



Vancouver Community College Education Council  
Meeting Agenda  
May 10, 2022

3:30–5:30 p.m. Videoconference

<https://vcc.zoom.us/j/64086337640?pwd=dzRoMXprZzRvdUlZcEJYQUQzK2JGQT09>

Meeting ID: 640 8633 7640

Passcode: 720900

	Topic	Action	Speaker	Time	Attachment	Page
1.	<b>CALL TO ORDER</b>		N. Mandryk	1 min		
2.	<b>ACKNOWLEDGEMENT</b>		L. Griffith	1 min		
3.	<b>ADOPT AGENDA</b>	Approval	N. Mandryk	1 min	✓	1-2
4.	<b>APPROVE PAST MINUTES</b>	Approval	N. Mandryk	1 min	✓	3-8
5.	<b>ENQUIRIES &amp; CORRESPONDENCE</b>	Info	N. Mandryk	1 min		
6.	<b>BUSINESS ARISING</b>					
	a. Risk Register	Info	I. Humphreys	30 min		
	b. Annual Update - Deans & Directors	Info	D. McMullen	5 min		
	c. Academic Year	Approval	D. McMullen	5 min	✓	9-13
	d. Academic Plan	Info	D. Wells	20 min	✓	14-19
	e. CS Non-Credit Course Outlines	Info	A. Lipsett	5 min	✓	20-21
	f. EAL Pathways Update	Info	S. Kay	10 min		
	g. EdCo Planning Day	Info	N. Mandryk	2 min		
7.	<b>COMMITTEE REPORTS</b>					
	<b>a. Curriculum Committee</b>					
	i. New Course & Program Update: Marketing Technology Diploma	Approval	J. White	5 min	✓	22-34
	ii. Program Update: Computer Systems Technology	Approval	R. Nezami	5 min	✓	35-149
	<b>b. Policy Committee</b>	Info	S. Kay	5 min		
	<b>c. Appeals Oversight Committee</b>	Info	N. Mandryk	2 min		
	<b>d. Education Quality Committee</b>					
	i. Program Renewal Reports & Action Plans:	Info	T. Rowlatt	5 min	✓	150-292

	Topic	Action	Speaker	Time	Attachment	Page
	<ul style="list-style-type: none"> <li>• ASL &amp; Deaf Studies</li> <li>• CCA Computer Courses</li> <li>• ESL Pathways</li> <li>• Hospitality Management</li> <li>• Medical Office Assistant</li> </ul>					
8.	<b>RESEARCH REPORT</b>	Info	E. Ting	5 min		
9.	<b>CHAIR REPORT</b>	Info	N. Mandryk	5 min		
10.	<b>STUDENT REPORT</b>	Info	M. Ng	5 min		
11.	<b>NEXT MEETING &amp; ADJOURNMENT</b>	Info	N. Mandryk	1 min		

**EdCo Planning Day: TBC**

June 6 (9:30-12:30) OR

June 9 (9:00-12:00)

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

Natasha Mandryk (Chair)  
 Shantel Ivits (Vice-Chair)  
 Ali Oliver  
 Andy Sellwood  
 David Wells  
 Ishaan Saini  
 Janita Schappert  
 Jessica Yeung  
 Jo-Ellen Zakoor  
 John Demeulemeester  
 Lucy Griffith  
 Marcus Ng  
 Sarah Kay  
 Todd Rowlatt

**Regrets**

Dave McMullen  
 Heidi Parisotto  
 Louise Dannhauer  
 Poshak Sachdeva  
 Vivian Munroe

**Recording Secretary**

Darija Rabadzija

**Guests**

Adrian Lipsett  
 Clay Little  
 Dawn Cunningham Hall  
 Dennis Innes  
 Elle Ting  
 Jennifer Gossen  
 Keith Mew  
 Les Apouchtine  
 Margaret Buxton  
 Nahid Ghani  
 Nicole Degagne  
 Reba Noel  
 Shirley Lew  
 Susie Findlay  
 Sydney Sullivan  
 Taryn Thomson  
 Willy Aroca Aguirre

**1. CALL TO ORDER**

- The meeting was called to order at 3:32 p.m.

**2. ACKNOWLEDGEMENT**

- N. Mandryk acknowledged the College's location on the traditional and unceded territories of the x̣ṃəθḳẉəỵ əm (Musqueam), Ṣḳẉx̣ wú7mesh (Squamish), and sə̣iḷẉ ətəʔṭ (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. She added a personal reflection on the importance of the relationship with the land.

**3. ADOPT AGENDA**

**MOTION:** THAT Education Council adopt the April 12, 2022 agenda as amended.

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

- N. Mandryk noted that the timing of item 6c) Academic Plan may need to be adjusted.  
 D. McMullen's annual update on the Registrar's Office (item 6a) was deferred to the next meeting.

#### 4. APPROVE PAST MINUTES

**MOTION:** THAT Education Council approve the March 8 and March 16, 2022 minutes as presented.

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

#### 5. ENQUIRIES & CORRESPONDENCE

- N. Mandryk reported on enquiries from the EAL Pathways department and Education Council (EdCo) members regarding a recent significant reduction in English as an Additional Language (EAL) sections offered. There were questions about how this reduction is compatible with the recently approved Enrolment Plan, and about the timing of the notification. Two EdCo members spoke to the importance of developmental programming for students, the community, and VCC's mission, and raised concerns around reducing access to programming and services. There were questions about the College's plans to support this program, including student recruitment and registration. A request was made to add this item to the May EdCo agenda; the EdCo Executive will discuss this at its next meeting.
- N. Mandryk reached out to the Academic Governance Council (Education Council Chairs from across B.C.) regarding their experiences around Indigenous representation on Education Council; a response was received from Camosun College (see item 6d).
- An EdCo member inquired about English language instruction and training for displaced Ukrainians; conversations are taking place at the senior administration level.

#### 6. BUSINESS ARISING

##### a) Annual Update – Deans & Directors

- A. Lipsett presented the Centre for Continuing Studies' accomplishments in 2021/22 and priorities for 2022/23. Plans to increase administrative support for the Gladue Report Writing program were appreciated.

##### b) College Calendar

- L. Apouchtine, acting Deputy Registrar, presented on the new online College calendar (also called catalog), which is standard at other institutions. VCC already uses a compatible program from the same software suite (CourseLeaf) for its curriculum inventory management.
- The rationale and background for the introduction of the calendar were outlined. The target audience are current VCC students and employees; marketing program pages will continue to exist on the VCC website for recruitment purposes.
- The introduction of the calendar will impact curriculum approval timelines going forward, as the calendar will be published only once a year for the fall (with two addenda for winter and summer). As a result, new programs, or major changes to programs, will be publicized only once a year, with some flexibility for exceptions.
- The plan is to soft launch the calendar this summer for September 2022, with an official calendar to be published in March/early April 2023 for September 2023.
- The calendar will be presented at Curriculum Committee and Leader's Forum. Deans and departments were invited to contact L. Apouchtine with any questions. Members noted the importance of accessibility considerations and consultations with departments. After the soft launch, there will be opportunities for testing and feedback for both departments and students.

##### c) Academic Plan

- D. Wells presented updates to headings in the Academic Plan, which was previously discussed at the special EdCo meeting in March. Some headings originally mirrored specific objectives in the Strategic Innovation Plan (SIP); these headings were broadened to provide a higher-level structure. The overall aim was to provide more clarity around the different categories, which can prompt discussions in Schools and departments.

- There was a discussion about points 5.1.3/5.14 (“*Conduct needs assessment and determine viability and potential of NEW/EXISTING programs that meet community need, provide pathways, take into consideration the labour market skills gap, and are relevant.*”). D. Wells clarified that the goal is to capture the actual cost of delivery in the context of the provincial post-secondary funding review and to provide this information to the province; e.g., some regulated programs have expanded in duration over the years without a corresponding increase in funding. It was suggested to revise the wording from “viability and potential” to “sustainability requirements,” as the intent is not to conduct an overarching viability audit. It was noted that there are already processes in place to address program viability issues due to various (including non-financial) factors (policy C.3.3 Suspension and/or Discontinuance of Programs).
- The updated Academic Plan headings will be shared with EdCo; the revised plan will return at the May meeting. D. Wells added that the Academic Master Plan will be renamed due to problematic connotations of the term “master.”

