u>students</u> ~~student~~ have access to a Mac PC (like <u>a</u> Mac Mini) for <u>the</u> ~~the~~ Mac/iOS development courses.

Evaluation of Student Learning

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

<u>Students must</u> ~~To progress through the program and~~ receive a <u>minimum program grade point average of 'C' (2.0)</u> ~~Diploma in CST, students are required~~ to <u>successfully graduate,</u> ~~achieve~~ a <u>minimum grade point average of 'C' (2.0) to successfully complete</u> ~~minimum grade of 'C' (60%) in~~ each <u>course, and a minimum cumulative grade point average of 'C' (2.0) in each term to advance into subsequent terms in the program.</u> ~~course.~~

Recommended Characteristics of Students

Love coding and problem-solving

Logical and critical thinker

Able to work long hours on computers

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

Research-oriented, curious to use new and intelligent tools in their search

~~Research-oriented, quick to google a subject and find relevant info~~Client-oriented outlook and ability to work well with a wide variety of people

Ability to give and receive feedback

Enthusiastic, positive, optimistic attitude

Pro-active self-starter

Basic understanding of computers and comfortable using mobile devices

Interested in technology, gadgets, and applications that run on them

Courses

In the First Year students complete the f*oundational/core* courses. In the second year students take advanced software development, web, mobile, and Windows PC specialized courses. In the last term, students focus on developing an industry-scale *Portfolio/Capstone* project as a team.

Year 1 (Foundation Courses)

CSTP 1101	Communication and Workplace Behaviour	3
CSTP 1104	Computer Systems Administration	5
CSTP 1105	Introduction to Programming	4
CSTP 1106	Website Development	3
CSTP 1108	Applied Mathematics	2
CSTP 1201	Database Management Systems	4
CSTP 1202	Introduction to Data Communication and Networking	3
CSTP 1205	Programming in C++	4
CSTP 1206	Introduction to Internet Programming & Web Applications	3
CSTP 1204	Software Analysis and Design	3
CSTP 1302	Windows Programming	4
CSTP 1303	Introduction to Client-Server Computing	3
CSTP 1304	User Interface Design	2

CSTP 1305	Algorithms Analysis and Data Structures	3
Year 2		
CSTP 2104	Windows Interactive Application Programming	3
CSTP 2110	Introduction to Cloud Computing	3
CSTP 2106	Introduction to Computer Security	3
CSTP 2107	Advanced Internet Programming & Web Applications	4
CSTP 2108	Mathematics for Programmers	2
CSTP 2204	IT Development Project	5
CSTP 2205	Android Mobile Application Programming	3
CSTP 2208	Career Path Search	1
CSTP 2301	Emerging AI Technologies	3
CSTP 2305	iOS Mobile Application Programming	3
Total Credits		76

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

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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.

-Last few years major changes to IT software development environment is causing seismic shifts in how
computer applications are developed. The role of junior software developers are particularly being affected
by major advancement in AI-assisted or even guided tools are coming to market gradually. We need to
make our CST graduates be prepared for such changed environment.

Are there any
expected costs to
this proposal.

no

Consultations

Consultated Area	Consultation Comments
Faculty/Department	

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

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

This program is for: Domestic
                          International

Marketing Description

Build hands-on ~~Build~~ skills in design ~~programming, design, mobile apps,~~ and development of intelligent web /
mobile / ~~security while launching your career developing software and solving computer-related issues for
businesses, governments,~~ or general sofware applications using AI-assisted tools while launching your career
developing software and solving computer-related issues for businesses, governments, or institutions.

Course Change Request

Date Submitted: 09/29/24 9:50 am

Viewing: **CSTP 1204 : Software Analysis and Design**

Last approved: 05/20/22 5:23 am

Last edit: 10/15/24 9:20 am

Changes proposed by: rnezami

Programs
referencing this
course

122: Computer Systems Technology Diploma

Course Name:
  Software Analysis and Design

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

In Workflow

1. **4702 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/29/24 10:01 am Reza Nezami (rnezami): Approved for 4702 Leader
2. 10/04/24 10:08 am Lucy Griffith (lgriffith): Approved for CTT Dean
3. 10/17/24 2:27 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Aug 3, 2018 by cdeans
2. Jul 25, 2019 by Reza Nezami (rnezami)
3. May 20, 2022 by Reza Nezami (rnezami)

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	604-318-8274

Banner Course Name: Software Analysis and Design

Subject Code: CSTP - Computer Systems Technology

Course Number   1204

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code	TT
Bridge Billing Hours	3
Bridge Course Level	01

Course Description:

In this course students are exposed to the pillars of the Software Development Life Cycle (SDLC). Students explore and apply the concepts required to analyze, design, create, install and document a systems project through individual and team exercises.

~~This course also introduces the Java programminglanguage.All programming in this course is done in Java as a primary Object-Orientedlanguage.~~Students learn how to practice Object-Oriented Modelling techniques using the Unified Modelling Language (UML) as well as being introduced to the fundamentals of Project Management. Agile frameworks and SCRUM are used in sample mock team projects.

Using Object-Oriented Design (OOD), students learn how to identify classes and build the domain model. Learners learn the key players and stakeholders in a typical project and their roles. Various testing types such as unit testing, feature testing, regression testing, user acceptance testing, smoke testing, and functional testing are also introduced.

This course's primary language of programming is Java.

Course Pre-Requisites (if applicable):

CSTP 1105.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

      No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe Object-Oriented features in a modern programming language such as C#, C++, or Python ~~Describe Java Object-Oriented features~~
CLO #2	Describe the Software Development Life Cycle ~~software development life cycle~~
CLO #3	Use a modern ~~Java~~ programming language's interface and its inheritance support to implement proper Object hierarchy and Object-Oriented Design ~~design~~
CLO #4	Analyze methods for initiating a project
CLO #5	Prepare project analysis and plans
CLO #6	Prepare Unified Modelling Language (UML) ~~UML~~ models for software design
CLO #7	Design software using Object-Oriented ~~object-oriented~~ best practices
CLO #8	Prepare a software project for deployment
CLO #9	Analyze user feedback in order to refine a design and grow a system

Instructional
Strategies:
   Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and
   hands-on practical work.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	50 ~~30~~	Programming assignments

Type	Percentage	Brief description of assessment activity
Midterm Exam	15 ~~20~~	Exam or project
Final Exam	25 ~~20~~	Written in-person test
Quizzes/Tests	10	Un-announced ~~un-announced~~ quick tests

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: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   30

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

Check all that apply:

Lab

Hours in Category 2:   30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Object Oriented Programming Languages ~~Java programming language~~

Course Topics:
A software product stakeholders and requirement analysis ~~Java Object Oriented features~~
Software Development Life Cycle (SDLC) ~~A software life cycle (SDLC)~~
Methods ~~The methods~~ for initiating projects
Agile development paradigm
Unified Modelling Language (UML) ~~UML~~ models for software design
Object-Oriented methodology ~~Using object-oriented~~ to design software
Project testing process ~~tests~~
Design patterns in software design

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

"Introduction to Software Design With Java", by Martin P. Robillard, https://repository.gctu.edu.gh/files/original/d81245d2fe1e8548cdf83cc7a0b81ff3.pdf

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
122: Computer Systems Technology Diploma

Additional Information

- -

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Course Change Request

Date Submitted: 09/29/24 9:51 am

Viewing: **CSTP 1303 : Intro to Client-Srvr Computing**

Last approved: 05/20/22 5:23 am

Last edit: 10/15/24 9:12 am

Changes proposed by: rnezami

Programs
referencing this
course
   122: Computer Systems Technology Diploma

Course Name:
   Introduction to Client-Server Computing

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

In Workflow

1. **4702 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/29/24 10:01 am
   Reza Nezami
   (rnezami): Approved
   for 4702 Leader
2. 10/04/24 10:08 am
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean
3. 10/17/24 2:27 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

History

1. Aug 3, 2018 by
   cdeans
2. Jul 25, 2019 by Reza
   Nezami (rnezami)
3. May 20, 2022 by
   Reza Nezami
   (rnezami)

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	6043188274

Banner Course Name: Intro to Client-Srvr Computing

Subject Code: CSTP - Computer Systems Technology

Course Number 1303

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code   TT

Bridge Billing Hours   3

Bridge Course Level   01

Course Description:

In this course students are introduced to the fundamentals of developing a distributed application system based on the client/server paradigm. Students learn how to design and implement client-server applications based on TCP/IP network protocol suite, and to use sockets in Java C++ programming environment to set up reliable (TCP) or unreliable (UDP) communication between two hosts.

Student learn by developing sample console, windows, or browser applications such as Chat applications, File Transfer applications, or simple role based multi-player games such as Chess. Security of the application is enforced by learning to use Secure Socket layer (SSL) or HTTPS API as secure communication protocol.

The goal in this course is to make students aware, through hands-on work, of the challenges of a networked/distributed application, such as performance, delays, reliability, synchronization, scalability, and security issues.

Course Pre-Requisites (if applicable):

CSTP 1202, CSTP 1105. 1205.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the key concepts in networked client-server software systems
CLO #2	Describe how sockets are created, setup, and managed during communication
CLO #3	Explain the concept of thread of execution and its difference from a process in a computer application
CLO #4	Use basic tools such as sockets, datagrams, multi-casting, multi-threading, and multi-processing to develop distributed systems in web, mobile and desktop platforms
CLO #5	Explain how SSL works to secure the communication between hosts or server and endpoints
CLO #6	Test, debug, and deploy client-server software systems
CLO #7	Deploy a client-server application on physically separate hosts, debug and test its performance

Instructional
Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45	Individual or team projects in which students hands in source code and exe based on the project requirements.
Midterm Exam	15	Either midterm or Final Exam can be a project. The other is in-class written test
Lab Work	25	Lab or other quizzes
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:　　　　60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:　　　　30

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

Check all that apply:

Lab

Hours in Category 2:　　　　30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Client/Server architecture
Networking and protocols
Socket and Datagram APIs
Multithreading and thread synchronization in client/server applications
Building reliable connection oriented communication using TCP
HTTPS and OpenSSL, HTTP vs RTP => non-real time vs real-time distributed applications

Course Topics:
Messaging using Web Socket
Building secure connections: HTTPS and OpenSSL
Building unreliable or reliable connections using UDP

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

122: Computer Systems Technology Diploma

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

Date Submitted: 09/29/24 9:53 am

Viewing: **CSTP 1305 : Algo Analysis & Data Structure**

Last approved: 05/20/22 5:23 am

Last edit: 10/15/24 9:12 am

Changes proposed by: rnezami

> Programs
> referencing this
> course
>   122: Computer Systems Technology Diploma

Course Name:
  Algorithms Analysis and Data Structures

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	6043188274

In Workflow

1. **4702 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/29/24 10:02 am Reza Nezami (rnezami): Approved for 4702 Leader
2. 10/04/24 10:08 am Lucy Griffith (lgriffith): Approved for CTT Dean
3. 10/17/24 2:27 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Jul 25, 2019 by Reza Nezami (rnezami)
2. May 20, 2022 by Reza Nezami (rnezami)

Banner Course
Name: Algo Analysis & Data Structure

Subject Code: CSTP - Computer Systems Technology

Course Number   1305

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code	TT
Bridge Billing Hours	3
Bridge Course Level	01

Course Description:

Students learn the fundamentals of algorithm design and analysis through hands-on practice with various popular algorithms and data structures used in software development. Students learn how to analyze the time and space complexity of an algorithm and learn how to test and choose the right solution for a non-trivial programming problem.

The emphasis is on developing practical skills as well as the conceptual mastery of efficient algorithm selection. Important data structures covered in this course include: arrays and vectors, and trees and graphs. Popular algorithms and design strategies covered include: Recursion vs Iteration, Divide and Conquer, Greedy Techniques and basic sorting algorithms. The ~~This~~ language of choice for this course is modern ~~C++ or~~ Java.

Course Pre-Requisites (if applicable):

CSTP 1105. ~~1205.~~

Course Co-requisites (if applicable):

CSTP 1204.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the usage and applications of common data structures like vectors, lists, and trees
CLO #2	Explain the concept of recursive algorithms and how it differs from iterative algorithms
CLO #3	Apply proper algorithms and choose the right data structure to solve practical problems
CLO #4	Identify algorithmic bottlenecks in an application code and suggest solutions
CLO #5	Deduce time and space complexity of common algorithms
CLO #6	Select proper sorting algorithms for sorting a data collection
CLO #7	Implement generic data structures such as linked list and binary trees
CLO #8	Implement common traversal algorithms for traversing a tree

Instructional
Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	60	
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: 60

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

Check all that apply:

Lecture

Online

Hours in Category 1:   30

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

Check all that apply:

Lab

Hours in Category 2:   30

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

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
The fundamentals of algorithm analysis
Vectors and Arrays
Iteration vs Recursion
Common Sorting algorithms
Time and space higher and lower bound complexity
Divide and Conquer vs greedy algorithms
Binary Trees, Balanced Trees
Tree traversal algorithms

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

Course Change Request

Date Submitted: 09/29/24 9:57 am

Viewing: **CSTP 2204 : IT Development Project**

Last approved: 05/20/22 5:23 am

Last edit: 10/15/24 9:21 am

Changes proposed by: rnezami

> Programs
> referencing this
> course
>   122: Computer Systems Technology Diploma

Course Name:
  IT Development Project

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

In Workflow

1. **4702 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/29/24 10:02 am
   Reza Nezami
   (rnezami): Approved
   for 4702 Leader
2. 10/04/24 10:08 am
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean
3. 10/17/24 2:27 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

History

1. Aug 3, 2018 by
   cdeans
2. Jul 25, 2019 by Reza
   Nezami (rnezami)
3. May 20, 2022 by
   Reza Nezami
   (rnezami)

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	6043188274

Banner Course Name: IT Development Project

Subject Code: CSTP - Computer Systems Technology

Course Number   2204

Year of Study   2nd Year Post-secondary

Credits: 5

Bridge College Code   TT

Bridge Billing Hours   5

Bridge Course Level   01

Course Description:

In this course, students work as a team on a group IT project on industry level projects. The project ideas are often recruited from external or internal (to VCC) clients. Students are exposed to all aspects of project development. Students work in a team to design, analyze, develop, test, and deliver a complete software application project.