#### d) Indigenous Representation on Education Council

**MOTION:** THAT Education Council direct the EdCo Executive to develop a detailed case for adding Indigenous members to Education Council, including incorporation of consultation with Indigenous Education and Community Engagement, community feedback, and a legal opinion.

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

- N. Mandryk opened the conversation about adding dedicated seats for Indigenous representatives on Education Council to create a critical mass of Indigenous voices in governance. She acknowledged that this in itself does not constitute Indigenization but would create room for it.
- EdCo membership is stipulated in the College & Institute Act; while there is no provision specifically for Indigenous members, the act provides an opportunity to add additional voting members for renewable one-year terms under section 15(3). N. Mandryk inquired with Education Council Chairs of other institutions in B.C. about their practices; while Camosun College ultimately decided to add a non-voting Indigenous representative, VCC’s EdCo Executive is specifically proposing voting membership. D. Wells agreed to conduct legal research around section 15(3) of the College & Institute Act, and it was suggested to obtain a legal opinion.
- There was support for this idea in preliminary discussions with R. Noel, Dean of Indigenous Initiatives; D. Wells, VP Academic & Research; and the EdCo Executive. The proposal was put to Education Council members for discussion.
- Members expressed support for this initiative and emphasized the importance of creating readiness to embrace Indigenous voices on EdCo and begin the process of Indigenization. An inclusive, welcoming and safe environment will be crucial to sustain Indigenous representation over time.
- R. Noel noted that external conversations are taking place around amending the College & Institute Act and appreciated EdCo taking action within the current legislative framework. She emphasized the importance of a deliberate, thoughtful approach in preparing for the impacts of this change, which might lead to longer timelines to allow for relationship-building and consultations. Another consideration is from which College areas Indigenous EdCo members will be drawn; this could include a representative from Indigenous Education and Community Engagement (IECE), with its specific focus on Indigenization and decolonization.
- The EdCo Executive will prepare a detailed case to be presented to EdCo for decision; this will include consultation with IECE, seeking community feedback, and obtaining a legal opinion.

#### e) EdCo Planning Day

- N. Mandryk announced that planning has begun for the annual half-day EdCo planning session in June. Members were asked to complete a survey to determine the date and meeting format.

## 7. COMMITTEE REPORTS

### a) Curriculum Committee

#### i) Program Update: Automotive Collision and Refinishing Foundation Certificate

**MOTION:** THAT Education Council approve, in the form presented at this meeting, revisions to the Automotive Collision and Refinishing Foundation Certificate program content guide.

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

- K. Mew presented the proposal to remove Science 10 from the program admission requirements. Completion of Science 10 is not necessary for success in the program, and this requirement poses a barrier for some students. T. Rowlatt added that a few other minor changes were made, including updating the grading scale.

#### ii) New Course: ENSK 0858 Grammar Skills 11

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the new course ENSK 0858 English Grammar Skills 11.

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

- M. Buxton presented the proposal for this new College & Career Access (CCA) course, which was developed to improve students' grammar skills in preparation for grade 12-level English courses. T. Rowlatt added that Curriculum Committee discussed details of the evaluation plan, and some adjustments were made to reflect departmental practice.

#### iii) Program Revisions: Artisan Baking Certificate & Pastry Arts Certificate

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the curriculum for the significantly revised Artisan Baking Certificate and Pastry Arts Certificate, including 20 new courses, and recommend the Board of Governors approve the implementation of the two significantly revised programs.

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

- S. Findlay presented the proposal for major revisions arising from the 2018/19 program renewal. Revisions focused on improving program currency, reducing instructor changes to improve the student experience, increasing theoretical rigor, and aligning with institutional learning outcomes and ITA outcomes. During the consultation process, there was support for increasing the language requirement from English 10 to 11. The department will conduct research before considering this change.
- T. Rowlatt added that the Registrar's Office worked with the department around delivery of the program. Curriculum Committee requested only minor adjustments, which were completed.

#### iv) New Program: Hospitality Management Post-Degree Diploma

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the curriculum for the new Hospitality Management Post-Degree Diploma program, including 15 new courses, and recommend the Board of Governors approve the credential.

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

- W. Aroca Aguirre presented the proposal for this new program targeted at students who already hold a bachelor's degree and are looking to shift to a career in hospitality management. There is industry demand for graduates that are able to enter the field at a higher, more managerial level, compared to graduates of the diploma program. T. Rowlatt added that Curriculum Committee discussed the distinction between the different programs in this field at length. An eight-week practicum is included

at the end of the program; the relatively low number of credits in the program is partially explained by the fact that students will be primarily working for half a term.

#### v) Changes to Grading Scales

**MOTION:** THAT Education Council approve changes to the grading scales in 12 programs, effective on the dates identified for each program.

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

- T. Rowlatt presented the second and final round of adjustments to program grading scales, resulting from efforts to consolidate and standardize scales at the College in the context of a review of policy C.1.1 Grading, Progression and Withdrawal. A working group consisting of N. Mandryk, M. Schram, and T. Rowlatt connected with departments to make these changes, and the number of grading scales used at VCC has been reduced to three.

#### b) Policy Committee

- S. Kay reported that the Board of Governors approved the revised policy A.3.2 Policy Development and Management on March 30. This revision expands the committee's decision-making authority to send policies for College feedback and approve changes to procedures and policy definitions without additional EdCo approval. The impact on the committee's role will be discussed at the April 13 committee meeting. Other agenda items include an update to a definition in policy D.4.5 Academic Integrity (which can now be approved by the committee); review of revised policy D.3.10 Indigenous Education Enrolment (to be sent for College feedback); and discussion of policy C.1.3 Granting of Credentials.

#### c) Appeals Oversight Committee

- No report.

#### d) Education Quality Committee

##### i) Program and Education Services Renewal Schedules

- T. Rowlatt reported that D. Wells and C. Munro approved the Program and Education Services Renewal Schedules (included in the meeting package). T. Morgan was consulted to ensure sufficient capacity in the CTRLR to support the scheduled renewals.

##### ii) CD Fund 2022-23

- T. Rowlatt presented the projects approved for CD funding, including several proposals to complete curriculum development work arising from program renewals. There were also proposals around themes of decolonization and equity.

### 8. RESEARCH REPORT

- E. Ting reported that the Research Ethics Board is discussing how to support research ethics education in the context of a recent change to the federal training program (CORE-2022). As this module was significantly condensed, the REB plans to create its own resources; a survey will be conducted to identify needs around research ethics education.
- The Canadian Association of Research Ethics Boards will hold its annual conference online from April 20-22.

### 9. CHAIR REPORT

- N. Mandryk reported that the Board of Governors discussed and approved the Enrolment Plan at its March 30 meeting.
- There are ongoing discussion about Indigenous representation in governance.
- The Board of Governors has begun a practice of rotating land acknowledgements; EdCo members were invited to share their own land acknowledgements at future EdCo meetings.

## 10. STUDENT REPORT

- M. Ng reported on a successful referendum to increase student union fees by \$2.50; this change still needs to be ratified by the SUVCC Board. Funds raised will be used for various student life initiatives, including an emergency food bank and emergency aid fund. There was a discussion about food insecurity among students. The Hospitality Management department recently hosted an event related to this issue.

## 11. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will take place on May 10, 2022, 3:30-5:30 p.m.
- The meeting was adjourned at 5:20 p.m.

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



## Academic Year Information

**Note:** Some vocational and/or trades programs may start or end on dates that do not coincide with the semester-based dates below. Please contact the appropriate instructional department for additional information.