The project team could be a collaborative team involving students from different disciplines including networking or web design programs. The selection of team members is done under guidance of the instructor and in collaboration among the students. The intent is that the team work should resemble as much as possible to real work environment in the IT project development sector. A project team will have a project manager and/or various leads which oversea the progress in multiple fronts such as coding, arts assets, and testing. The industry practices using SDLC, agile methodology, and weekly SCRUM meetings will be followed so students get a taste of how to work in a team in a typical development or IT company.

Students will study and employ the practical and theoretical concepts obtained in the first-year first year systems analysis and design courses by building an IT system. Learners work as part of a development team on an IT problem for an external industry client. The project will include the production and demonstration of the functioning components of the system for each release within the deadlines set out in the the project management documentation. Students will present the final product to the client. The instructor instructor, or external clients can work as the project client/stakeholder in determining if the project has been successful.

Students will also practice project management, documentation, meeting, ~~meeting~~ and presentation skills. As a contributor to a computer system development project, learners will prepare for and participate in project meetings, prepare project management documentation, adapt project management processes as required, manage progress using project management techniques, ~~techniques~~ and manage the storage of project documentation.

Course Pre-Requisites (if applicable):

CSTP 2104 (taken prior to or concurrently), CSTP 2107 (taken prior to or concurrently). ~~CSTP 2104, CSTP 2107.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Adapt project processes in a team environment
CLO #2	Update project requirements for IT development project for an external client
CLO #3	Generate acceptance test results for IT development project for an external client
CLO #4	Adapt design models and analysis models to changing requirements for IT development project for an external client
CLO #5	Develop additional software for expanding product functionality for IT development project for an external client
CLO #6	Generate unit test results for IT development project for an external client
CLO #7	Use software version control
CLO #8	Revise user manual and installation manual for IT development project for an external client
CLO #9	Use project management skills to manage an IT development project for an external client
CLO #10	Use a content management system for documentation
CLO #11	Create release plans for an IT development project for an external client
CLO #12	Apply project monitoring techniques for an IT development project for an external client

Instructional
Strategies:

Student must maintain an active role in the team project. If, upon the recommendation of the team and approval of the instructor, the student fails to maintain their team membership, they are allowed to switch teams. Failing to procure and maintain team membership is equivalent to course being incomplete and grade letter D is assigned. The student will have to retake the course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	15	Project Concept Presentation
Project	15	Project Milestone Assignment
Project	20	Project Presentation
Project	25	Individual Student Project Work
Participation	25	Peer review. Assigned by project manager of the team.

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
    Online

Hours in Category 1:   15

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

Check all that apply:

Lab

Hours in Category 2: 85

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Project processes in a team environment
Project requirements for IT development project for an external client
Test results for IT development project for an external client
Design models and analysis models to changing requirements for IT development project for an external client
Additional software for expanding product functionality for IT development project for an external client
Unit test results for IT development project for an external client
Software version control
User manual and installation manual for IT development project for an external client
Plans for an IT development project for an external client

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

122: Computer Systems Technology Diploma

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultation

Additional Information

Provide any additional information if necessary.

If a student decides to have a co-op term replacement for this course, it is her/his responsibility to find a proper co-op employment that lasts at least 3 months. The department will provide help as much as possible. During the co-op term students can take less course load to accommodate the co-op employment requirement. For international students, this means they still have to maintain 9 credit minimum during the term.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Badge Effective
Date

Badge Name

Badge Description

DECISION NOTE

PREPARED FOR: Education Council

DATE: November 12, 2024

ISSUE: Name change: Marketing Technology Diploma to Digital Marketing Technology

BACKGROUND:
The Business Technology department has proposed to change the name of the Marketing Technology Diploma program to Digital Marketing Technology Diploma. Education Council is providing advice to the Board of Governors related to the change in another decision note at its November 12, 2024, meeting.

To support the name change, the department is proposing revisions to the Program Content Guide (PCG) in the program purpose and program learning outcomes section. The department believes its program already fully supports digital marketing technology, and these changes make that support more explicit.

These updates respond to changes in policy by the federal government around international students. The Digital Marketing Technology program directly supports one of the high demand program areas identified by the federal government as eligible for post-graduate work permits. As a result, Natasha Mandryk, Chair of Education Council, agreed to send this proposal straight to Education Council, bypassing Curriculum Committee, with the goal of meeting an effective date of January 2025. This will allow the College's International Education department to market this program with its revised name.

DISCUSSION:
In reviewing the documents, the Curriculum Committee Chair took the opportunity to revise the admission requirements to match our current style. No changes were made to the actual requirements.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the re-named Digital Marketing Technology Diploma.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: November 7, 2024

Program Change Request

Date Submitted: 10/17/24 3:18 pm

Viewing: **Digital Marketing Technology Diploma**

Last approved: 01/08/24 3:56 pm

Last edit: 11/07/24 2:47 pm

Changes proposed by: jewhite

Program Name:

Digital Marketing Technology Diploma

Credential Level:	Diploma
Effective Date:	January 2025 ~~2023~~
Effective Catalog Edition:	2024-2025 Academic Calendar
School/Centre:	Hospitality, Food Studies & Applied Business
Department	Marketing Technology Diploma (4830)
Contact(s)	

In Workflow

1. **4830 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors

Approval Path

1. 10/17/24 3:18 pm Jeremy White (jewhite): Approved for 4830 Leader
2. 10/17/24 3:32 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 11/07/24 3:15 pm Darija Rabadzija (drabadzija): Approved for Curriculum Committee

History

1. Dec 7, 2020 by Fred MacDonald (fmacdonald)
2. Jan 7, 2021 by Nicole Degagne (ndegagne)
3. Mar 14, 2021 by Nicole Degagne (ndegagne)
4. Mar 29, 2021 by Darija Rabadzija

Name	E-mail	Phone/Ext.
Jeremy White	jewhite@vcc.ca	8544

Program Content Guide

Purpose

The Digital Marketing Technology Diploma is designed to provide students with a solid foundation in the technical aspect of marketing, including customer relationship management, digital marketing, and marketing automation. Graduates from the Digital Marketing Technology Diploma will be prepared for entry-level roles in digital marketing, customer relationship management, IT help-desk, sales, customer success, business analysis, marketing communications, and e-commerce.

Students in the Digital Marketing Technology program will learn to use the latest marketing software to analyze data and configure applications used in digital marketing and customer relationship management.

This new program will give students hands-on training on customer relationship management (CRM) software platforms. Students will develop a set of job-ready skills in the CRM courses and and have the knowledge to pursue CRM and digital marketing certifications.

Admission Requirements

Grade 12 graduation, ~~graduation~~ or equivalent

~~Knowledge of English demonstrated by one of thefollowing:~~English Studies 12 with a minimum 'C+' grade or equivalent ~~or equivalent, or~~

~~Math 11 English Language Proficiency at an English 12 'C+' levelKnowledge of mathematics demonstrated by one of thefollowing:~~Foundations of Math 11 with a minimum 'C+' ~~'C+'~~ grade or equivalent ~~equivalent, or Pre-Calculus 11 with a minimum 'C+' grade or equivalent, or VCC Math 0861 and 0871 with a minimum 'C+' grade, or VCC Math Assessment with the following scores:Basic Math with a minimum 80% and Algebra with a minimum 60%~~

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 the following courses: MKTG 1044 Marketing Math; MGMT 1021 Computer Applications for Management.

Only 6 credits of this program may be completed by PLAR.

Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations.

Please contact the Department for details. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations.

See Prior Learning Assessment and Recognition policy for more information.

Program Duration & Maximum Time for Completion

The program will have four academic terms and must be completed within five years from the date the student began studies in the first term of the program.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Communicate effectively and respectfully as business professionals
PLO #2	Apply business principles, theories, skills and best practices
PLO #3	Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
PLO #4	Apply critical thinking and analytical skills/strategies to provide digital marketing solutions that meet the needs of a business
PLO #5	Develop an integrated ~~a~~ marketing plan that combines online and offline channels ~~meets the needs of a business or organization~~

	Upon successful completion of this program, graduates will be able to:
PLO #6	Integrate the concepts, processes and applications of marketing automation and Customer Relationship Management (CRM), into a company's business operations
PLO #7	Use data analytics ~~analysis~~ to support marketing decision making across digital ~~strategic~~ and physical channels ~~operational business decisions~~
PLO #8	Identify the unique opportunities and considerations that arise when working with Indigenous communities
PLO #9	Apply principles of corporate social responsibility, sustainability and ethics in their work as business professionals
PLO #10	Determine effective digital marketing and e-commerce strategies

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The courses will be presented using a variety of instructional strategies, resources and activities including lectures, case studies, discussions, presentations, and individual and group work. Courses have been designed with learner-centered approaches that promote collaboration and student engagement.
Students will work with actual data sets to simulate solving business problems.

Evaluation of Student Learning

Evaluation of courses is determined by the instructors and may include a combination of midterm and final examinations, quizzes, assignments, homework, individual and group projects, case studies, and simulations. To encourage active learning and student engagement, each course will have a mechanism to evaluate individual student participation.
Students must receive a minimum cumulative grade point average of C (2.00) upon completion of all courses to successfully graduate and a minimum cumulative grade point average of C (2.00) in each term to advance into subsequent courses/terms in the program. Students must attend a minimum of 80% of sessions in order to pass each course.

Recommended Characteristics of Students

Well-developed analytical and critical thinking skills

An interest in the field of business and marketing

Good basic computer literacy and working knowledge of various social media programs

Ability to work well with others on a diverse team environment

Courses

Digital Marketing Technology Diploma

Plan of Study Grid

First Year

Term One		Credits
MGMT 1004	Business Communication	3
MGMT 1021	Computer Applications for Management	3
MGMT 1006	Fundamentals of Marketing	3
MGMT 1011	Information Technology Management	3
MGMT 1003	Principles of Management	3
	Credits	15

Term Two		
MKTG 2008	International E-Commerce	3
MKTG 1024	Customer Relationship Management	3
MKTG 1034	Introduction to Digital Marketing	3
MKTG 1044	Marketing Math	3
MKTG 2009	Marketing Communication for the Web	3
	Credits	15

Second Year

Term One		
MGMT 2006	Business Analysis and Systems Design	3
MKTG 2004	Professional Selling	3
MKTG 2031	Customer Relationship Management (CRM) Software Administration	3
MKTG 2077	Data Analytics and Visualization for Marketing	3
MKTG 2078	Digital Advertising	3
	Credits	15

Term Two		
MKTG 2005	Marketing Automation	3
MGMT 1012	Indigenous Business in Canada	3
MKTG 2069	Law and Ethics for Marketing	3
MKTG 2068	Managing Digital Projects	3
MKTG 2099	Digital Marketing Technology Capstone	3
	Credits	15
	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:

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	50-55	Minimum Pass. May not proceed to next level.	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory. In accordance with departmental evaluation procedures.	N/A
U		Unsatisfactory. In accordance with departmental evaluation procedures.	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

Proposal to change the name of the program to "Digital Marketing Technology." This better aligns with the curriculum of the program. Adjustments have been made to the Program Learning Outcomes and Program Description to reflect the changes. These PLOs are supported by the existing courses. We also changed to the current standard recommended language for the admission requirements - no change to the actual requirements.

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

This program is for: Domestic

International

Marketing Description

Gain a foundation in business management while developing advanced, specialized, job-ready skills in marketing software, data analytics, and customer relationship management (CRM).

What you will learn

What to expect

Reviewer
Comments

DECISION NOTE

PREPARED FOR: Education Council

DATE: November 12, 2024

ISSUE: Two new programs: Digital Marketing Technology Certificate and
Customer Relationship Management Technology Short Certificate

BACKGROUND:
The Business Technology department is proposing two new credentials: the Digital Marketing Technology Certificate and the Customer Relationship Management Technology Short Certificate. These programs focus on the technology side of marketing management and are targeted to part-time domestic students. These programs complement our Marketing Technology Diploma that focuses on international students and uses the same series of courses.

The certificate program includes introductory courses on marketing fundamentals and is aimed more at recent high school graduates or students who have little to no experience in marketing. The short certificate is aimed at professionals in the marketing field looking to upskill and train in marketing technology. The department's industry partners are supportive, particularly of the upskilling opportunities for their current employees. VCC is the only post-secondary institution teaching courses in the marketing technology space.

DISCUSSION:
Jeremy White, Department Head of Business Technology, presented the proposal. The Committee requested only a few adjustments:

- For the Certificate, add an admission requirement: English Studies 12 with a minimum 'C+' or equivalent. This matches the diploma and supports the communication requirements in the program.
- Add details on which courses are PLAR-eligible.
- Clarify that these programs are primarily aimed at part-time students but could be taken full-time.
- For the Short Certificate, clarify that a year of *post-secondary* education is one of the admissions pathways (rather than secondary education).