<b>Public Holidays and Closures (2021/2022)</b>	
<b>Event</b>	<b>Date</b>
Labour Day	Mon, Sep 06, 2021
National Day for Truth and Reconciliation	Thu, Sep 30, 2021
Thanksgiving	Mon, Oct 11, 2021
VCC Day	Wed, Nov 03, 2021
Remembrance Day	Thu, Nov 11, 2021
Holiday Closure (TBD)	Wed, Dec 22, 2021 – Mon, Jan 03, 2022
Family Day	Mon, Feb 21, 2022
Good Friday	Fri, Apr 15, 2022
Easter Monday	Mon, Apr 18, 2022
Victoria Day	Mon, May 23, 2022
Canada Day	Fri, Jul 01, 2022
BC Day	Mon, Aug 01, 2022

<b>Term Dates (2021/2022) (For courses running the entire term)</b>			
<b>Term</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
<b>First Day of Class</b>	Tue, Sep 07, 2021	Wed, Jan 05, 2022	Mon, May 09, 2022
<b>Last Day of Class</b>	Mon, Dec 13, 2021	Tue, Apr 12, 2022	Fri, Aug 12, 2022
<b>Exam Period</b>	Tue, Dec 14 – Mon, Dec 20, 2021	Wed, Apr 13 – Thu, Apr 21, 2022	Mon Aug 15 – Fri, Aug 19, 2022
<b>Grade Submission Deadline</b>	Tue, Dec 21, 2021	Thu, Apr 28, 2022	Fri, Aug 26, 2022

<b>Public Holidays and Closures (2022/2023)</b>	
<b>Event</b>	<b>Date</b>
Labour Day	Mon, Sep 05, 2022
National Day for Truth and Reconciliation	Fri, Sep 30, 2022
Thanksgiving	Mon, Oct 10, 2022
VCC Day	Wed, Nov 02, 2022
Remembrance Day	Fri, Nov 11, 2022
Holiday Closure (TBD)	Fri, Dec 23, 2022 – Mon, Jan 02, 2023
Family Day	Mon, Feb 20, 2023
Good Friday	Fri, Apr 07, 2023
Easter Monday	Mon, Apr 10, 2023
Victoria Day	Mon, May 22, 2023
Canada Day	Mon, Jul 03, 2023 (Observed)
BC Day	Mon, Aug 07, 2023

<b>Term Dates (2022/2023) (For courses running the entire term)</b>			
<b>Term</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
<b>First Day of Class</b>	Tue, Sep 06, 2022	Wed, Jan 04, 2023	Mon, May 08, 2023
<b>Last Day of Class</b>	Mon, Dec 12, 2022	Tue, Apr 11, 2023	Fri, Aug 11, 2023
<b>Exam Period</b>	Tue, Dec 13 – Mon, Dec 19, 2022	Wed, Apr 12 – Tue, Apr 18, 2023	Mon Aug 14 – Fri, Aug 18, 2023
<b>Grade Submission Deadline</b>	Wed, Dec 21, 2022	Tue, Apr 25, 2023	Fri, Aug 25, 2023

<b>Public Holidays and Closures (2023/2024)</b>	
<b>Event</b>	<b>Date</b>
Labour Day	Mon, Sep 04, 2023
National Day for Truth and Reconciliation	Mon, Oct 02, 2023 (Observed)
Thanksgiving	Mon, Oct 09, 2023
VCC Day	TBD
Remembrance Day	Mon, Nov 13, 2023 (Observed)
Holiday Closure (TBD)	Fri, Dec 22, 2023 – Tue, Jan 02, 2024
Family Day	Mon, Feb 19, 2024
Good Friday	Fri, Mar 29, 2024
Easter Monday	Mon, Apr 01, 2024
Victoria Day	Mon, May 20, 2024
Canada Day	Mon, Jul 01, 2024
BC Day	Mon, Aug 05, 2024

<b>Term Dates (2023/2024) (For courses running the entire term)</b>			
<b>Term</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
<b>First Day of Class</b>	Tue, Sep 05, 2023	Thu, Jan 04, 2024	Mon, May 06, 2024
<b>Last Day of Class</b>	Mon, Dec 11, 2023	Wed, Apr 10, 2024	Fri, Aug 09, 2024
<b>Exam Period</b>	Tue, Dec 12 – Mon, Dec 18, 2023	Thu, Apr 11 – Wed, Apr 17, 2024	Mon Aug 12 – Fri, Aug 16, 2024
<b>Grade Submission Deadline</b>	Wed, Dec 20, 2023	Wed, Apr 24, 2024	Fri, Aug 23, 2024

<b>Public Holidays and Closures (2024/2025)</b>	
<b>Event</b>	<b>Date</b>
Labour Day	Mon, Sep 02, 2024
National Day for Truth and Reconciliation	Mon, Sep 30, 2024
Thanksgiving	Mon, Oct 14, 2024
VCC Day	TBD
Remembrance Day	Mon, Nov 11, 2024
Holiday Closure (TBD)	Mon, Dec 23, 2024 – Wed, Jan 01, 2025
Family Day	Mon, Feb 17, 2025
Good Friday	Fri, Apr 18, 2025
Easter Monday	Mon, Apr 21, 2025
Victoria Day	Mon, May 19, 2025
Canada Day	Tue, Jul 01, 2025
BC Day	Mon, Aug 04, 2025

<b>Term Dates (2024/2025) (For courses running the entire term)</b>			
<b>Term</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
<b>First Day of Class</b>	Tue, Sep 03, 2024	Mon, Jan 06, 2025	Mon, May 05, 2025
<b>Last Day of Class</b>	Mon, Dec 09, 2024	Wed, Apr 09, 2025	Fri, Aug 08, 2025
<b>Exam Period</b>	Tue, Dec 10 – Mon, Dec 16, 2024	Thu, Apr 10 – Wed, Apr 16, 2025	Mon Aug 11 – Fri, Aug 15, 2025
<b>Grade Submission Deadline</b>	Thu, Dec 19, 2024	Fri, Apr 25, 2025	Fri, Aug 22, 2025

INDIGENIZATION BY DECOLONIZATION & RECONCILIATION	INDIGENIZATION BY DECOLONIZATION & RECONCILIATION
Goal 1.1 Retain and maintain sufficient qualified and appropriate Indigenous leadership and knowledge holders to direct and support process of Indigenization	<b>Goal 1.1 Retain and maintain <b>qualified and appropriate</b> Indigenous leadership, knowledge holders, and allies to direct and support process of Indigenization</b>
1.1.1 Establish role(s) in CTLR that lead and support Indigenization	1.1.1 Build and support the capacity of <b>VCC</b> knowledge holders required for indigenization and decolonization
1.1.2 Develop capacity within Library to curate Indigenous “Collections”	1.1.2 Develop our institutional capacity to respect and protect Indigenous knowledge, intellectual property, and creations
1.1.3 Develop Indigenous faculty and staff capacity within academic and student service areas	1.1.3 Develop Indigenous faculty and staff capacity within academic and student service areas ( <b>do not want to conflate with 1.2.3</b> )
Goal 1.2 Develop institutional literacy in relation to competency (achievements & obligations) as pertaining to decolonization and reconciliation	<b>Goal 1.2 Increase our institutional capacity to support reconciliation, indigenization &amp; decolonization</b>
1.2.1 Complete an institutional Indigenization readiness assessment	1.2.1 Reflect on our overall institutional understanding and <b>openness</b> for indigenization and decolonization
1.2.2 Develop an Institutional Indigenization plan	1.2.2 Plan for the institutional change needed to <b>better support</b> indigenization and decolonization
1.2.3 Develop institutional capacity for the provision of decolonized programs and services	1.2.3 Develop institutional capacity for the provision of decolonized programs and services
Goal 1.3 Build appropriate and mutually beneficial relationships with Indigenous communities and stakeholders to honour and respect institutional obligations and responsibilities	<b>Goal 1.3 Build appropriate and mutually beneficial relationships with Indigenous communities to honour and respect our obligations and responsibilities</b>
	1.3.1 Reflect on VCC’s current approach and state of our relationships with Indigenous communities and understand how <b>interested/affected</b> Indigenous communities see our relationship and what it should be
	1.3.2 Plan our institutional approach to developing new and improved relationships with Indigenous communities and partners
	1.3.3 Build mutually beneficial relationships with <b>interested/affected</b> Indigenous communities
JUSTICE, EQUITY, DIVERSITY & INCLUSION	
Review and renew curricula and teaching practices for greater inclusion of diverse ways of knowing and being	

Goal 2.1 Retain and maintain sufficient, qualified, and appropriate leaders, planners, and doers to direct and support process of ensuring justice, equity, diversity & inclusion within the College	<b>Goal 2.1 Retain and maintain leaders, planners, and doers to direct and support the process of ensuring justice, equity, diversity &amp; inclusion within the College</b>
2.1.1 Establish a college leadership role and a multidisciplinary advisory committee that will support a pan-institutional approach to Equity, Diversity, and Inclusion	2.1.1 Build and support the capacity of VCC knowledge holders required to enable equity, diversity & inclusion
	2.1.2 Develop our institutional capacity to respect and value diverse knowledges and ways of being  (this could possibly include both giving space to diverse student populations but also building a diverse college staff that reflect that diversity)
Goal 2.2 Develop institutional literacy in relation to competency (achievements & obligations) as pertaining to Justice, Equity, Diversity & Inclusion	<b>Goal 2.2 Develop our institutional capacity to support equity, diversity &amp; inclusion (readiness assessment or equivalent, would appear under this broad category)</b>
2.2.1 Develop an institutional Equity, Diversity, and Inclusion (EDI) policy statement that supports our community's values and ways of being (move to 2.2.3?)	2.2.1 Reflect on our overall institutional understanding and <b>openness</b> to recognize, value, and support equity, diversity & inclusion
2.2.2 Review and revise all VCC policies to include gender neutral language	2.2.2 Plan for the institutional change needed to better support equity, diversity & inclusion
2.2.3 Develop a plan to facilitate equity, diversity, and inclusion	2.2.3 Develop institutional capacity for the pursuit of equity, diversity & inclusion
2.2.4 Identify, promote, and support the creation of and adoption of Open Educational Resources (OER) in relevant programs (move to 2.2.3)	
Goal 2.3 Build appropriate and mutually beneficial relationships with external communities and stakeholders to honour and respect institutional obligations and responsibilities for justice, equity, diversity & inclusion	<b>Goal 2.3 Build appropriate and mutually beneficial relationships with diverse and equity-seeking communities to honour and respect our obligations and responsibilities</b>
	2.3.1 Reflect on the current state of our relationships with diverse and equity-seeking communities and understand how <b>interested/affected</b> communities and partners see us
	2.3.2 Plan our institutional approach to developing new and improved relationships with <b>interested/affected</b> diverse communities to support EDI
	2.3.3 Build mutually beneficial relationships with diverse communities and stakeholders to support EDI

STUDENT EXPERIENCE	
Develop optimize and embed workflows to transform student experience by meeting learners where they are in a student-centred approach.	Create, embed, and improve workflows and resources that support a student-centred experience
Goal 3.1 Develop & maintain services and supports to ensure student safety and wellbeing.	<b>Goal 3.1 Improve and maintain services and supports that promote student safety, wellbeing &amp; engagement</b>
3.1.1 Develop and publish a college-wide mental health and well-being framework.	3.1.1 Increase our institutional capacity to support the social, emotional, and physical safety and wellbeing of students
	3.1.2 Increase our institutional capacity to facilitate and support student engagement in their post-secondary experience
Goal 3.2 Build & sustain institutional processes and supports to facilitate accessible and transparent student enrolment, retention, and completion.	<b>Goal 3.2 Improve and sustain the systems and processes that support accessible and transparent student admission, enrolment, retention and completion</b>
3.2.1 Create and publish an official online academic calendar. (move under 3.2.1)	3.2.1 Improve the accessibility and availability of information to prospective students as they apply to VCC programming
3.2.2 Create, and implement a program development framework and program audit that simplifies and standardizes the registration process and credit structures. (move under 3.2.2)	3.2.2 Improve the accessibility of the enrolment process for applicants and students
3.2.3 English Language Assessment Solution Project (move under 3.2.2)	3.2.3 Increase our institutional capacity and supports for student retention and progression
3.2.4 Complete a Prior Learning Assessment and Recognition (PLAR) Environmental Scan. (move under 3.2.2)	3.2.4 Increase our institutional capacity to support successful student completion and to students in achieving their educational and employment goals
3.2.5 Implement additional self-service functionality for students within the enterprise resource planning (ERP) system. (Move to 3.2.3)	
3.2.6 Review & develop support services which contribute to student success & retention. (move to 3.2.3 or 3.2.4)	
3.2.7 Provide timely and relevant international student support (move to 3.2.3)	
3.2.8 Expand student recruitment activities to promote new programs and ensure enrolment targets are met. (move to 3.2.1)	
EDUCATIONAL DELIVERY	
Build a diverse educational delivery model that supports lifelong learning and responds to evolving student, community, and labour market needs.	Build a diverse educational delivery model that supports lifelong learning and responds to evolving student, community, and labour market needs.



Goal 4.1 Develop & maintain an institutional credential framework that can allow for the formation of different types of educational artifacts.	<b>Goal 4.1 Develop &amp; maintain an institutional framework that supports a variety of credentials and other forms of learning recognition that meet diverse student needs</b>
4.1.1 Develop a micro-credentials framework (that creates new and alternate pathways focussed on employment needs).	4.1.1 Develop & maintain options for educational completion below the certificate level recognition (micro-credentials)
4.1.2 Recognition of a comprehensive range of credentials that are not dependent on the credit hour model.	4.1.2 Recognize and expand non-credit programming that meets student, industry and community needs
4.1.3 Ability to assemble different artifacts to achieve equivalency to more traditionally obtained credentials.	4.1.3 Develop our institutional capacity to recognize and value lived, experiential learning towards the completion of a credential (PLAR; Prior Learning Assessment & Recognition)
Goal 4.2 Establish and coordinate a system of delivery modes/formats that effectively and efficiently reach appropriate and interested student learners.	<b>Goal 4.2 Manage and maintain the use of effective online, blended and other flexible delivery formats to reach learners</b>
4.2.1 Online Learning Strategy Part 1: Develop plan to recreate the online digital learning strategy and expand digital learning opportunities.	4.2.1 Develop and maintain our institutional capacity to effectively deliver programming through online and blended formats
	4.2.2 Improve our institutional capacity for flexible delivery of programming to better support our diverse student needs (e.g. HyFlex, asynchronous, rolling intakes)
Goal 4.3 Identify and sustain educational technology necessary to ensure effective & efficient means of educational delivery.	<b>Goal 4.3 Create a planning framework for the technology necessary for effective educational delivery</b>
4.3.1 Develop an online educational technology strategy.	4.3.1 Develop criteria for incorporating new educational technology into programming
4.3.2 Develop a process for identifying and evaluating educational technologies	4.3.2 Establish <b>and sustain</b> a process for identifying and maintaining new educational technology
4.3.3 Identify new educational technologies and software that could be supported and resourced.	4.3.3 <b>Investigate</b> , Acquire and incorporate new educational technologies and software in a supported and resourced manner
Goal 4.4 Design & maintain experiential learning strategies and outcomes to inform all programming priorities, objective, and design.	<b>Goal 4.4 Develop &amp; maintain experiential learning strategies and outcomes to inform all programming priorities, objectives, and design</b>
4.4.1 Develop experiential learning opportunities that satisfy program level learning outcomes. (move to 4.4.2)	4.4.1 Establish criteria for incorporating new experiential learning opportunities into programming
	4.4.2 Develop experiential learning opportunities that support program learning outcomes

Goal 4.5 Establish & coordinate an applied research portfolio aligned with the educational priorities and obligations of the College.	<b>Goal 4.5 Coordinate an applied research strategy aligned with the educational priorities and obligations of the College</b>
4.5.1 Develop a Scholarship and Research Initiatives Plan	4.5.1 Develop a Scholarship and Research Initiatives Plan
	4.5.2 Increase the amount of applied research conducted in support of the College's mandate and programs
<b>FISCAL SUSTAINABILITY</b>	
Deliver sustainable programming and student services that align with our institutional values, community, and labour market demands.	Deliver sustainable programming and student services that align with our institutional values, community, and labour market demands.
Goal 5.1 Develop & maintain an educational product framework capable of sustainably supporting existing and new programs within college operation financial parameters.	<b>Goal 5.1 Maintain a financially sustainable program mix and enrolment plan that satisfies the College's mandate and operating obligations</b>
5.1.1 Develop a financial costing framework and implementation plan/process to analyze program sustainability.	5.1.1 Develop a financial costing framework and implementation plan/process to analyze program sustainability, including the priorities and parameters guiding resultant actions
5.1.2 Conduct needs assessment and determine viability and potential of NEW programs that meet community need, provide pathways, take into consideration the labour market skills gap, and are relevant.	5.1.2 Conduct needs assessment and determine sustainability requirements of NEW programs that meet community need, provide pathways, take into consideration the labour market skills gap, and are relevant
5.1.3 Conduct needs assessment and determine viability and potential of EXISTING programs that meet community need, provide pathways, take into consideration the labour market skills gap, and are relevant.	5.1.3 Conduct needs assessment and determine sustainability requirements of EXISTING programs that meet community need, provide pathways, take into consideration the labour market skills gap, and are relevant
5.1.4 Develop new programs and build capacity in existing programs for international students.	5.1.4 Develop new programs and build capacity in existing programs for international students
5.1.5 Renew programs that have not gone through renewal in the past 5 years.	5.1.5 Renew programs that have not gone through renewal in the past 5 years
5.1.6 Implement programs that have gone through program renewal and/or have had minor or major changes.	5.1.6 Implement program changes that have gone through program renewal and/or have had minor or major changes
5.1.7 Adapt academic structure and organization for the College to align with the academic programs and services	5.1.7 Review and adapt academic administrative structures and processes to better align with and support academic programs and services
Goal 5.2 Create & sustain relevant community relationships required for predictable and sustainable program delivery.	<b>Goal 5.2 Create and sustain relevant community relationships required for predictable and sustainable program delivery</b>
5.2.1 ensure programs have active program advisory committees and effective partnerships with industry/community	5.2.1 Ensure programs have active Program Advisory Committees (PACs) and effective partnerships with industry and community (only new or recovered)