After the Curriculum Committee meeting, the department requested to change the proposed name of the Certificate from Marketing Technology to Digital Marketing Technology. This name better aligns with the courses and outcomes of the program.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, two new program content guides for the Digital Marketing Technology Certificate and the Customer Relationship Management Technology Short Certificate, and recommend the Board of Governors approve the credentials and implementation of the new programs.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: October 17, 2024

Program Change Request

New Program Proposal

Date Submitted: 09/18/24 1:47 pm

Viewing: **Digital Marketing Technology Certificate**

Last edit: 10/24/24 3:28 pm

Changes proposed by: jewhite

Program Name:

  Digital Marketing Technology Certificate

Credential Level:	Certificate
Effective Date:	September 2025
Effective Catalog Edition:	2025-2026 Academic Calendar
School/Centre:	Hospitality, Food Studies & Applied Business
Department	Marketing Technology Diploma (4830)
Contact(s)	

Name	E-mail	Phone/Ext.
Jeremy White	jewhite@vcc.ca	8544

In Workflow

1. **4830 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Ministry Review
6. Board of Governors

Approval Path

1. 09/18/24 1:48 pm Jeremy White (jewhite): Approved for 4830 Leader
2. 10/01/24 1:50 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 10/17/24 2:27 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Program Content Guide

Purpose

The Certificate in Digital Marketing Technology is designed to provide students with a solid foundation in the technical aspect of marketing, including customer relationship management, digital marketing, and marketing automation. Through hands-on, experiential learning, students will develop the skills needed to configure, implement, and manage marketing technology software systems.

Graduates will be prepared for entry-level roles in digital marketing, customer relationship management, sales, customer success, business analysis, marketing automation, and email marketing. They will learn to use the latest marketing software to analyze data and configure applications used in digital marketing and customer relationship management.

Admission Requirements

Grade 12 graduation, or equivalent
English Studies 12 with a minimum 'C+' grade or equivalent
Workplace Math 10, 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 the following courses:

MGMT 1006 Fundamentals of Marketing

MGMT 1021 Computer Applications for Management

MKTG 1024 Customer Relationship Management

MKTG 1034 Introduction to Digital Marketing

Only 9 credits of this program may be completed by PLAR.

Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations. See course outlines for details.

Please contact the Department for details. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations.

See Prior Learning Assessment and Recognition policy for more information.

Program Duration & Maximum Time for Completion

This program is 2 terms of full-time study. The program may be taken part-time and must be completed within 5 years. International students should consult with the International Education office regarding part-time study options.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Communicate effectively and respectfully as business professionals
PLO #2	Configure, implement, and manage digital marketing technology systems to achieve organizational objectives
PLO #3	Apply critical thinking and analytical skills/strategies to provide digital marketing solutions that meet the needs of an organization
PLO #4	Integrate marketing automation and Customer Relationship Management (CRM) processes into an organization's operations
PLO #5	Use data analysis to support strategic and operational digital marketing and business decisions
PLO #6	Determine effective digital marketing strategies

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The courses will be presented using a variety of instructional strategies, resources and activities including lectures, case studies, discussions, presentations, and individual and group work. Courses have been designed with learner-centered approaches that promote collaboration and student engagement.
Students will work with actual data sets to simulate solving business problems.

Evaluation of Student Learning

Evaluation of courses is determined by the instructors and may include a combination of midterm and final examinations, quizzes, assignments, homework, individual and group projects, case studies, and simulations. To encourage active learning and student engagement, each course will have a mechanism to evaluate individual student participation.
Students must receive a minimum cumulative grade point average of C (2.00) upon completion of all courses to successfully graduate and a minimum cumulative grade point average of C (2.00) in each term to advance into subsequent courses/terms in the program.

Recommended Characteristics of Students

Comfort with technology and software systems
An interest in the field of business and marketing
Good basic computer literacy and working knowledge of various social media programs
Ability to work well with others on a diverse team environment

Courses

Courses can be taken in any order providing prerequisites are met, but we suggest starting with the following:

MGMT 1006 Fundamentals of Marketing

MGMT 1034 Introduction to Digital Marketing

MKTG 1021 Computer Applications for Management

MGMT 1006	Fundamentals of Marketing	3
MKTG 1034	Introduction to Digital Marketing	3
MGMT 1021	Computer Applications for Management	3
MKTG 1024	Customer Relationship Management	3
MKTG 2078	Digital Advertising	3
MGMT 2006	Business Analysis and Systems Design	3
MKTG 2077	Data Analytics and Visualization for Marketing	3
MKTG 2031	Customer Relationship Management (CRM) Software Administration	3
MKTG 2068	Managing Digital Projects	3
MKTG 2005	Marketing Automation	3
Total Credits		30

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:

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression	2.00
C-	56-60		1.67
D	50-55	Minimum Pass	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory. In accordance with departmental evaluation procedures.	N/A
U		Unsatisfactory. In accordance with departmental evaluation procedures.	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

Developing a part-time certificate, specific to the technology component of marketing management, targeted at domestic students

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Consulted Francesco Barillaro
Registrar's Office	Consulted Dawn Cunningham Hall
Faculty/Department	Faculty in the Department of Business Technology supportive of new certificate
Other	Consulted industry partners

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

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

This program is for: Domestic
                        International

Marketing Description

Gain a foundation in marketing while developing advanced, specialized, job-ready skills in marketing automation, data analytics, and customer relationship management (CRM).

What you will learn

Program Change Request

New Program Proposal

Date Submitted: 09/18/24 1:48 pm

Viewing: **Customer Relationship Management Technology Short Certificate**

Last edit: 10/15/24 4:40 pm

Changes proposed by: jewhite

Program Name:

   Customer Relationship Management Technology Short Certificate

Credential Level: Short Certificate

Effective Date: September 2025

Effective Catalog   2025-2026 Academic Calendar
Edition:

School/Centre: Hospitality, Food Studies & Applied Business

Department   Marketing Technology Diploma (4830)

Contact(s)

Name	E-mail	Phone/Ext.
Jeremy White	jewhite@vcc.ca	8544

In Workflow

1. **4830 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Ministry Review
6. Board of Governors

Approval Path

1. 09/18/24 1:48 pm Jeremy White (jewhite): Approved for 4830 Leader
2. 10/01/24 1:50 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 10/17/24 2:27 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Program Content Guide

Purpose

The Short Certificate in Customer Relationship Management (CRM) Technology focuses on CRM technology and techniques and provides students with the necessary knowledge to plan, configure, and implement CRM and marketing automation software systems and strategies.

Graduates will be prepared for roles in customer relationship management, business analysis, marketing automation, and email marketing. They will learn to use the latest marketing software to configure applications used in marketing automation and customer relationship management.

Admission Requirements

Knowledge of customer relationship management as demonstrated by *one* of the following:

Evidence of one year of post-secondary education in business, marketing, or a relevant field, as determined by VCC, or

Evidence of one year of relevant work experience as demonstrated by a resume or employer reference, or

Department approval

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 up to 3 credits in this program.

PLAR is available for the following course:

MKTG 1024 Customer Relationship Management

Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations. See course outlines for details.

Please contact the Department for details. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations.

See Prior Learning Assessment and Recognition policy for more information.

Program Duration & Maximum Time for Completion

This program is 1 term of full-time study. The program may be taken part-time and must be completed within 3 years. International students should consult with the International Education office regarding part-time study options.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Configure, implement, and manage marketing technology systems to achieve organizational objectives

	Upon successful completion of this program, graduates will be able to:
PLO #2	Use marketing automation to plan and implement email marketing campaigns
PLO #3	Integrate marketing automation and Customer Relationship Management (CRM) processes into an organization's operations
PLO #4	Use and configure CRM systems to manage customer data

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The courses will be presented using a variety of instructional strategies, resources and activities including lectures, case studies, discussions, presentations, and individual and group work. Courses have been designed with learner-centered approaches that promote collaboration and student engagement.
Students will work with actual data sets to simulate solving business problems.

Evaluation of Student Learning

Evaluation of courses is determined by the instructors and may include a combination of midterm and final examinations, quizzes, assignments, homework, individual and group projects, case studies, and simulations. To encourage active learning and student engagement, each course will have a mechanism to evaluate individual student participation.
Students must receive a minimum cumulative grade point average of C (2.00) upon completion of all courses to successfully graduate and a minimum cumulative grade point average of C (2.00) in each term to advance into subsequent courses/terms in the program.

Recommended Characteristics of Students

Comfort with technology and software systems
An interest in the field of business and marketing
Good basic computer literacy and working knowledge of various social media programs
Ability to work well with others on a diverse team environment
Knowledge of basic marketing techniques

Courses
Courses can be taken in any order providing prerequisites are met, but we suggest starting with MKTG 1024 Customer Relationship Management

MKTG 1024	Customer Relationship Management	3
MGMT 2006	Business Analysis and Systems Design	3
MKTG 2031	Customer Relationship Management (CRM) Software Administration	3
MKTG 2005	Marketing Automation	3
MKTG 2068	Managing Digital Projects	3
Total Credits		15

Transcript of Achievement

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

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

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression	2.00
C-	56-60		1.67
D	50-55	Minimum Pass	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory. In accordance with departmental evaluation procedures.	N/A
U		Unsatisfactory. In accordance with departmental evaluation procedures.	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

Developing a part-time short certificate, specific to customer relationship management technology,
targeted at domestic students.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Consulted Francesco Barillaro
Registrar's Office	Consulted Dawn Cunningham Hall
Faculty/Department	Faculty in the Department of Business Technology supportive of new certificate
Other	Consulted industry partners

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

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

This program is for: Domestic
                        International

Marketing Description

This short certificate focuses on customer relationship management (CRM) technology and techniques and provides students with the necessary knowledge to plan, configure, and implement CRM and marketing automation software systems and strategies.

What you will learn

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: November 12, 2024

ISSUE: Revised Curriculum Development and Approval (410) Policy & Procedures and
                                     New Program Development and Approval (4XX) Policy & Procedures

BACKGROUND:

The Curriculum Development and Approval (410) policy was last updated in 2018 and underwent a full scheduled review. Revisions focused on embedding RFQ Program Framework considerations (Enrolment **R**isk Mitigation, **F**inancial Costing and Educational **Q**uality) into curriculum development and approval processes. Two new elements were introduced into the policy: a Program/Credential Benchmark Report and the Curriculum Delivery Framework.

Education Policy Committee recommended this policy to EdCo and the Board of Governors for joint approval at its October 2024 meeting. However, following further discussions, to separate the approval authorities of Education Council and the Board of Governors as set out in the College & Institute Act, the policy was split and some content moved into the new Policy Development and Approval Policy (4XX).

The Curriculum Development and Approval (CDA) policy is approved solely by Education Council, while the Program Development and Approval (PDA) policy requires Board approval, with EdCo advice.

A new accelerated program approval process was created and embedded in the PDA Policy. This process allows for credential approval to happen earlier, prior to curriculum development, and enables the College to nimbly adjust programming in response to changing needs, such as those created by new Immigration, Refugees and Citizenship Canada (IRCC) rules.

These changes were discussed by David Wells, VP Academic & Research with the Chairs of the Board of Governors, Education Council, Education Policy Committee and Curriculum Committee.

DISCUSSION:

D. Wells presented the revised CDA policy and the new PDA policy to Education Policy Committee on November 6, 2024. D. Wells highlighted the proposed accelerated approval process, which would involve Education Council approving a "wireframe" of core curriculum elements, including admissions criteria, program learning outcomes, and program descriptions, around the same time as it provides advice to the Board on program implementation and credential approval. Currently, the advice to the Board occurs only when curriculum is fully developed and approved.

A central point of discussion was the inclusion of course development in the PDA policy. Current policy and practice situates decisions to approve new courses and course changes with Education Council, per Board of Governors resolution dated May 29, 2013. On advice from D. Wells, the revised CDA policy and new PDA policy remove responsibility for course implementation approvals from EdCo. The committee acknowledged the Board's authority under the College & Institute Act to approve course offerings and cancellations and acknowledged EdCo's authority to approve curriculum content for programs and courses. The proposed inclusion of course development assigns individual course implementation approval decisions with the Board of Governors. Course implementation changes currently approved by Education Council, which would be affected by this revision, include the creation or deactivation of courses, as well as changes to contact hours.

The committee requested minor changes for clarity in the PDA policy.

The policy and procedures will be posted for College feedback from November 7–28, 2024.

PREPARED BY: Louise Dannhauer, Chair, Education Policy Committee
                       Natasha Mandryk, Chair, Education Council

DATE: November 7, 2024

Curriculum Development and Approval

Policy Number	410
Effective Date – Policy	TBD
Effective Date – Procedures	TBD
Last Full Review Date	November 18, 2018
Next Scheduled Review Date	November 2023
Approval Body	Education Council
Policy Sponsor	Vice President Academic & Applied Research
Review Body	Education Policy Committee
Responsible Authority	Vice President Academic

Policy

Context and Purpose

Vancouver Community College (VCC; the College) is committed to offering curriculum that is current, relevant, of the highest quality, and evaluated through the governance review process.

This policy guides the development, revision, and approval of all curriculum at the College.

This policy and procedures should be used in concert with the Program Development and Approval policy (Policy 4XX) where the curriculum development results in new or substantially modified programs and courses leading to programs at the College.

Scope and Limits

This policy applies to all new and revised curriculum at the College.

Education Council is the final approval body for all new and revised curricula. Education Council has established criteria that define certain changes to curriculum as "minor" and has delegated authority to its Curriculum Committee to approve them.

Policy Principles

1. Curriculum at VCC:
   a. is consistent with the College's mission, goals, educational priorities, and plans;
   b. meets the College's standards of excellence;
   c. addresses community and/or industry needs;
   d. supports student success;
   e. promotes accessibility, justice, equity, diversity and inclusion of all learners;

    f.   promotes the integration of Indigenous knowledge, perspectives, and ways of being in teaching and learning practices; and

    g.   promotes responsible use of College resources.

2. VCC uses systematic practices and procedures for the development of curriculum that:
   a. enhance enrolment;
   b. improve the student experience;
   c. support operational efficiencies;
   d. engage internal and external parties;
   e. are transparent;
   f. are current and relevant;
   g. comply with relevant VCC policies, procedures, guidelines, and operational standards.