5.2.2 Develop new international business partnerships to support international enrolment.	5.2.2 Develop new international business partnerships that support international enrolment ( <b>only new or recovered</b> )
5.2.3 Partner with more K-12 for dual credit programming options.	5.2.3 Expand partnerships with K-12 to offer more dual credit programming ( <b>only new or recovered</b> )
5.2.4 Implement and expand on partnership opportunities through the life of the academic plan	5.2.4 Implement and expand on partnership opportunities through the life of the academic plan ( <b>only new or recovered</b> )
<b>Goal 5.3 Foster and reinforce relevant and recognized program quality.</b>	<b>Goal 5.3 Foster and reinforce program quality</b>
5.3.1 Identify, promote, support articulation and transferability of courses/programs	5.3.1 Identify, promote, and support the articulation and transferability of courses and programs
5.3.2 Seek accreditation and/or external program approval status and implement strategies to fulfill accreditation requirements.	5.3.2 <b>Secure and sustain</b> accreditation and other external program approvals
5.3.3 Evaluation and assessment of existing learning activities against target learning outcomes and sustainable operation.	5.3.3 Evaluation and assessment of existing learning activities against <b>academic</b> targets/objectives (KPI)
<b>Goal 5.4 Implement our financial strategy.</b>	<b>Goal 5.4 Implement our financial strategy</b>
5.4.1 Meet our domestic and international enrolment targets	5.4.1 Meet our domestic and international enrolment targets
	5.4.2 Improve the financial sustainability of existing programs
	5.4.3 <b>Pursue/Develop</b> out contract offerings and new programming that generates revenue above cost



## INFORMATION NOTE

**PREPARED FOR:** VCC Education Council

**DATE:** May 10, 2022

**ISSUE:** Summary of non-credit offerings in CS in 2021

### **BACKGROUND:**

Continuing Studies offers a wide selection of non-credit programming spread across a diverse range of subject areas. As most non-credit offerings are designed to meet the needs of learners pursuing upskilling or personal interest opportunities, these offerings continue to be mostly scheduled in the evenings and on weekends. Continuing Studies has submitted all new and revised course outlines for courses offered in 2021 to the Education Council office, as per policy C.3.14, Curriculum Development and Approval Process. All new and revised course outlines are also now in CourseLeaf.

### **DISCUSSION:**

In 2021, 32 new non-credit courses were launched in CS (see Appendix A), representing a nearly 30% decrease from 2020 in the number of new non-credit offerings created. The 10% alumni discount on non-credit courses was continued from previous years, still with limited uptake.

New courses launched in the following areas:

- Health (3)
- Transformative Learning (4)
- Technology and Trades (3)
- Business and Leadership (11)
- Fashion and Jewellery (2)
- Music (1)
- PDO-affiliated (8)

Highlights and particularly successful courses include:

- LERN/UGotClass courses: Saw a significant (7x) increase in enrolment (asynchronous online)
- HLTH 1405 Advanced Nursing Foot Care reintroduced after a 2-yr hiatus
- REAL 1030 BSW Foundations: AEST-funded Microcredential, developed in partnership with four public post-secondary institutions as part of CETABC
- MUSI 1061 Preparatory Music (Summer) and NURS 1300 Nursing Remedial offered in partnership with Departments of Music and Nursing, respectively

### **PREPARED BY:**

Adrian Lipsett, Dean, Continuing Studies

**Appendix A: New CS non-credit courses (2021)**

<b>Course Code</b>	<b>Course Title</b>	<b>Effective Term</b>
LERN 1330	LERN 1330: Financial Analysis & Planning	Winter 2021
LERN 1400	LERN 1400: Cyber Security for Managers	Winter 2021
LERN 1300	LERN 1300: Getting Started in Sales	Winter 2021
LERN 1110	LERN 1110: Intermediate Video Game Design	Winter 2021
LERN 1200	LERN 1200: Keys to Customer Service	Winter 2021
LERN 1500	LERN 1500: Introduction to Data Analysis	Winter 2021
LERN 1320	LERN 1320: Strategic Selling-Social Media	Winter 2021
LERN 1510	LERN 1510: Intermediate Data Analysis	Winter 2021
LERN 1210	LERN 1210: Extraordinary Customer Service	Winter 2021
LERN 1100	LERN 1100: Introduction to Game Design	Winter 2021
LERN 1040	LERN 1040: Introduction to Coding	Winter 2021
NURS 1300	NURS 1300: Nurse Remedial	Winter 2021
REAL 1150	REAL 1150: Antiviral Cleaning	Winter 2021
REAL 1030	REAL 1030: BSW Foundations	Winter 2021
TRLN 1312	TRLN 1312: Minimize your Fashion Impact	Winter 2021
TRLN 1305	TRLN 1305: City's Role in Gender Equity	Winter 2021
FASH 1149	FASH 1149: Intro To Leather Work	Winter 2021
FASH 1125	FASH 1125: Solving Fit for Online	Spring 2021
TRLN 1301	TRLN 1301: Design a Meaningful Career	Spring 2021
TRLN 1300	TRLN 1300: Urban Farming Essentials	Spring 2021
PDOG 1165	PDOG 1165: BSW Work Experience	Spring 2021
AZUR 0900	AZUR 0900: Microsoft Azure Fundamentals	Spring 2021
MUSI 1061	MUSI 1061: Preparatory Music (Summer)	Spring 2021
PDOG 1005	PDOG 1005: Material Handling 4.0	Spring 2021
PDOG 1104	PDOG 1104: MOA Work Integrated Learning	Spring 2021
HLTH 1405	HLTH 1405: Advanced Nursing Foot Care	Fall 2021
PDOG 2001	PDOG 2001: Employment Readiness at Work	Fall 2021
PDOG 1006	PDOG 1006: Intro to Business Math	Fall 2021
PDOG 1007	PDOG 1007: Intro to Financial Accounting	Fall 2021
PDOG 1008	PDOG 1008: Intro to Management Accounting	Fall 2021
PDOG 1009	PDOG 1009: Canadian Income Tax	Fall 2021



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** May 10, 2022

**ISSUE:** Substitution of new course in current offering of Marketing Technology Diploma

### BACKGROUND:

The Marketing Technology department is proposing to substitute a course for both the current cohort of diploma students (started September 2021) and for the next cohort that will start in September 2022. The current PCG includes the course ACCT 2003 Business Data Analytics, which approaches the important topic of data analytics and visualization from an accounting perspective. Jeremy White, Department Head of Marketing Technology, is proposing to replace this course with MKTG 2077 Data Analytics and Visualization for Marketing. The course learning outcomes are very similar, but MKTG 2077 approaches data analytics from the perspective of a marketing professional and will be immediately more relevant to students in the program.

### DISCUSSION:

Jeremy White has discussed this idea with the Curriculum Committee Chair, as well as Les Apouchtine, Deputy Registrar, and Dawn Cunningham Hall, Associate Registrar Curriculum & Calendar. While the timeframe for implementation is tight, all parties agree on the value of the change to the current cohort of students. Current students will be consulted and will have to unanimously agree to the new course for this change to take effect – this agreement will be documented by the Registrar's Office and in the department. No opposition from students is expected.

In order to facilitate the scheduling process for September, I agree to bring this proposed change directly to Education Council for May 2022, instead of going to Curriculum Committee first. This will significantly reduce the duplication of work necessary on the part of the RO. Given the nature of the change, I do not expect any opposition from members of the committee; the benefits to students are clear as the CLOs are very similar and simply refocus the course towards marketing and away from accounting. If EDCO agrees, I will bring the change to Curriculum Committee in May for information and forward any feedback to EDCO regarding the deviation from established process.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Marketing Technology Diploma and one (1) new course MKTG 2077 Data Analytics for Marketing.

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

**DATE:** May 2, 2022

# Program Change Request

Date Submitted: 04/29/22 12:50 pm

Viewing: **Marketing Technology Diploma**

Last approved: 09/14/21 1:07 pm

Last edit: 05/02/22 10:39 am

Changes proposed by: fbarillaro

Program Name:

Marketing Technology Diploma

Credential Level: Diploma

Effective Date: September **2022** ~~2021~~

Effective Catalog Edition: 2021-2022

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 Chair**
4. **EDCO Chair**

## Approval Path

1. 04/29/22 2:09 pm  
Jeremy White  
(jewwhite): Approved for 4830 Leader
2. 04/29/22 5:28 pm  
Dennis Innes  
(dinnes): Approved for SHP Dean
3. 05/03/22 10:12 am  
Todd Rowlett  
(trowlett): Approved for Curriculum Committee Chair

## 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 <del>Dennis Innes</del>	jewwhite@vcc.ca <del>dinnes@vcc.ca</del>	8544 8396

## Program Content Guide

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### Purpose

The Marketing Technology Diploma is being designed to provide students with a solid foundation in business management in the first year of the program and an opportunity for more advanced, specialized study in marketing technology.

Graduates from the Marketing Technology Diploma will be prepared for entry-level roles in brand management, traditional and digital marketing, and customer relationship management database administration.

Students in the Marketing Technology Option will learn to use the latest marketing software to analyse 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 be prepared to write CRM administrator certification exams upon graduation.

### Admission Requirements

Grade 12 graduation or equivalent

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

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

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

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

Math 11 Foundations with a minimum 'C+' grade or 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: MGMT 1001 Business Mathematics; 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 VCC's D.3.5 Prior Learning Assessment and Recognition Policy and Procedures 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 completion of the Marketing Technology Diploma graduates will be able to:

Communicate effectively and respectfully as business professionals

Apply business principles, theories, skills and best practices

Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise

Apply critical thinking and analytical skills/strategies to provide marketing solutions that meet the needs of a business

Develop a marketing plan that meets the needs of a business or organization

Integrate the concepts, processes and applications of marketing automation and Customer Relationship Management (CRM), into a company's business operations

Use data analysis to support strategic and operational business decisions

Identify the unique opportunities and issues that arise when marketing to an Indigenous community

Apply principles of corporate social responsibility, sustainability and ethics in their work as business professionals

## 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 centred approaches that promotes collaboration and student engagement.

Students will work with actual data sets to simulate marketing automation tasks.

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+ (2.33) 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

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

#### **Marketing Technology Diploma**

#### Plan of Study Grid

#### First Year

Term One	Credits
<u>MGMT 1004</u> Business Communication	3
<u>MGMT 1007</u> Financial Accounting	3
<u>MGMT 1001</u> Business Mathematics	3
<u>MGMT 1021</u> Computer Applications for Management	3
<u>MGMT 1006</u> Fundamentals of Marketing	3
Credits	15

#### Term Two

<u>MGMT 1002</u> Introduction to Economics	3
<u>MGMT 1003</u> Principles of Management	3
<del>MGMT 1012 Indigenous Business in Canada</del>	<del>3</del>
<u>MGMT 1011</u> Information Technology Management	3
<b><u>MKTG 2008</u> International E-Commerce</b>	<b>3</b>
<u>MKTG 1024</u> Customer Relationship Management	3
Credits	15

#### Second Year

#### Term One

<u>MGMT 2017</u> Canadian Business Law	3
<u>MGMT 2006</u> Business Analysis and Systems Design	3

<u>MKTG 2004</u>	Professional Selling	3
<u>MKTG 2031</u>	Customer Relationship Management (CRM) Software Administration	3
<del>ACCT 2003</del>	<del>Business Data Analytics</del>	<del>3</del>
<b><u>MKTG 2077</u></b>	<b>Data Analytics and Visualization for Marketing</b>	<b>3</b>
	Credits	15
Term Two		
<u>MGMT 1010</u>	Business Sustainability and Ethics	3
<u>MKTG 2005</u>	Marketing Automation	3
<u>MKTG 2041</u>	Advanced Customer Relationship Management (CRM) Administration	3
<del>MKTG 2008</del>	<del>International E-Commerce</del>	<del>3</del>
<u>MKTG 2009</u>	Advertising and Marketing Communication	3
<b><u>MGMT 1012</u></b>	<b>Indigenous Business in Canada</b>	<b>3</b>
	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.

See Rationale and Consultations sections in the MKTG 2077 Course Outline.

Indigenous Business in Canada was originally swapped with E-commerce in September 2021. Updated PCG to reflect the changes.

Are there any  
expected costs to  
this proposal.

Consultations

### **Additional Information**

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Provide any additional information if necessary.

Supporting  
documentation:

### **Marketing Information**

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*FOR MARKETING PURPOSES ONLY. DO NOT EDIT.*

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

This program is for:    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

# Course Change Request

## New Course Proposal

Date Submitted: 04/29/22 12:49 pm

Viewing: **MKTG 2077 : Data Analytics for Marketing**

Last edit: 05/02/22 10:36 am

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[146: Marketing Technology Diploma](#)

Course Name:

Data Analytics and Visualization for Marketing

Effective Date:

September 2022

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 Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 04/29/22 2:10 pm  
Jeremy White  
(jewwhite): Approved  
for 4830 Leader
2. 04/29/22 5:29 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 05/03/22 10:12 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

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

Banner Course  
Name:

Data Analytics for Marketing

Subject Code:

MKTG - Marketing

Course Number

2077

Year of Study

2nd Year Post-secondary

Credits:

3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

#### Course Description:

In the business world, it is important to turn ever-increasing amounts of data into useful information that can be easily seen and understood. In this course students learn the fundamental principles and practices of business data analysis and how to communicate business intelligence in visual formats. Working with a variety of data sources and software, students learn to make sense of quantitative marketing data by discerning meaningful patterns, trends, relationships, and exceptions that reveal marketing performance, potential problems, and opportunities.

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

MGMT 1021.

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

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

No

#### Course Learning

#### Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Explain the value of data analytics and visualization for business organizations
CLO #2	Analyze data and create basic and advanced data visualizations
CLO #3	Enhance data analysis and create interactivity using custom calculation
CLO #4	Perform advanced analysis by joining and blending data from different sources
CLO #5	Enhance visualizations with custom formatting, labels and annotations
CLO #6	Present data using story points and fully interactive dashboards
CLO #7	Explain key industry marketing KPIs and their value to an organization

#### Instructional Strategies:

## Evaluation and Grading

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Grading System: Letter Grade (A-F) Passing grade:  
D (50%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	Actively contributes to course discussions and activities
Assignments	30	
Project	35	Marketing Data Visualization Project
Quizzes/Tests	25	

## Hours by Learning Environment Type

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Total Hours 45

Lecture, Seminar, Online  
45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual  
Learning

Course Topics

### Course Topics:

Introduction to Data Analytics and Business Intelligence

Creating Visualizations and Dashboards

Foundational to Advanced Analytics

Row-Level and Aggregate Calculations

Table Calculations



**Course Topics:**

Formatting Visualizations

Marketing KPIs

Adding Value to Analysis - Trends, Distributions and Forecasting

Advanced Techniques

Presenting Data Stories

Data analysis and financial modeling

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

## Rationale and Consultations

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

No

Provide a rationale  
for this proposal:

We are making a single, inter-cohort change to better align the learning outcomes of a data analysis course with the learning outcomes of the marketing technology diploma. Students will benefit from being taught by a professional in marketing data analytics rather than a CPA/Accountant. The students in the current cohort will be consulted and will agree to this change in courses before implementation.