3. This policy is part of a broader framework designed to strengthen, and maintain the quality of programs and courses offered by the College. This includes curriculum development, governance review, annual program review, program renewal, program accreditation, and the Risk, Financial and Quality (RFQ) Program Framework. The purpose is to ensure high quality educational offerings, manage risk to programs, and ensure financial sustainability.

4. Curriculum development is informed by Ministry of Post-Secondary Education and Future Skills guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at other postsecondary institutions with which the College may wish to articulate.

5. The development of international programs is also informed by Immigration, Refugees and Citizenship Canada regulations pertaining to international studies.

Procedures

General

1. The College uses CourseLeaf Curriculum Inventory Management System (CIM) as its online curriculum development and approval system.

Support

2. The College strongly recommends the use of the following resources to support curriculum development. Use of these resources from the start of the development process will help to facilitate a smooth and timely implementation process:

    a. Centre for Teaching, Learning and Research (CTLR) will assist with the design of program content guides, course outlines, and course maps to create aligned and inclusive learning outcomes, assessments and learning activities.

    b. The Registrar's Office (RO) will assist with establishing clear admission requirements, course pre-requisites and student-centred academic scheduling processes, in addition to supporting the implementation of the Curriculum Delivery Framework.

Curriculum Development & Approval Process

3. The following sections detail the types of curriculum development:
    A. Program Change
    B. Major Curriculum Change
    C. Minor Curriculum Change
    D. Continuing Studies Non-Credit Courses

4. Large curriculum development projects often involve a mix of multiple types of curriculum development, particularly when tuition change or costing is involved. Curriculum Leads might need to follow different sections of these procedures, as well as the procedures in Policy 4XX. CTLR, the Registrar's Office, and/or Curriculum Committee can provide guidance.

A. Program Change

5. Program change refers to all proposals related to:
    a. New program or course development, where the courses are a required part of a program or credential.
    b. Revisions to programs that impact total program contact hours, total credits, or total cost of the program and related courses.
    c. Revisions to programs resulting from program renewal or accreditation recommendations
    d. Revisions to programs resulting from a program suspension process per Policy 414 Suspension and/or Discontinuance of Programs

6. Program and course development procedures can be found in Program Development and Approval (4XX) procedures.

7. The concept paper and benchmark report for the proposed program change, unless waived by the Vice President Academic & Applied Research, will go to Education

Council and the Board of Governors (Board) for information. For courses, Education Council has the authority and responsibility to approve the admission criteria.

8. Upon approval of the Concept Paper by Senior Team (or equivalent approval to proceed with program development), the Curriculum Lead may begin curriculum development and will submit the required curriculum proposal(s) for approval.

9. The curriculum proposal must be developed in collaboration with the department, CTLR, Registrar, and other relevant internal parties including but not limited to:
    a. Indigenous Education & Community Engagement;
    b. IT;
    c. Facilities;
    d. International Education; and
    e. Disability Services.

10. The curriculum proposal must be compatible with third party requirements, which may be contractual, or related to affiliation or accreditation.

11. Following approval by the Department Leader and Dean, Curriculum Committee reviews the curriculum proposal and may:

    a. Recommend approval of revisions and new curriculum to Education Council.
    b. Return proposals to the Curriculum Lead for further revisions and/or consultation.

12. The Curriculum Committee Chair presents the curriculum and a recommendation to Education Council.

13. The Dean or designate will provide a decision note informing Education Council about matters related to the implementation of the program change proposal.

14. Education Council may:

    a. Approve or conditionally approve proposed revised or new curriculum. (Conditional approval requires that the Curriculum Lead implement recommended revisions and that the revised curriculum is reviewed and approved by the Curriculum Committee Chair prior to implementation.)
    b. Return curriculum proposals to the Department for further revisions and/or consultation.

15. The Education Council Chair will inform the Board of the approval of new or changed curriculum.

16. Any affiliation agreements required as part of the curriculum proposal must be approved per Policy 407 Educational Affiliations prior to final approval of the curriculum proposal.

B. Major Curriculum Change

17. Major curriculum change refers to all proposals related to:
    a. New courses that are not a required part of a program/credential.
    b. Revisions to programs that:
        i. Do not impact total program hours, credits, or cost (if program hours, credits, or cost are affected, Program Change procedures apply),
        ii. Affect existing program implementation requirements, or
        iii. Are not within the scope of Education Council's guidelines on minor curriculum change.

18. The curriculum proposal must be done in collaboration with the department, CTLR, Registrar, and other relevant internal parties as needed, including but not limited to:
    a. Indigenous Education & Community Engagement;
    b. IT;
    c. Facilities,
    d. International Education; and
    e. Disability Services.

19. The curriculum proposal must be compatible with third party (contractual, affiliation, and accreditation) requirements.

20. Curriculum Committee reviews the curriculum proposal and may:
    a. Recommend approval of major revisions and new curriculum to Education Council.
    b. Return proposals to the Curriculum Lead for further revisions and/or consultation.

21. The Curriculum Committee Chair presents the curriculum and a recommendation to Education Council.

22. Education Council may:
    a. Approve or conditionally approve proposed revised or new curriculum (conditional approval requires that recommended edits are reviewed and approved by the Curriculum Committee Chair prior to implementation).
    b. Return curriculum proposals to the Department for significant further revisions and/or consultation.

23. Any affiliation agreements required as part of the curriculum proposal, must be considered and approved pursuant to Policy 407 Educational Affiliations prior to final approval of the curriculum proposal.

24. For new courses that are not a required part of a program or credential:
    a. The Dean must submit a course costing for approval by Senior Team, with input from the Chief Financial Officer and the Registrar.
    b. Course tuition and fees are approved by the Finance and Audit Committee and Board in accordance with Ministry guidelines and the College's Policy 310 Tuition and Fees Policy.

C. Minor Curriculum Change

25. Minor curriculum change refers to all proposals related to:
    a. revisions to existing courses (except changes to credits or hours), and
    b. revisions to existing programs that do not have any implementation requirements, and
    c. are within the scope of Education Council's guidelines on minor change.

26. The curriculum proposal must be compatible with third party (contractual, affiliation, and accreditation requirements).

27. Curriculum Committee reviews the curriculum proposal and may:
    a. Approve minor changes.
    b. Return proposals to the Curriculum Lead for further revisions and/or consultation.

28. The Curriculum Committee Chair presents a summary of minor changes to Education Council for information on a regular basis.

D. Continuing Studies Non-Credit Courses

29. All Continuing Studies non-credit courses and course revisions are recorded in CourseLeaf and are approved by the Continuing Studies Dean.
30. Continuing Studies provides an annual report of non-credit courses to Education Council.

Responsibilities

31. The School Dean or designate is responsible for monitoring the curriculum development process for Program Changes and supporting consultation with the Registrar, Finance, and external parties. The Registrar and Finance should be consulted on any proposed changes to the curriculum delivery framework or previously-granted curriculum delivery framework exemptions. External consultation may be required for the creation of the Program/Credential Benchmark Report.

32. Deans, Department Leaders, CTLR, and Curriculum Leads will follow the requirements contained in the Curriculum Delivery Framework. Requests for exemptions from the Curriculum Delivery Framework will be compiled by the Dean or designate and brought to the Vice President Academic & Applied Research for decision.

33. The Department Leader and School Dean provide initial approval of all new or revised curriculum.

34. The Curriculum Lead is typically the individual responsible for bringing these changes before Curriculum Committee and Education Council.

35. The School Dean is responsible for ensuring that:

a. any new or revised curriculum has been costed appropriately, and

b. any significant financial requirement for the College or students has been identified, and

c. a reasonable timeline has been established to ensure effective implementation of the proposal.

Consultation

36. The Curriculum Lead is required to conduct appropriate internal and external consultations for all Program Change and Curricular Change. CTLR assists in identifying appropriate areas to consult based on the scope of curriculum changes.

37. Requests for consultation must provide relevant parties with adequate time to provide feedback and recommendations.

38. Faculty within the department must be consulted prior to curriculum being presented to Curriculum Committee.

39. Curriculum Committee and Education Council have the authority to require further consultations as deemed appropriate.

40. New or revised program content guides and/or course outlines should be submitted to the Registrar and CTLR for consultation at least two months prior to Curriculum Committee submission, except for minor changes.

Timelines

41. The development/revision and approval of programs and courses may take anywhere from one (1) month (for minor revisions) to 18 months (for a new program). Meeting the requirements of any external regulatory bodies, such as the Degree Quality Assessment Board (DQAB), may require additional time.

42. Curricular Changes should be approved at least 6 months prior, except for minor changes, or new program or course curriculum that does not impact academic scheduling deadlines.

Communication and Record Keeping

43. Following Education Council approval, a formal resolution is sent by the Education Council Office to key implementation areas within the College and is posted on the website.

44. The Education Council Office saves an electronic copy of approved curricula in a location accessible to all employees.

45. Official curriculum documents are archived by the Registrar's Office in compliance with VCC's Policy 520 Record Management and Records Retention Schedule.

Definitions

Term	Description
Concept Paper	A document outlining the rationale and plans related to the development of a new program and substantial revision of an existing program.
Consultation	The practice of requesting feedback and holding dialogue with relevant individuals, departments and interest groups, and thoughtfully considering input before action is taken or decisions reached.
Course Outline	A curriculum document that contains the essential features of a course, such as: course name and number, credits and hours, course description, prerequisites, course learning outcomes, instructional strategies, student evaluation methods, and evaluation plans.
Curriculum Change	The creation, modification, or elimination of individuals courses, and the revision of programs where such change does not result in a change to a program's overall total hours, credits or cost. Curriculum Changes may be classified as major or minor by Education Council.
Curriculum	The planned sequence of instruction for a program or course.
Curriculum Delivery Framework	A set of guidelines that support the effective operationalization of program and course delivery and which is a mechanism designed based on the RFQ Program Framework. The four primary guidelines in the Curriculum Delivery Framework are: 1. Courses start and end dates are compatible with Academic Calendar terms of instruction; 2. Course credit range allocations are between 2 credits and 6 credits; 3. Program per-term credit loads are between 12 credits and 18 credits; and 4. Courses run concurrently within a term of instruction
Curriculum Lead	The Department Leader or Instructor responsible for leading the curriculum development work, leading to either Curriculum Change or Program Change.
Degree Quality Assessment Board (DQAB)	An independent advisory board appointed by the Minister of Post-Secondary Education and Future Skills that oversees the quality assurance process for degree level education in British Columbia.
Effective Date	The month and year the program/course will first be taught after governance approval.
Governance	A prescribed process that identifies who has the primary and/or advisory responsibility for select decisions at various

Term	Description
	stages of the curriculum approval process. The governance bodies at VCC are the Board of Governors and Education Council.
Post-secondary Institution Proposal System (PSIPS)	A Ministry of Post-Secondary Education and Future Skills process that includes a web-based system designed to manage and support the post-secondary submission and review of degree and non-degree diploma programs, or a certificate that leads to a diploma.
Program Change	New program development or revisions to programs related to: - Total program hours, credits, or cost of the program; - Program renewal or accreditation recommendations; and - Program suspension process per policy 414 Suspension and/or Discontinuance of Programs.
Program Content Guide	A curriculum document that contains the essential features of a program of study, such as: program name, purpose, number of credits, duration, program learning outcomes, admission requirements, grading system, course list, instructional strategies, evaluation of student learning, and the credential received upon completion.
Program/Credential Benchmark Report (PCBR)	A report created by the Dean's office in consultation with the Department leadership and supported by Operations Management that reflects the financial sustainability of a program/credential relative to peer programs offered by Public post-secondary institutions (In B.C. and Canada as needed).
RFQ Program Framework	A framework of three pillars of enrolment Risk mitigation, Financial costing, and educational Quality used to analyze program creation, program review and renewal.

Related VCC Policies

VCC Policies	Policy Number
Academic Schedule	401
Assignment of Credit to Courses	413
Curriculum/Educational/Institutional Materials Created within the College	513
Grading, Progression and Withdrawal	411
Granting of Credentials	412
Off-Campus Activity Involving Students	415
Prior Learning Assessment and Recognition	316
Program Development and Approval	4XX
Program Review and Renewal	403

VCC Policies	Policy Number
Records Management	520
Requirements for Student Attendance and Participation	326
Selection of Library Materials	511
Suspension and/or Discontinuance of Programs	414
Tuition and Fees	310

Related Resources

- College and Institute Act, RSBC 1996, c 52
- IRCC Regulations

Program Development and Approval

Policy Number	4XX
Effective Date – Policy	TBD
Effective Date – Procedures	TBD
Last Full Review Date	N/A
Next Scheduled Review Date	TBD
Approval Body	Board of Governors with advice from Education Council
Policy Sponsor	Vice President Academic & Applied Research
Review Body	Education Policy Committee
Responsible Authority	Vice President Academic

Policy

Context and Purpose

Vancouver Community College (VCC; the College) is committed to offering programs and courses that are current, relevant, effective, sustainable, and evaluated through the governance review process.

This policy guides the development, revision, and approval of all programs at the College, as well as course implementation decisions.

This policy and procedures should be used in concert with the Curriculum Development and Approval Policy (Policy 410) where the program development results in new or substantially modified programs.

Scope and Limits

This policy applies to all credentials, programs, and courses at the College, whether credit or non-credit.

The Board of Governors approves all new credentials and the implementation of new and substantial revisions to programs and courses with advice from Education Council and the Finance and Audit Committee.

Policy Principles

1. Programs and courses at VCC:
   a. are consistent with the College's mission, goals, educational priorities, and plans;
   b. meets the College's standards of excellence;
   c. addresses community and/or industry needs;

    d.   supports student success;

    e.   promotes accessibility, justice, equity, diversity and inclusion of all learners;

    f.   promotes the integration of Indigenous knowledge, perspectives, and ways of being in teaching and learning practices; and

    g.   promotes responsible use of College resources.