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

Consultations

Consulted Areas	Consultation Comments
Registrar's Office	Consulted with Les and Dawn - in support of change. Agreed to Sept 2022 dates after discussion with developer and CC Chair.

Consulted Areas	Consultation Comments
Other	Consulted with Curriculum Committee Chair - in support of change. Agree to bring to EDCO directly in order to make scheduling for Sept 2022 possible, given the specific value to current students.
Centre for Teaching, Learning, and Research (CTLR)	Consulted with Francesco Barillaro - in support of change
Other	Consulted with external SMEs - in support of change

## Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

## Marketing Information

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*FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.*

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

Make Available on Website:



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** May 10, 2022

**ISSUE:** Revision to the Computer Systems Technology Diploma

### BACKGROUND:

The Computer Systems Technology department is proposing a significant revision to their curriculum. The CST Diploma was first offered at VCC in September 2020. The College purchased the curriculum from Saskatchewan Polytechnic and hired a department head and faculty after the approval of the curriculum. The department has taught one full offering of the program and, given their experiences, are ready to make adjustments to better fit the needs of our students.

The significant change involves streamlining the program. In the current IT climate, students are typically interested in either getting into the software development side or the network/systems administration side. The current version of the program includes both components and is a very large diploma as a result (100 credits total). While students understand the value of the systems administration courses, students are primarily interested in careers in software development, for which systems administration training is not required. Therefore, the department is proposing to remove 24 credits (down to 76 credits) by pulling out the systems administration courses.

In addition, the department has proposed a variety of smaller changes to update the language in the program and course descriptions, as well as the program and course learning outcomes. These changes do not fundamentally alter the software development outcomes of the program but reflect the regular changes that happen in IT training.

### DISCUSSION:

Reza Nezami, Department Head of Computer Systems Technology, presented the proposal. Curriculum Committee agreed that removing the systems administration courses makes a lot of sense. The Committee had recommendations related to:

- Wording of the program and course learning outcomes, to streamline some of the additions
- Wording of the program purpose and course descriptions, again to streamline and focus
- Replacing the explicit 5-term structure with Year 1/Year 2, to allow for greater flexibility in scheduling
- Removing a diversity statement, as the College is developing an overarching statement

All changes have been made.

**RECOMMENDATION:**

THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Computer Systems Technology Diploma program, including one new and 23 revised course outlines.

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

**DATE:** April 21, 2022

# Program Change Request

Date Submitted: 04/08/22 7:59 pm

Viewing: **Computer Systems Technology Diploma**

Last approved: 03/11/20 12:43 pm

Last edit: 04/25/22 4:02 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 **2022** ~~2020~~

Effective Catalog Edition: 2021-2022

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

## In Workflow

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

## Approval Path

1. 03/23/22 4:47 pm  
Reza Nezami  
(rnezami): Approved for 4702 Leader
2. 04/08/22 11:01 am  
Brett Griffiths  
(bgriffiths): Rollback to Initiator
3. 04/11/22 11:40 am  
Reza Nezami  
(rnezami): Approved for 4702 Leader
4. 04/12/22 11:46 am  
Brett Griffiths  
(bgriffiths): Approved for CTT Dean
5. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved for Curriculum Committee Chair

## 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)

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

## Program Content Guide

### Purpose

The **purpose goal** of the **Computer Systems Technology (CST) Diploma** ~~this~~ program is to prepare students for a career as a computer systems **software technologist specializing in developing web technologist**. ~~Computer systems technologists solve computer-related issues for businesses, government agencies, utilities, law enforcement agencies, health services providers, educational institutions~~ and **Windows software applications using popular development platforms and tools**. ~~more:~~ **Computer systems software technologists generate software solutions for the general public, businesses, government agencies, utilities, law enforcement agencies, health services providers, educational institutions and more. Graduates will be able to work as junior software developers in the software development industry.**

**Students gain a solid foundation in software design, development, testing, and deployment using common platforms and environments. The first year of the program focuses on building a strong foundation in computer systems, and in software design and analysis. In the second year of the program, students take advanced courses** ~~Graduates from this program can choose to specialize~~ **in web technologies and areas including programming, software design, mobile application development, User Interface and Experience design, as well as in the modern Windows application ecosystem.** ~~programming, data communications, security and web design.~~ **CST instructors are industry-experienced professionals who are strongly connected to the local Information Technology industry.**

Grade 12 graduation or equivalent

English 12 with a minimum 'C' grade, or English Language Proficiency at a minimum Grade 12 'C' level, or equivalent

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

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

**Foundation** ~~A minimum grade~~ of **Mathematics 11 with a minimum grade 'C+' (67%) in one** of 'C+' (65%) or **equivalent**

~~the following:~~ **VCC Pre Calculus assessment with a minimum grade of 72%**

**VCC Intermediate Algebra assessment with a minimum grade of 52%**

~~Pre-calculus grade 11 Foundations of Mathematics grade 12 Foundations of Mathematics grade 11 Principles of Mathematics 11 Applications of Mathematics 11 Applications of Mathematics 12~~

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

**The CST diploma** ~~This~~ program can be completed in **5 terms** ~~two years~~ of full-time **study (average 17 credits per term)**, ~~study~~, with an expected completion time of **2** ~~2.5~~ 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 break month. It can be taken full-time or part-time.** The program must be completed within a maximum of 5 years. **CST diploma accepts students for Winter and Fall terms.**

~~This program is designed for individuals who wish to obtain employment in the Information Technology Industry as Mobile Applications Programmer, Computer Programmer, and Network Administrator.~~ Upon completion of this program, graduates will be able to:

~~Design, install and manage local area networks~~  
~~Develop and design computer programs in various programming languages~~  
~~Develop and design interactive web pages with multimedia components~~  
**design, analyze, Design and develop complex software interactive-mobile application systems for PC, Web, and Mobile mobile devices design, analyze, develop, debug, and optimize web and mobile applications written in popular programming languages such as Python, JavaScript, Java, C++ and C#**  
**develop Develop and design interactive web pages/mobile apps pages with multimedia components**  
**install install and configure basic computer hardware and software**  
**collaborate efficiently in a typical software project team working with popular project development tools and current development frameworks**  
**work in large and small teams as an effective team member**  
**learn new tools and technologies independently following the latest trends in software and hardware**  
~~Perform systems analysis and design~~  
~~Program apps for mobile devices~~  
~~Provide end-user technical support services~~  
~~Troubleshoot and repair hardware problems~~

Instructional Strategies, Design, and Delivery Mode

**The CST Diploma program is designed to provide a contextual hands-on learning experience similar to a real-world modern software development industry setting. Courses are developed focused on a problem-solving mindset in which theory and practice are always blended in the form of small/large individual or team 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.**

**Some courses are taught in a flexible blended model where online and face to face modes of delivery are appropriately combined. The total online/remote part of the CST program would be less than 50% of the total program hours. This means students will spend at least 50% of their course time on campus** ~~program is delivered face-to-face and in labs. blended learning modes-~~ **Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work, and online sessions. work-**

**VCC Computer Systems Technology Department have access to state of the art modern computer labs with software and tools such as VMWare, Visual Studio, Microsoft suite of applications and Operating Systems, private department servers, and project-based classroom settings. Individual free tutoring for Math and 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. CST department also has access to multiple Mac labs in VCC downtown campus, but it is recommended that student have access to a Mac PC (like Mac Mini) for the Mac/iOS development courses.**



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

To **progress through the program and** receive a Diploma in **CST, students are required to Computer Systems Technology, a student must** achieve a minimum grade of '**C**' (**60%**) ~~(60-63%)~~ in each 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, quick to google a subject and find relevant info**

~~Ability to work effectively in a team and independently with confidence~~ **Client-oriented** ~~Customer service-oriented~~

outlook and ability to work well with a wide variety of people

Ability to give and receive feedback

~~Motivation, curiosity, and research-orientation~~ ~~Excellent oral and written communication skills~~ Enthusiastic,