2. VCC uses systematic practices and procedures for the development of programs and courses that:

    a.   enhance enrolment;

    b.   improve the student experience;

    c.   support operational efficiencies;

    d.   engage internal and external parties;

    e.   are transparent;

    f.   are current and relevant;

    g.   comply with relevant VCC policies, procedures, guidelines, and operational standards.

3. This policy is part of a broader framework designed to strengthen and maintain the quality of programs and courses offered by the College. This includes curriculum development, governance review, annual program review, program renewal, program accreditation, and the Risk, Financial and Quality (RFQ) Program Framework. The purpose is to ensure high quality educational offerings, manage risk to programs, and ensure financial sustainability.

4. Program and course development is informed by Ministry of Post-Secondary Education and Future Skills guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at other postsecondary institutions with which the College may wish to articulate.

5. The development of international programs is also informed by Immigration, Refugees and Citizenship Canada regulations pertaining to international studies.

Procedures

General

1. The College uses CourseLeaf Curriculum Inventory Management System (CIM) as its online curriculum development and approval system.

Support

2. The College strongly recommends the use of the following resources to support curriculum development. Use of these resources from the start of the development process will help to facilitate a smooth and timely implementation process:

a. Centre for Teaching, Learning and Research (CTLR) will assist with the design of program content guides, course outlines, and course maps to create aligned and inclusive learning outcomes, assessments and learning activities.

b. The Registrar's Office (RO) will assist with establishing clear admission requirements, course pre-requisites and student-centred academic scheduling processes, in addition to supporting the implementation of the Curriculum Delivery Framework.

c. Finance will assist with completing program costing.

Program and Course Development & Approval Process

3. Program and course development will proceed pursuant to the following procedures and relevant procedures under Policy 410 Curriculum Development and Approval.

4. Large curriculum development projects often involve a mix of multiple types of curriculum development, particularly when tuition change or costing is involved. Curriculum Leads might need to follow multiple different sections of these procedures. CTLR, the Registrar's Office, or Curriculum Committee can provide guidance.

A. Program Change

5. Program change refers to all proposals related to:
   a. New program or course development, where the courses are a required part of a program or credential.
   b. Revisions to programs that impact total program contact hours, total credits, or total cost of the program and related courses.
   c. Revisions to courses that impact course implementation, including total contact hours, cost, and course deactivations
   d. Revisions to programs resulting from program renewal or accreditation recommendations
   e. Revisions to programs resulting from a program suspension process per Policy 414 Suspension and/or Discontinuance of Programs

6. A Program/Credential Benchmark Report will be prepared by the Dean (or designate). This report will contain information on program costs and revenues, longitudinal enrolment projections, and sector comparison benchmarks where available.

   a. For programs in a renewal and/or accreditation process, the Benchmark Report will be provided to the Program Renewal Steering Committee (refer to Program Review and Renewal Procedures) or Accreditation committees to support their final recommendations.

b. For programs in the program suspension process, the Benchmark Report will be provided to the Program Feasibility Working Group (refer to Policy 414 Suspension and/or Discontinuance of Programs) to support their recommendations. The Feasibility Working Group's report will be completed prior to the development of a concept paper to re-start the program.

7. To initiate approval for a Program Change in response to the Benchmark Report, the Dean must submit a concept paper and program costing for approval by Senior Team, with input from the Chief Financial Officer or designate and the Registrar or designate.

8. The Vice President, Academic & Applied Research may waive the requirements to complete a concept paper and/or benchmark report.

9. The concept paper and benchmark report will go to both Education Council and the Finance and Audit Committee of the Board of Governors for information.

10. At any point after the concept paper and benchmark report have been received by Education Council, the Dean or designate will provide a decision note informing Education Council about matters related to the implementation of the program change proposal.

11. Curriculum development will proceed pursuant to the procedures documented under Program Change in Policy 410 Curriculum Development and Approval.

12. The Education Council Chair will inform the Board of the approval of new, changed, or deactivated curriculum, and will provide Education Council's advice on the implementation of the program change proposal.

13. Any affiliation agreements required as part of the curriculum proposal must be approved per Policy 407 Educational Affiliations prior to final approval of the curriculum proposal.

14. The office of the Vice President, Academic & Applied Research coordinates submissions to the Ministry of Post-Secondary Education and Future Skills (Ministry) as follows:

    a. Diplomas and certificates that ladder into diplomas are posted for 30 days on the Post Secondary Institution Proposal System (PSIPS). Comments and feedback are forwarded to the VP Academic and responded to as needed.
    b. Degree programs are submitted to the Degree Quality Assessment Board (DQAB) for approval. Timelines for DQAB reviews are set by DQAB. The College will respond to reviews as required.
    c. Programs requiring change to credential tuition rates beyond the legislated limits are submitted to the Ministry's Strategic Policy and Initiatives Branch for consideration of new tuition rates.

15. The Board may approve new credentials, program and course implementation, and tuition while they are under Ministry review.

16. Program tuition and fees are approved by the Board in accordance with Ministry guidelines and the College's Policy 310 Tuition and Fees.

17. For new courses that are not a required part of a program or credential:

   a. The Dean must submit a course costing for approval by Senior Team, with input from the Chief Financial Officer and the Registrar.

   b. Course tuition and fees are approved by the Finance and Audit Committee and Board in accordance with Ministry guidelines and the College's Policy 310 Tuition and Fees Policy.

   c. Admission criteria are approved by Education Council.

B. Accelerated Program Change

18. The Board may approve new credentials, program implementation and/or tuition before curriculum is approved. A decision note from the President must be provided to the Board in advance of the approval. This decision note may not precede the Board's receipt of the concept paper with advice from Education Council and the Finance and Audit Committee and benchmark report (or equivalent) as noted in clauses 10 and 11 of the procedures.

   a. Education Council will be advised of approval matters in advance. The Dean or designate will provide a decision note informing Education Council about matters related to the creation of a new credential or implementation of a program. Education Council will provide their advice to the Board on matters related to the credential and program implementation.

   b. Education Council has the authority and responsibility to approve program/course curriculum elements necessary for early approval of any credential, such as program admissions criteria, program descriptions or program learning outcomes.

   c. Simultaneous to this submission, the Finance and Audit Committee (FAC) will submit recommendations to the Board of Governors in relation to the program tuition. The Dean or designate will provide a decision note informing FAC about matters related to program/course tuition.

19. The commencement of programs is dependent upon the approval of the curriculum, as governed by Policy 410.

Responsibilities

20. The School Dean or designate is responsible for monitoring the curriculum development process for Program Changes and supporting consultation with the Registrar, Finance, and external parties. The Registrar and Finance should be consulted on any proposed changes to the curriculum delivery framework or previously-granted curriculum delivery

framework exemptions. External consultation may be required for the creation of the Program/Credential Benchmark Report.

21. Deans, Department Leaders, CTLR, and Curriculum Leads will follow the requirements contained in the Curriculum Delivery Framework (Policy 410). Requests for exemptions from the Curriculum Delivery Framework will be compiled by the Dean or designate and brought to the Vice President Academic & Applied Research for decision.

22. The School Dean is responsible for ensuring that:
    a. any new or revised programs or courses have been costed appropriately, and
    b. any significant financial requirement for the College or students has been identified, and
    c. a reasonable timeline has been established to ensure effective implementation of the proposal.

Consultation

23. New or revised program content guides and/or course outlines should be submitted to the Registrar and CTLR for consultation at least two months prior to Curriculum Committee submission, except for minor changes (see Policy 410).

Timelines

24. The development/revision and approval of programs and courses may take anywhere from one (1) month (for minor revisions) to 18 months (for a new program). Meeting the requirements of any external regulatory bodies, such as the Degree Quality Assessment Board (DQAB), may require additional time.

25. Program Changes should be approved at least 9-12 months prior to the planned effective date, except when approved on an Accelerated Program Change pathway

Communication and Record Keeping

26. Following Board approval, a formal resolution is sent by the Board Office to key implementation areas within the College and is posted on the website.

Definitions

Term	Description
Concept Paper	A document outlining the rationale and plans related to the development of a new program and substantial revision of an existing program.
Consultation	The practice of requesting feedback and holding dialogue with relevant individuals, departments and interest groups, and thoughtfully considering input before action is taken or decisions reached.
Course Outline	A curriculum document that contains the essential features of a course, such as: course name and number, credits and hours, course description, prerequisites, course learning outcomes, instructional strategies, student evaluation methods, and evaluation plans.
Curriculum Change	The creation, modification, or elimination of individuals courses, and the revision of programs where such change does not result in a change to a program's overall total hours, credits or cost. Curriculum Changes may be classified as major or minor by Education Council.
Curriculum	The planned sequence of instruction for a program or course.
Curriculum Delivery Framework	A set of guidelines that support the effective operationalization of program and course delivery and which is a mechanism designed based on the RFQ Program Framework. The four primary guidelines in the Curriculum Delivery Framework are: 1. Courses start and end dates are compatible with Academic Calendar terms of instruction; 2. Course credit range allocations are between 2 credits and 6 credits; 3. Program per-term credit loads are between 12 credits and 18 credits; and 4. Courses run concurrently within a term of instruction
Curriculum Lead	The Department Leader or Instructor responsible for leading the curriculum development work, leading to either Curriculum Change or Program Change.
Degree Quality Assessment Board (DQAB)	An independent advisory board appointed by the Minister of Post-Secondary Education and Future Skills that oversees the quality assurance process for degree level education in British Columbia.
Effective Date	The month and year the program/course will first be taught after governance approval.
Governance	A prescribed process that identifies who has the primary and/or advisory responsibility for select decisions at various

Term	Description
	stages of the curriculum approval process. The governance bodies at VCC are the Board of Governors and Education Council.
Post-secondary Institution Proposal System (PSIPS)	A Ministry of Post-Secondary Education and Future Skills process that includes a web-based system designed to manage and support the post-secondary submission and review of degree and non-degree diploma programs, or a certificate that leads to a diploma.
Program Change	New program development or revisions to programs related to: - Total program hours, credits, or cost of the program; - Program renewal or accreditation recommendations; and - Program suspension process per policy 414 Suspension and/or Discontinuance of Programs.
Program Content Guide	A curriculum document that contains the essential features of a program of study, such as: program name, purpose, number of credits, duration, program learning outcomes, admission requirements, grading system, course list, instructional strategies, evaluation of student learning, and the credential received upon completion.
Program/Credential Benchmark Report (PCBR)	A report created by the Dean's office in consultation with the Department leadership and supported by Operations Management that reflects the financial sustainability of a program/credential relative to peer programs offered by Public post-secondary institutions (In B.C. and Canada as needed).
RFQ Program Framework	A framework of three pillars of enrolment Risk mitigation, Financial costing, and educational Quality used to analyze program creation, program review and renewal.

Related VCC Policies

VCC Policies	Policy Number
Academic Schedule	401
Assignment of Credit to Courses	413
Curriculum/Educational/Institutional Materials Created within the College	513
Grading, Progression and Withdrawal	411
Granting of Credentials	412
Off-Campus Activity Involving Students	415
Prior Learning Assessment and Recognition	316
Curriculum Development and Approval	410
Program Review and Renewal	403

VCC Policies	Policy Number
Records Management	520
Requirements for Student Attendance and Participation	326
Selection of Library Materials	511
Suspension and/or Discontinuance of Programs	414
Tuition and Fees	310

Related Resources

- College and Institute Act, RSBC 1996, c 52
- IRCC Regulations

Education Services Renewal
Final Report
Library

Submitted to

David Wells, Vice President Academic, Students & Research

Natasha Mandryk, Chair, Education Council

Todd Rowlatt, Chair, Education Quality Committee

Vancouver Community College
1155 East Broadway, Vancouver
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On July 2, 2024

By
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Executive Summary

The Library is a core academic support service at Vancouver Community College dating back to the College's founding in 1965. The Library supports students and employees through the provision of information resources and technology, study spaces and computer access, support for information and technology usage, and instruction in information literacy. The Library also supports copyright, research, open education, records management, and archives, and actively participates in College-wide committees and initiatives.

Over the last 10 years, VCC Library has transitioned its services in three significant ways:

1. We have moved to a single service point model of service, with our front-line library technicians receiving all questions and referring more complex questions to the information services group as needed.
2. The librarians have taken on coordinator portfolios in areas of key importance to the Library and the wider College. 50 percent of their time is now dedicated to those projects.
3. Like all libraries, our collections have moved heavily to online and digital resources away from physical items, shifting the focus of collections budgets and freeing up space for students in the Library as stacks are removed.

The self-study took place between May 2023 and February 2024 and involved both qualitative and quantitative data collection. The self-study committee took a "key questions" approach to the study, focused on specific elements of the Library's work instead of all parts. The ten key areas were:

- Indigenization and Decolonization
- Leadership
- Collections
- Systems and Technical Services
- Technology
- Student Spaces
- Access
- Instruction
- Research
- Communications

43 recommendations were put forward in the self-study report related to these questions. Key recommendations included: hire a full-time Library Indigenous Initiatives Coordinator and a Library Director as soon as possible; develop a long-term plan for staffing and resources needed to maintain and expand technology loaning programs; develop a long-term plan for resourcing textbook loan programs and expand use of Open Education Resources (OER); improve space and noise issues at the Downtown Library; and complete the Research Data Management Strategy.

The external review team (ERT) met on April 8, 2024, to review the self-study report with VCC employees and conduct a site visit at the Downtown campus. The ERT submitted its report on May 14, 2024.

The self-study committee met to review the external review report and prioritized the 39 final recommendations from this renewal. The committee and the Interim Dean of the Library both provided a response to the ERT report. A separate action plan, submitted alongside this final report, presents the key initiatives generated from the renewal process.

Self-Study Report Summary

This Library Educational Service Renewal took a "key questions" approach. Following the collection of feedback from Library employee discussion, college-wide surveys, and other consultations, we identified questions that embodied the key work underway at the Library. From these questions, we developed 43 recommendations to improve the services the Library offers.

Data gathering included both qualitative and quantitative approaches, including four surveys:

- Student Textbook Affordability (October 31, 2023; 243 respondents)
- Student Library Space (October 31, 2023; 814 respondents)
- College Staff Survey (October 6, 2023; 128 respondents)
- College Faculty Survey (May 30, 2023; 126 respondents)

Qualitative data sources included an all-Library employee meeting, an environmental scan of relevant accessibility standards across Canada, and two Talking Circles with Indigenous students with six students, facilitated by Toni Gladstone, Senior Indigenous Engagement Advisor.

Quantitative data sources included internal and external statistics, with extensive comparisons to similar BC institutions primarily using data gathered annually by the Council of Post Secondary Library Directors.

Indigenization and Decolonization

In 2019/2020, Vancouver Community College (VCC) emphasized decolonization and reconciliation as key elements of its Strategic Innovation Plan. To support this, the VCC Library developed a plan to create a more inclusive environment for Indigenous community members. Objectives included enhancing communication, building relationships, integrating traditional knowledge, and providing information literacy education from Indigenous perspectives. A full-time Library Indigenous Initiatives Coordinator was essential to achieving these goals.

In August 2021, the retirement of a permanent part-time librarian prompted the Library to allocate this position toward funding a Library Indigenous Initiatives Coordinator role. The Library engaged with Indigenous Education and Community Engagement (IECE) to align the role with VCC Indigenous students' needs. Despite crafting a comprehensive job description, collaboration with Peoples Services proved challenging, and the Library's push for a full-time position was dismissed for over two years. Posted part-time in October 2023, the role failed to attract candidates with lived Indigenous experience. The hiring committee, including key VCC Indigenous leaders, decided to wait until a full-time position could be offered, arguing that a part-time role is insufficient and tokenistic.

Over the past two years, the VCC Library has partnered with IECE on a few initiatives including a professional learning series based on the Pulling Together guide. The Library has enhanced communication with Indigenous students through newsletters about events, services, and supports. Additionally, it created subject guides on Indigenous Studies, Literature, and Pedagogy to increase material relevance; renamed the Aboriginal Music Collection to Indigenous Music Collection; and increased funding for the Indigenous studies collection by

180% to create a new collection of children's books in Indigenous languages in 2022. The Library is also collaborating with other institutions to decolonize subject headings.

For this renewal, the Library in partnership with IECE, hosted an Indigenous Student Talking Circles on each campus to create a safe space for students to share their perspectives. The Talking Circle model encourages equal participation and attentive listening, aiming to gather feedback on current supports and suggestions for improvements. Six students participated, highlighting positive experiences such as cultural representation and appreciation for quiet spaces and computer access. They also noted negative experiences like staff appearing busy and having to wait for help and suggested improvements like free printing, comfortable seating, and learning materials in Indigenous languages. Participants were unaware of some collections and services. The feedback underscores the importance of culturally relevant services and better communication about Library offerings. The Library should hire a full-time Indigenous Initiatives coordinator; support language revitalization; Indigenize the space with art and collections; and seek out Indigenous perspectives on the Library.

Leadership

Libraries are crucial to academic institutions, requiring strong leadership to navigate evolving information technology and educational trends. Library directors provide strategic vision aligned with institutional goals, building teams to develop long-term plans and innovative solutions. VCC Library has lacked a dedicated leader since 2019, impacting its involvement in crucial discussions and organizational collaborations.

Building relationships with other directors is vital for sharing best practices and fostering innovation. Lack of a director has led to missed opportunities, such as participation in research data management strategies discussions. Involvement in organizations like CPSLD (Council of Post Secondary Library Directors), BC Electronic Library Network (BC ELN), and Electronic Health Library of BC (eHLBC) facilitates information sharing and advocacy for library initiatives.

As part of the service renewal, the Library engaged in an all-staff meeting where employees shared their belief that the lack of a Library director implies a devaluation of Library work, indicating a potential absence of strategic vision for the Library's role within the academic community.

Colleges that prioritize research and academic excellence recognize the essential role of a Library director or Dean of Library Services to oversee the development and management of Library resources and services, aligning with the institution's commitment to fostering a high-quality teaching, learning, and research environment. Given VCC's commitment to supporting research, appointing a Library director, as soon as possible, is essential for ensuring the library meets evolving needs, including supporting research and scholarly activities; enhancing VCC learning environments; and participating effectively in province-wide initiatives.

Collections

Like all academic libraries, VCC Library has transitioned to primarily electronic resources over the last 20 years: the number of digital items has grown to 478,042 from under a thousand items; print items have dropped from around 100,000 items to our current holdings of 39,309 (as of March 2023). We have grown several targeted print collections to fit user needs:

children's literature, graphic novels, and popular reads. Most of our electronic resources are purchased consortially through the Electronic Library Network (ELN); in addition to standard article databases, the Library purchases program-specific boutique databases for various trades programs.

Both our collections budget and the use of our materials are comparable to other urban post-secondary institutions in BC. Prior to the pandemic, VCC's print use was significantly higher: around 8 circulations per FTE Student in 2019 to around 2 circulations per FTE Student in 2023. Traditionally, our English as an Additional Language (EAL) students have been a primary driver of print circulation. Many EAL classes moved online during the pandemic and EAL publishers have increasingly moved to licensed online audio-visual resources, with severely limited subscription options for libraries.

Library users appear generally satisfied with our collection, particularly our special print collections. When surveyed as part of the Library's renewal, 90 percent of instructors agreed or somewhat agreed that the material is current; and 83 percent agreed or somewhat agreed that the material is relevant to their needs as teachers.

We track our electronic collection use locally, but non-standards-compliant metrics for our trades products make it difficult for us to locate ourselves against comparators in the province. We need to develop a longer-term collections strategy, including more in-depth assessment systems.

Systems and Technical Services

Over the past decade, academic libraries have seen a robust expansion in their electronic resource collections, a trend that has significantly accelerated following the COVID-19 pandemic. As our institution continues to integrate advanced technologies into its pedagogical frameworks, it is imperative for the library to sustain and enhance its provision of diverse resources, including electronic materials, streaming media, software, and technological equipment. Central to this effort is the library's online presence and discovery layer, which plays a crucial role in facilitating access to these resources, thereby enhancing the overall academic experience. Many other institutions have established "discovery and metadata" positions or committees focused on maintaining and improving discovery: we can look to them for models.

Despite these advancements, the current staffing structure and workflows within Systems & Technical Services have been unable to keep pace to fully leverage the rapid technological shifts. We must develop and execute strategic initiatives aimed at realigning this department with both the Library's and the broader College's technological and strategic objectives. This realignment is essential to ensuring that Systems & Technical Services can proficiently manage and support the enhanced technological framework and resource offerings that are now pivotal to modern academic settings.

Technology

Our primary circulating devices include tablets, laptops, chargers, and calculators, reflecting a broad spectrum of student needs. The funding mechanisms for both the acquisition and replacement of these devices are multifaceted and often complex. Concurrently, we have

noticed a significant decline in student reliance on library desktop computers, coupled with a rising demand for laptops. To address these evolving preferences effectively, it is imperative that we collaborate with IT and other relevant departments to establish comprehensive policies, procedures, and assessment processes for the procurement, replenishment, and support of these devices.

We heard (unprompted) in both the Student Space Survey and the Indigenous Student Talking Circle that printing costs are a barrier to students. Printing remains a popular service in the Library, with an estimate of over 20,000 pages printed at each campus. Student input revealed that it is a source of financial hardship to students and library services need to continue to assess how we can support students by reducing costs and barriers.

In addition to addressing current technological needs, the library should proactively stay ahead of emerging technologies to provide students with innovative resources and learning tools. This involves regularly evaluating advancements in technology such as virtual reality (VR), augmented reality (AR), artificial intelligence (AI), and other innovative platforms that have the potential to enhance educational experiences. We should consider pilot programs to integrate these technologies into our offerings and gather feedback from users to continuously refine and expand our tech resources. By doing so, we can ensure that students are well-equipped with the skills and tools needed to succeed in a rapidly evolving digital landscape. This forward-thinking approach will help position the library as a leader in educational innovation and technological adaptation.

Student Spaces

Each campus has a Library. The Broadway library is open Monday through Friday; the Downtown library is also open for four hours on Saturdays. This is below provincial norms at comparable institutions. In our student space survey, multiple students from both campuses mentioned not having suitable study space at home.

Students indicated more satisfaction with the Broadway library, although students want more 'Zoom rooms,' extended hours, relaxation space, and group study rooms at both libraries. The Broadway campus library will move to the new Centre for Clean Energy and Automotive Innovation (CCEAI) once that is completed.

The Downtown Library has significantly higher gate counts, echoey acoustics, and more programs requiring group work, which creates noise and distraction. Social spaces are limited at the Downtown campus; meanwhile international programs have expanded, and students face high costs for shared housing. These factors all combine to create additional pressure and noise at that library. We need to mitigate noise at the downtown campus, increase accessibility, and provide better group space. Our aging physical libraries cannot always provide enough areas that are suitably private, soundproof, social, or public, as various learning needs may demand. Downtown, VCC Facilities creating more non-Library social spaces would help meet students' needs while also taking pressure off the Library.

Access

This section highlights two key Access themes that emerged from our self-study: textbook affordability and Library accessibility.

A Student Textbook Affordability Survey revealed the financial, educational, and personal costs of high textbook prices to students. The Library has a role in promoting textbook affordability, including updating class sets; promoting Open Education Resources; and educating faculty about textbook subscription costs.

The Library purchases one or two copies of each print textbook required at the College. We also manage any class sets that departments have purchased through one-time grants, but we do not have the budget to update these or replace items that are not returned. These textbook collections are consequently aging and shrinking.

Wherever it exists, we will purchase an eBook version of a required text, with the largest available number of simultaneous users. However, conventional textbooks are rarely available for library purchase. Instructional faculty do not appear to be widely aware that most textbooks are not available for the library to purchase as eBooks.

Making the Library more accessible now will improve access and will help us anticipate requirements and regulations under the new *Accessible British Columbia Act*. Instructional departments may receive accommodation requests to help make specific classes more equitable for students with disabilities. People access the Library in a more ad hoc way than they do their coursework, so we need to be prepared to serve anyone in the most effective way possible.

We also need to become more systematic in making our services and communications accessible and communicating our accessibility standards. Ensuring that staff are knowledgeable about supporting students with disabilities, that assistive technologies are available in the Library, and that accommodations can be provided to Library users will help to reduce the barriers faced by patrons with disabilities. We can start this process by actively seeking input from students with disabilities and Deaf students, to learn their satisfaction levels with Library services. When the College migrates its websites to WordPress, the Library will hire web accessibility experts with lived experience to conduct testing.

Instruction

Instruction at VCC is very comparable in scope to other urban colleges in BC, averaging nearly 5,000 students taught the past five years. Our teaching numbers have fully recovered since the March 2020 COVID pivot. Library Instruction follows a similar model to most academic institutions: Liaison librarians teach workshops for their assigned areas, developing ongoing relationships with instructors, with library workshops integrated to curriculum goals. However, librarians also still often teach 'one-shot' workshops, whether in-person or online. Research has shown that teaching multiple sessions over the course of a term is a better approach; the librarians have successfully moved to this model in many program areas but work remains.

In May 2023, a survey was sent to 523 instructors and received 126 responses. The results were positive: 96 percent of instructors surveyed agree or somewhat agree that Library instruction is relevant and current; and 89 percent agree/somewhat agree their students are engaged by the librarians. The feedback on whether the instructional session improved student assignments was not as positive: 31 percent of instructors were neutral or somewhat disagreed. While it is clear instructors believe the sessions are relevant and engaging, their effectiveness at improving student success is somewhat in question.

The emergence of Artificial Intelligence (AI) in education will likely be the primary driver of change in Library instruction for the near future. The College is developing an overall strategy. In addition to participating in those wider discussions, VCC librarians are working to stay abreast of developments in this area, responsive to instructor and student needs, and will continue to develop instructional tools in relation to AI, as reflected in our guiding statement: *Library instruction focuses on the creation, organization, and dissemination of information in all forms. The complex information environment in which we live poses many challenges for learners. We support the critical assessment and ethical use of diverse information sources, including AI-generated content.*

Research

Applied research at VCC is in its preliminary stages, with the Library being one of the few areas with an ongoing position dedicated to research or research support. Federal requirements around research data management will drive most of our work in the next few years as we support capacity-building within the College. Our key question asked what Library services and infrastructures are needed to enhance research capacity at VCC over the next five years.

In 2023, the Library conducted a survey on research activities, receiving 237 responses. 22 percent of respondents reported initiating a research project in the last five years, with 8.5 percent having submitted an article or other written work for publication. The biggest barriers were workload constraints: time (35 percent), money (10 percent), and opportunity (7 percent).

The primary driver of work over the next few years will be the Tri-Council's requirement for institutions to have a Research Data Management (RDM) Strategy. As required, VCC's RDM Strategy has been approved and posted online. This strategy has 37 objectives with timelines running to 2026. Success is dependent on establishing secure data storage and long-term storage, along with extensive educational and process changes. Completing the tasks will be hugely beneficial to expanding the research infrastructure at VCC.

Communications and Training

The VCC Library regularly communicates and markets through MyVCC's staff and student channels, bulletin boards, the College Digest, and the student newsletter. It is active on social media, particularly Instagram and YouTube, and produces a quarterly newsletter for Indigenous students. The Library also participates in college events and collaborates with departments for special event book displays.

A dedicated Library technician handles most marketing and communication tasks, working closely with the Information Services department head. One librarian manages social media, while other technicians handle newsletters for Indigenous students and graphic design. Despite their capabilities, none of the staff have formal experience in this field.

Surveys revealed inconsistent efficacy in communication efforts. Feedback indicated a need for improved promotion of Library services to students, staff, and faculty, highlighting a demand for greater awareness of available resources. Reaching employees and students with information about the Library remains an ongoing challenge, so we should develop a communications and marketing strategy and a plan to assess it.

The Library's move to a single service point included extensive training programs for CUPE staff, including cross-training across departments. The renewal self-study uncovered a need to review and improve cross-training as part of our ongoing commitment to a single service point model.

External Review Report Summary

The External Panel Committee (EPC) was composed of Dana McFarland, Librarian & Coordinator for eResources & Scholarly Communication, Library Systems, Vancouver Island University; D. Vanessa Kam, University Librarian, Emily Carr University of Art + Design; and Suzanne Rackover, Director Library & Academic Success Centre, Langara College. The external panel met with members of the Library and broader College on April 8, 2024, at an all-day meeting at the Downtown campus. They submitted their external review report on May 14, 2024.

The External Panel commended the Library team's commitment to "ensuring that their services, spaces, programs, and collections are relevant to the needs and interests of students and society, and that they are grounded in principles of collaboration with partners across the institution, professional organizations, and local communities."

Along with providing helpful commentary on all the recommendations from the Library's Self-Study, the EPC identified seven top priorities:

1. Urgent: hire a **library director** or arrange a secondment of a librarian with backfill. This leadership void has detrimental impacts in numerous areas including the morale and safety of the library team; the formulation of key library policies; missed opportunities to shape and contribute to significant College initiatives like the management of research data and the formulation of strategies around leveraging AI; and critical representation at consortia tables. Not staffing this role is a risk and a liability for VCC.
2. Secure 1.0 FTE for an **Indigenous Library Coordinator.** Once hired, develop a cogent strategy for the support and retention of this librarian.
3. Review the strategy of the library offering **access to textbooks** to make it more sustainable and coordinated with other areas of responsibility at VCC. The textbook initiative should form part of an integrated collections strategy that also considers the role and potential of Open Educational Resources (OER)s and broader institutional support (strategic and financial).
4. Review the library's relationship with IT with respect to **device lending and maintenance**. This review should highlight the risk of current practices for privacy, cybersecurity, and appropriately meeting student needs and increasing demands.
5. Public Services library staff at the downtown campus described an ongoing situation with **disrespectful students** that has made them **feel unsafe** and has adversely affected their morale. The relationship between the library and Security should be probed to enhance support for the public services team.
6. Review strategies for adequate **onsite library staffing** including a review of the hybrid work program and **cross-training** as part of the single service point model.
7. Fully implement the **reorganization of Systems and Technical Services** through a strategic review to better support the shift from print to electronic resources.

Responses to the External Review Report

Library Renewal Committee Response

The renewal committee would like to thank the members of the external panel for their time, careful reflection and consideration, and professional expertise. Their comments provide invaluable, informed perspectives from experienced leaders in the profession, offering fresh insights from outside the College.

Dean Response

The discussion and recommendations from the external panellist are greatly appreciated. The report reflects the panellists' high level of engagement with the service renewal process, and the care and attention they brought to understanding our Library and context. As a result, the final report is relevant in addressing our challenges and opportunities at a critical time for the Library and the college. Their recommendations are key drivers that support the Library to move forward, grow, and evolve and ultimately be a position to best support our students.

We are indebted to the panellists for sharing their time and expertise with us. Their contribution made the service renewal process a meaningful and positive experience.

Final Recommendations

Indigenization and Decolonization

High Priority

1. New: Develop a comprehensive strategy to support and retain the Library Indigenous Initiatives Coordinator.

Medium Priority

2. Once a coordinator is in place, create a strategy to enhance relationships with our Indigenous students, focusing on strengthening connections with the Gathering Space. Continue to learn from consultation processes to improve the responsiveness to students' needs and foster strong relationships between Indigenous students and the Library.
3. In collaboration with Indigenous Education and Community Engagement, create a collection of language learning materials for Indigenous languages aimed at promoting language revitalization and cultural preservation. Compile resources such as books, audio recordings, and online materials that facilitate language acquisition and proficiency.
4. Once a coordinator is in place, explore opportunities for the Library to support language revitalization efforts in the community, such as hosting introductory language instruction within the Library spaces and including languages in murals and signage.

Low Priority

5. Increase Indigenous visibility in both the physical and digital space in the libraries. Acquire a piece of Indigenous art for the entry at DTN Library.
6. Enhance accessibility by creating collection displays or promotional exhibits featuring items of interest in the Gathering Spaces, such as children's books in Indigenous languages and Readers.

Leadership

High Priority

7. Hire a Library director as soon as possible. The Library director will provide strategic vision aligned with institutional goals, build teams to develop long-term plans, and implement innovative solutions.

Collections

Medium Priority

8. Develop a longer-term collection plan and vision that includes a more in-depth assessment strategy for both the print and electronic collections.

Low Priority

9. Reassess English as an Additional Language (EAL) print collection use statistics over the next two years as more Language Instruction for Newcomers to Canada (LINC) and EAL classes return to campus.

Systems & Technical Services

Medium Priority

10. Once the director is in place, complete a strategic review of systems & technical services and collections.
11. New: Form a Discovery Committee to develop a discovery strategy and discovery audit.

Technology

High Priority

12. Re-evaluate and re-develop local policies with respect to device lending including:
    a. Funding model of device lending program(s)
    b. Cybersecurity
    c. Upgrades/Replacement
    d. Support for loaned devices

Medium Priority

13. Investigate printing solutions that waive or reduce fees in coordination with other VCC partners.

Low Priority

14. Continue to assess on-campus workstation use and re-evaluate total number and space utilization as demand changes over time.

Student Spaces

High Priority

15. Advocate Facilities create more group study spaces and "spaces to relax and unwind" around the Downtown campus, particularly focused on the Atrium directly outside the Downtown Library.
16. Hire professional designers to evaluate and add noise-mitigating design elements to the Downtown Library.
17. Conduct an accessibility assessment of the Downtown Library.

Medium Priority

18. Increase access by expanding hours on Saturdays, at both campuses, to provincial norms.

Access

High Priority

19. Develop a policy and procedures for class textbook sets in concert with administration and departmental partners.
20. Survey students with disabilities and Deaf students about their experiences and expectations using the Library.

21. Once the Library website has been moved to the college's new web content management system (CMS), hire web accessibility experts with lived experience to conduct testing.

Medium Priority

22. Arrange sign language training for Library employees. Make it easy for frontline employees to attend, for example scheduling training as a weekly series with on-call coverage.
23. Systematically track OER adoption and use at VCC, instituting this tracking in all future academic years. Use this (and other) information to promote Library OER initiatives to faculty and students in programs where use is low or non-existent.

Low Priority

24. Create a section of the website that outlines the accessibility features and services available at the Library.
25. Create a written policy for accessible Library communications.
26. Become more consistent and systemic to ensure documents used to communicate with patrons are more accessible and in multiple formats.

Library Instruction

Medium Priority

27. Continue encouraging multiple sessions instead of 'one-shots' with programs where research and information skills are critical to student success. Develop supporting documents for librarians to demonstrate the value of multiple sessions and seek access to integrating Library instruction into courses and programs at the planning or program renewal stage.
28. Incorporate AI tools into Library instruction within the context of critical information assessment and ethical use of diverse resources. Align our work with the activities of VCC's AI Working Group.

Low Priority

29. Survey instructors on Library instruction on a regular basis (every two-to-three years). Target specific instructors at times to focus responses. Develop strategies based on results to improve instructor engagement with the Library.
30. Develop a collection of asynchronous class offerings. Create Library modules/courses to integrate into Moodle shells. Improve instructor awareness of the availability of online Library sessions, both synchronous and asynchronous.
31. Develop and implement an assessment strategy for Library workshops.

Research

Medium Priority

32. Complete the tasks established in the RDM Strategy by 2026.

Low Priority

33. Once the director is hired, encourage more funding and release for researchers at VCC to achieve critical mass and create efficiencies in Library research supports.

Communications and Training

Medium Priority

34. New: Review the single service point model around cross-training of library technicians.

Low Priority

35. Review and improve our communications guidelines and training for Library staff in inclusive language, accessible formats, etc.
36. Leveraging the findings gleaned from the 2023 surveys conducted among staff, students, and faculty, tailor communications that directly speak to the unique needs and interests identified within each of these distinct groups:
    a. New Resource Announcements: Inform faculty about the acquisition of new books, databases, or other resources that align with their research interests or teaching needs.
    b. Library Service Updates: Communicate any changes or enhancements to Library services that may directly impact students, ensuring they are well-informed about available support.
    c. Research Support and Collaboration Opportunities: Highlight the Library's role in supporting faculty research, showcasing available research services, collaboration opportunities, and assistance with literature reviews or data management.
    d. Feedback Results Updates: Keep our users up to date with the services we have introduced or improved due to their feedback.
37. Develop a Library Communications and Marketing Strategy tailored to our team's capacity, aimed at informing and engaging our users, and evaluating our communication activities.
38. Create and execute an evaluation plan for communication and marketing, aimed at pinpointing areas for improvement and fine-tuning communication strategies. Establish Feedback as a recurring agenda item in our monthly meetings.

Service Renewal: Library
Education Council Report: July 2024

Action Plan

Based on the findings from the service renewal Self-Study Report and the feedback from the External Review, the Library has identified the following final key projects and initiatives.

#	Initiatives	Timeline	Resources Required	Evaluation Plan
Indigenization and Decolonization				
1	Hire a full-time Library Indigenous Initiatives Coordinator a) Secure funding and hire b) Create a retention strategy including mentorship, PD and support networks	a) Fall 2024 b) Spring 2025	People Services, Library Indigenous Coordinator hiring committee, IECE, Director	Coordinator hired and remains in position for multiple years
2	Enhance relationships with Indigenous students, Elders and Knowledge Keepers a) Develop a strategy to engage with Indigenous students and integrate library services with the Gathering Space b) Curate a collection of materials to support Indigenous language revitalization c) Identify and implement community language revitalization initiatives d) Enhance the presence of Indigenous culture in both physical and digital library spaces	a) Summer 2025 b) Fall 2026 c) Fall 2026 d) Summer 2025	Library Indigenous Initiatives Coordinator, Director, Department Head, IECE, collections funds, facilities funds	Student, Elders and Knowledge Keeper feedback
Leadership				
3	Hire a Library Director	As soon as possible	VP-ASR, People Services	Director hired

#	Initiatives	Timeline	Resources Required	Evaluation Plan
Collections				
4	Develop a long-term collection plan and vision that includes: a) Overall assessment strategy for print and electronic collections b) Impact of LINC classes return to campus on EAL print usage	a) Fall 2025 b) Fall 2026	Assessment Coordinator, Collections Coordinator, Systems & Tech Services Coordinator	Assessment data available; Decisions made regarding EAL print funds
Technical Services & Systems				
5	Conduct a strategic review of systems & technical services and collections	Winter 2026 or later	Director, Systems & Tech Services Coordinator, Collections Coordinator	Review complete and changes proposed or implemented
6	Form a Discovery Committee and develop a discovery strategy and discovery audit	Fall 2025	Systems & Tech Services Coordinator, UX Coordinator, Library Indigenous Coordinator, others	Audit completed and strategy initiated
Technology				
7	Investigate printing solutions to waive or reduce fees	Summer 2025	Director, Department Head, Finance	Free printing or cost reduced
8	Re-evaluate device lending program including funding model, cybersecurity, local policies, upgrades/replacement and support responsibilities	Summer 2025	Director, CTO, Systems & Tech Services Coordinator, Various IT and Library staff, capital funding	Review completed and strategy initiated
Space				
9	Improve accessibility and student experience at the Downtown campus library a) Conduct an accessibility audit of the downtown library	Fall 2026	Department Head, User Experience Coordinator, Facilities, facilities funding, capital funding	Accessibility audit complete and improvements proposed; Noise mitigated at downtown library

#	Initiatives	Timeline	Resources Required	Evaluation Plan
	b) Hire professional designers to evaluate and add noise-mitigating design elements in the downtown library			
10	Expand Saturday hours to align with provincial norms a) Develop business case to secure funding to staff expanded hours	Winter 2025	Director, PS Supervisor, Finance, operating funds	Business case complete and submitted; hours adjusted
Access				
11	Develop a policy and procedures for class textbook sets in concert with administration and departmental partners	Summer 2025	Department leaders, support staff, Library leaders	Policy complete
12	Improve our understanding of accessibility needs in the Library a) Survey students with disabilities and Deaf students about their experiences and expectations using the Library b) Hire web accessibility experts with lived experience to conduct testing of Library website on College's new web content management system (CMS)	a) Spring 2025 b) Winter 2027	Assessment Coordinator, Accessibility Committee, MarCom	Survey and accessibility studied complete; Changes proposed and implemented
13	Expand use of Open Education Resources (OER) a) Systematically track OER adoption and use at VCC b) Promote new OER initiatives to instructors and students	Ongoing to 2027	OER Coordinator, Director and/or VP Academic, CTLR	Increased adoption of OER on campus
Library Instruction				
14	Enhance and assess Library instruction a) Incorporate AI tools into Library instruction within the context of critical information assessment and ethical use	a) Ongoing to 2029 b) Spring 2026 c) Fall 2025 d) Spring 2026	Assessment & UX Coordinator, Research & Library Instruction Coordinator, librarians, CTLR, IR	Instructor and student feedback; Increased use of multiple library

#	Initiatives	Timeline	Resources Required	Evaluation Plan
	b) Develop collection of asynchronous class offerings c) Develop documents supporting the value of multiple library sessions to instructors d) Develop and implement an assessment strategy for library instruction e) Survey instructors on library instruction every two-to-three years	e) Ongoing to 2029		sessions and asynchronous offerings
Research				
15	Complete the tasks established in the Research Data Management Strategy	Fall 2026	Research Coordinator, Systems & Tech Services Coordinator, Director, VP-ASR, IT, operating and capital funds	Tasks completed and reported to Tri-Council
Communications & Training				
16	Improve library communications and marketing a) Create a communications and marketing strategy including an evaluation plan to assess communication activities b) Review and Improve Communications Guidelines and Training for Library Staff	a) Spring 2025 b) Winter 2025	Assessment & UX Coordinator, PS Supervisor, Department head, Communications Team	Instructor and student feedback; Increased use of library materials and services
17	Review and improve cross-training as part of the single service point	Summer 2026	Director, PS Supervisor, IS Dept Head, Systems & Tech Services Coordinator, all members PS and TS teams	Establish guidelines and increase training opportunities

VP Academic & Applied Research – response to final recommendations for Education Services Renewal Report (Library)

Re: Indigenization and Decolonization Recommendations

The College is currently posting for a FT Library Indigenous Initiatives Coordinator. Previous attempts at posting for the .5FT Library Indigenous Initiatives Coordinator (that had been the originally budgeted allocation), was not successful in attracting eligible candidates. Consequently, the position was increased to 1.0. Once this position has been filled, the incoming Coordinator will be connected with the growing community of Indigenous knowledge-holders at VCC, including the Director of Indigenous Initiatives (Jessie Williams), Associate Director of Indigenous Initiatives (Clay Little), Dean of Curriculum & Pedagogy (David Kirk), Manager of Indigenous Education Initiatives (Tanya O'Neill), Indigenous Initiatives Faculty Advisor (Mae Bickley), and Senior Indigenous Engagement Advisor (Toni Gladstone).

Connecting the new Coordinator with this community of professionals will be the essential first step to ensure adequate support is in place to retain this important role, and to ensure the responsibilities of library engagement with Indigenous students, and the curation and collection of critical and appropriate resources is undertaken in a coordinated fashion, consistent with the strategic planning that is occurring in these different areas. Out of this work, the coordinator can review the role of the library in language revitalization, an issue that is both critically important and situationally complex, given the two different languages utilized by the three Nations, and the many more languages connected with the large urban Indigenous population typically supported by VCC. The work depends heavily on relationship and protocol.

Re: Leadership

A Director of Library and Applied Research is one of the identified leadership positions that will be submitted for consideration in the upcoming institutional budgeting process. It is recognized as an important role for the College, and will be given consideration as such within what is anticipated to be a more challenging budget planning cycle. Notwithstanding this plan, the current institutional leader overseeing the Library along with the School of Arts and Sciences, is a Professional Librarian, active within the sector, and well positioned to help define the nature of this leadership role/

Re: Collections

I am in support of the creation of a longer-term collection plan and vision. In regards to the EAL print collections that would be necessary for on-campus learners, we will continue to monitor student demand for face-to-face learning. While overall demand for EAL instruction remains stable, and relatively strong, the demand for significant face-to-face delivery has not materialized. We had anticipated a greater and more immediate demand amongst EAL learners for face-to-face classes than has actually been the case. We will continue to monitor demand, along with monitoring the availability of digital and open source collections that can support student regardless of the place of learning.

Re: Systems & Technical Services

I believe these are reasonable recommendations to explore.

Re: Technology

Technology is an important issue, and one which is being looked at by different parts of the College, not the least of which is IT. Ensuring these functions align with the mandate and responsibilities of the areas hosting such technology and can be adequately and sustainably supported is critical, particularly in light of a hardening financial climate.

Re: Student Spaces

The College will continue to explore the issue of student space, particularly as they plan for re-envisioned campuses at both locations over the coming decade. Much of the planning is focused long term, including a deeper understanding how student commons might be used to support such needs. In the more immediate term the College will continue to address space where feasible.

Re: Access

The College will take these recommendation under advisement, directing them to student services areas supporting this work.

Re: Library Instruction

There are valuable recommendations, including the use of asynchronous content that could better facilitate more regular and continuous instruction in this area.

Re: Research

There is active and ongoing work in developing institutional capacity in applied research. Securing the necessary resources and leadership capacity to make best use of those resources will be a critical early part of this work.

Re: Communications and Training

There is new leadership in Marketing and Communications at the College. We will engage with this area in regards to these priorities.

GUIDE TO ANNUAL PROGRAM REVIEW | 2024

GUIDE TO ANNUAL PROGRAM REVIEW

Annual Program Review (APR) is designed to support continuous improvement of programs. Departments come together to discuss their programs, review last year's achievements and collaboratively plan for the future year. As part of this process, departments review statistical program data from previous years to provide evidence-informed responses. This information is also used during program renewal.

Stage 1 is completing the Annual Program Review form that asks you to respond to several questions related to your programs and courses. Meet with your department to discuss the questions.

Stage 2 is developing your Department Plan.
1. Meet with your department to discuss the previous year, data, and your plans for the year going forward using the guiding questions below.
2. Complete your Department Plan. Provide an update on items from the previous year and outline your department's plans for the next 1-3 years.
3. Submit the Annual Program Review form and Department Plan to the Dean by **December 20, 2024.**

In **Stage 3,** the department head and Dean meet to discuss the department plan. In previous years, a Consolidated School Action Plan was compiled. This will not be a part of the process this year.
The Dean will provide comments on Annual Program Reviews and Department Plans before Education Quality Committee (EQC) review in late February 2025.

As you work on your annual review and your department plan, consider current College initiatives to help inform, guide, and inspire your projects.

- Strategic Innovation Plan
- Indigenization
- Mental Health and Well-being Framework
- Justice, Equity, Diversity, and Inclusion
- Universal Design for Learning
- Applied Research
- International Education Strategic Plan
- Guidelines for Generative AI in Teaching and Learning

Completing your Annual Program Review Form

Department heads should facilitate a conversation in their department about the questions in the Annual Program Review.

Other resources:
1. Data: Department leaders can access Program Review Data Reports and Graduate Outcomes Data in Power BI (instructions for accessing Power BI).
2. This data is intended to help identify trends and changes from the previous year. Not all data is relevant to each department. Contact Institutional Research for additional data, for example, course evaluation long responses.
3. Your department's plan from last year on SharePoint.

Guiding Questions

There are three main questions on the APR this year, framed around larger themes. Within those questions, focus on what is important to **your** programs. To support this, there are some guiding questions below that might be helpful for initiating discussion.

A. CURRICULUM

Consider the trends and themes of the feedback received from students and employees related to your curriculum, either informally or formally. Consider statistical data in Power BI or provided by IR.

- What are the trends in student recruitment, enrollment, retention, and attrition? What are the reasons students give for leaving or withdrawing from courses? Are those reasons changing from previous years? Contact the Registrar's Office for additional information on withdrawal reasons.

- Consider steps taken this year to enhance student success, student pathways, flexible admissions, and recognition of prior learning.

B. IMPACT OF GENERATIVE AI

How is generative AI impacting your area? How is your department using AI? How are students using AI?

- VCC has developed Guidelines on Generative AI in Teaching and Learning.
- How is your department adapting curriculum and teaching practices in response to AI?
- What are the opportunities and challenges?

C. TRENDS, OPPORTUNITIES & CHALLENGES

Consider feedback provided by your Program Advisory Committee (PAC) or Community Engagement Group (CEG), regulatory bodies, articulation groups, or other partners in industry and the community.

- Discuss the changes and trends in business, industry, technology education and/or community and the impact on and of your program. Consider external documents, such as association reports, Statistics Canada reports, and BC Labour Market Outlook.

  o What are the new programming opportunities arising from these changes?

- What are the trends in employee recruitment, retention and EDI (equity, diversity and inclusion) in hiring? For student recruitment, satisfaction and success?

- What are your key needs for meeting these opportunities and challenges? Facilities, curriculum development, marketing, recruitment?

Completing your Department Plan

Initiatives might come from a variety of sources:

1. the previous year's plan if a project continues to be developed;
2. your program renewal or accreditation action plan;
3. a School-level or College-level initiative that your department is actively engaged in;
4. a new initiative that is important to your department.

The plan is organized into five themes, based on the Strategic Innovation Plan, with a sixth category for initiatives important to your department that don't fit easily into one of the other themes.

1. I=D+R Indigenization by Decolonization & Reconciliation | Reflect and respect Indigenous knowledge, culture and history in academic planning and delivery
2. d/JEDI (justice, equity, diversity and inclusion through decolonized lens) | Review and renew curricula and teaching practices for greater inclusion of diverse ways of knowing and being
3. Student Experience | Develop, optimize and embed workflows to transform student experience by meeting learners where they are in a student-centred approach
4. Educational Delivery | Build a diverse educational model that supports lifelong learning and responds to evolving learner, community and industry needs
5. Fiscal Sustainability | Deliver sustainable programming and student services that align with our institutional values, community, and labour market demands
6. Departmental Priorities | Initiatives that do not fit into the themes of the Academic Plan but that are important to the success of your programs and students

You are not required to have initiatives in all the categories. Your plan should reflect the work that is critical to your department over the next three years.

Instructions

1. Complete the Annual Program Review form and your Department Plan. Provide an update on items from the previous year and outline your department's plans for the next 1–3 years. Save both documents to the Program Review SharePoint site.
2. Submit the Annual Program Review form and Department Plan to your Dean or designate by **December 20, 2024.**
3. Meet with your Dean or designate to discuss your Department Plan.
4. Deans will provide comments on Annual Program Reviews and Department Plans before Education Quality Committee (EQC) review in late February 2025.

ANNUAL PROGRAM REVIEW FORM | 2024

DEPARTMENT NAME:

*Download and save this form to make edits. Re-upload the completed form to your department folder on the Program Review SharePoint site.

Annual Program Review is designed to support continuous improvement of programs. Departments review statistical data related to their program(s) from the previous years and respond to a few questions. Departments complete their Department Plan. Department heads then discuss their Department Plan with the Dean. Ultimately, these plans connect to the Academic Innovation goals in the Strategic Innovation Plan to enable us to see how we are progressing as an institution towards our goals.

PROGRAMS:

List all the programs covered in this Annual Program Review. You can complete one review report for multiple related programs (e.g., onsite and distance offerings of Certified Dental Assisting, all areas in CF/UT Humanities).

RESOURCES	PROCESS & TIMELINE	
	Action	Due Date
1. Guide to Annual Program Review. This document contains more detailed questions and prompts to support reflection and discussion within your department. 2. Data: Program Review Data Report and Graduate Outcomes are accessible in Power BI. This data is intended to help identify trends and changes from the previous year. Not all data is relevant to each department. Contact Institutional Research for additional data. 3. Your department plan from last year on SharePoint.	**Complete Annual Review Form & Department Plan:** 1. Meet with your department to discuss the previous year and your plans for the year going forward. 2. Complete the Annual Program Review Form (this form). 3. Complete your Department Plan. Provide an update on items from the previous year and outline your department's plans for the next 1-3 years. Save it to the Program Review SharePoint site. 4. Submit the Annual Program Review Form and Department Plan to the Dean or designate by December 20, 2024. 5. Meet with your Dean or designate to discuss your Department Plan. 6. The Dean will provide comments on the APR and Department Plan before EQC review in late February 2025. 7. The Dean will provide all Department Plans to the VP Academic & Applied Research.	**December 20, 2024**

Plans: Strategic Innovation Plan   Mental Health & Well-being Framework

ANNUAL PROGRAM REVIEW FORM | 2024

Do you have an active Program Advisory Committee (PAC)? When did it meet last year?

A. CURRICULUM

Reflect on the state of your curriculum and program/courses. What, if anything, needs to be refreshed or redesigned? Describe the need for any changes.

ANNUAL PROGRAM REVIEW FORM | 2024

B. GENERATIVE AI

How are your program/courses and your broader profession/field being impacted by the use of AI? What are impacts on students? What are impacts on your teaching practice? What have you changed in response to these impacts, or how do you think you'll respond to GenAI in the future? (See VCC's Guidelines for Generative AI in Teaching and Learning)

ANNUAL PROGRAM REVIEW FORM | 2024

C. TRENDS, OPPORTUNITIES & CHALLENGES

What existing or new internal or external developments/trends are most impacting your programs, positively or negatively? What are things to celebrate or concerns to raise?
(e.g., new program opportunities, Indigenization, mental health & well-being, employee or student recruitment/registration and retention, program marketing)

ANNUAL PROGRAM REVIEW FORM | 2024

D. OTHER COMMENTS

What other things (both opportunities and concerns) would you like to highlight that have not been addressed in previous questions?

DEAN'S COMMENTS:

DEPARTMENT ACTION PLAN 2024-2025

DEPARTMENT:

Instructions:

1. Copy the previous year's items from your department plan on SharePoint and provide an update.
2. Working with the department, the department head identifies initiatives for the current year and beyond (following two years).
3. Group those initiatives in the categories below. You do not have to have an initiative in every category.
4. Save the plan to your department's subfolder on the Annual Program Review SharePoint site.

PREVIOUS YEAR		CURRENT YEAR + BEYOND	
Department Initiatives	**Update**	**Department Initiatives**	**Responsibility + Timeline**
I=D+R Indigenization by Decolonization & Reconciliation *| Reflect and respect Indigenous knowledge, culture and history in academic planning and delivery*			
d/JEDI (justice, equity, diversity and inclusion through decolonized lens) *| Review and renew curricula and teaching practices for greater inclusion of diverse ways of knowing and being*			
Student Experience *| Develop, optimize and embed workflows to transform student experience by meeting learners where they are in a student-centred approach*			

Educational Delivery | Build a diverse educational model that supports lifelong learning and responds to evolving learner, community and industry needs			
Fiscal Sustainability | Deliver sustainable programming and student services that align with our institutional values, community, and labour market demands			
Departmental Priorities | Initiatives that do not fit into the themes of the Academic Plan but that are important to the success of your programs and students			

Plans

Strategic Innovation Plan   Mental Health & Well-being Framework