**positive, optimistic** ~~positive~~ attitude

**Pro-active self-starter**

**Basic understanding of computers and comfortable using mobile devices**

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

~~Initiative, self-starter work habits~~ ~~Flexibility, adaptability~~

Courses

In ~~Students must complete all of~~ the **First Year students complete the foundational/core courses. following 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)		
<u>CSTP 1101</u>	Communication and Workplace Behaviour	3
<del>CSTP 1103</del>	<del>Data and Document Management Fundamentals</del>	<del>3</del>
<u>CSTP 1104</u>	Computer Systems Administration	5

<u>CSTP 1105</u>	Introduction to Programming	4
<u>CSTP 1106</u>	Website Development	3
<u>CSTP 1108</u>	Applied Mathematics	2
<u>CSTP 1201</u>	Introduction to Database Management Systems	4
<u>CSTP 1202</u>	Introduction to Data Communication and Networking	3
<del>CSTP 1203</del>	<del>Introduction to Server Administration</del>	<del>2</del>
<u>CSTP 1205</u>	Programming in C++	4
<u>CSTP 1206</u>	Introduction to Internet Programming & Web Applications	3
<del>CSTP 1207</del>	<del>Technical Communication</del>	<del>2</del>
<del>CSTP 1301</del>	<del>IT Project Management</del>	<del>2</del>
<u>CSTP 1204</u>	Software Analysis and Design	3
<u>CSTP 1302</u>	Windows Programming	4
<u>CSTP 1303</u>	Introduction to Client-Server Computing	3
<u>CSTP 1304</u>	User Interface Design	2
<u>CSTP 1305</u>	Algorithms Analysis and Data Structures	3
<b>Year 2</b>		
<del>CSTP 2101</del>	<del>Database Management and Storage in Clouds</del>	<del>3</del>
<del>CSTP 2102</del>	<del>Enterprise Systems Support</del>	<del>3</del>
<u>CSTP 2104</u>	Windows Interactive Application Programming	3
<b><u>CSTP 2110</u></b>	<b>Introduction to Cloud Computing</b>	<b>3</b>
<u>CSTP 2106</u>	Introduction to Computer Security	3
<u>CSTP 2107</u>	Advanced Internet Programming & Web Applications	4
<u>CSTP 2108</u>	Mathematics for Programmers	2
<del>CSTP 2201</del>	<del>Linux Operating System and Networking</del>	<del>3</del>
<del>CSTP 2202</del>	<del>Network Server Administration</del>	<del>3</del>
<u>CSTP 2204</u>	IT Development Project	5
<u>CSTP 2205</u>	Android Mobile Application Programming	3
<u>CSTP 2208</u>	Career Path Search	1
<u>CSTP 2301</u>	Emerging Technologies	3

<del>CSTP 2302</del>	<del>Advanced Server Administration</del>	<del>3</del>
<del>CSTP 2303</del>	<del>Computer System Security Threats and Solutions</del>	<del>3</del>
<u>CSTP 2305</u>	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.

Transcript of Achievement

~~The~~ ~~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 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 Pass	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

Grade	Percentage	Description	Grade Point Equivalency
AU		Audit, No Credit	N/A
EX		Exempt. Credit granted.	N/A

## Grade Point Average (GPA)

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

### Rationale and Consultations

Provide a rationale for this proposal.

The CST Diploma program has been running for more than 2 years. It was expected that after a full run of the program we re-evaluate the program and make proper adjustments. During this trial period a main issue found. In the current IT technology climate, students are either interested getting into software side or network/admin side of the Information Technology sector. Our CST Diploma program is mixing both in the same degree. With the proposed changes, the network/admin component has been reduced to minimum level needed for the rest of the program. Overall 10 courses been removed, and one course has been added to fill up a topic which was covered as part of the deleted courses but is necessary for the rest of the program. The rest of the changes in this package are minor course outline and contents changes in some courses. These changes adds more focus and smoother laddering of the courses to provide more consistent program progression experience for students. These changes are minor and do not change courses' names, or credit hours and main content.

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Andy Sellwood
Registrar's Office	Extensive consultations with Dawn from RO to ensure the changes were workable in the system
Faculty/Department	Department supports the changes

Consultated Area	Consultation Comments
International Education	Extensive consultations with IE around options for international students

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

### Marketing Information

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*FOR MARKETING PURPOSES ONLY. DO NOT EDIT.*

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

This program is for:    Domestic  
   International

Marketing Description

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

What you will learn

What to expect

**Foundation of software development is taught in first year: core courses in Computer Systems, Programming, and Software Analysis and Design**

**In second year students take Project-oriented hands-on courses in which they work often in team on industry level projects.**

**Final Term students work on a Capstone project to develop real-world application for real or simulated clients. Blended Mode of delivery, with hands-on courses being in-person, and at least 50% of the program hours are delivered in-person.**

Reviewer

Comments

**Brett Griffiths (bgriffiths) (04/08/22 11:01 am):** Rollback: See Lucy for updates needed

# Course Change Request

Date Submitted: 03/24/22 8:17 am

Viewing: **CSTP 1101 : Comm & Workplace**

## Behaviour

Last approved: 07/25/19 4:42 am

Last edit: 04/25/22 4:03 pm

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

[168: Web Development and Design Diploma](#)

Course Name:

Communication and Workplace Behaviour

Effective Date:

September 2022

School/Centre:

Trades, Technology & Design

Department:

Computer Systems Technology (4702)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/24/22 3:12 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

### History

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

Name	E-mail	Phone/Ext.
Reza Nezami (Department Head)	rnezami@vcc.ca	<b>6043188274</b> =

Banner Course Name:	Comm & Workplace Behaviour
Subject Code:	CSTP - Computer Systems Technology
Course Number	1101
Year of Study	1st Year Post-secondary
Credits:	3

Bridge College Code	TT
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Bridge Billing Hours	0-3
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Bridge Course Level	01
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#### Course Description:

Learners ~~will~~ study human behaviour in organizations and develop the skills needed to deal with people at work. Topics include: individual behaviour, values, interpersonal relationships and communications, groups and team dynamics, organizational culture, leadership, and change.

~~Additionally, learners will study these aspects of human behavior within the context of diverse formal organizations.~~ Students will examine the communication skills required in the **workplace, including effective interpersonal communication techniques and conflict resolution.** ~~workplace:~~ **Students learn about practical techniques in business communication, such as memos, letters, emails, reports, and formal presentations.**

**Students learn how to communicate with their supervisors, colleagues and clients in various forms. As part of** ~~The focus will be on~~ **the training, students get familiar with common communication mediums such as Word, Excel, process,** and **Google Docs practice of effective interpersonal communication techniques** and **Charts.** ~~conflict resolution, and basic workplace writing.~~

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

~~Admission to the Computer Systems Technology diploma program~~

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

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

No

## Course Learning

## Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the fundamentals of workplace communication
CLO #2	Explain how our perceptions, personalities, values, and emotions shape our <b>behaviour</b> <del>behavior</del>
CLO #3	Explain effective team-building <b>skills</b> and conflict resolution <b>skills</b>
<del>CLO #4</del>	<del>Explain how power and organizational politics and culture relate to performance</del>
CLO #4 #5	Explain the benefits <b>of of</b> , and the challenges faced with group decision making
CLO #5 #6	<b>Evaluate information for accuracy, relevance, and develop critical thinking skills to prepare strong arguments</b> <del>Use the appropriate leadership style in a situation using leadership theory</del>
CLO #6 #7	<b>Write a variety of documents such as reports, proposals, and instructions</b> <del>Explain organizational change and strategies to overcome resistance to change</del>
<del>CLO #8</del>	<del>Describe various motivational models to improve performance</del>
CLO #7 #9	Apply workplace writing skills <b>to specific sample work related cases</b>
CLO #8	<b>Use Office applications such as Microsoft Word, Microsoft Excel, PowerPoint and Google docs and charts at a basic level</b>
CLO #9	<b>Collaborate effectively using Microsoft Teams</b>

## Instructional

## Strategies:

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

## Evaluation and Grading

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

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40	4 assignments
Quizzes/Tests	10	



Type	Percentage	Brief description of assessment activity
Midterm Exam	15	
Final Exam	20	
Project	15	Group presentation

### Hours by Learning Environment Type

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Total Hours 60

Lecture, Seminar, Online

**35** ~~40~~

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**25** ~~20~~

Practicum, Self-Paced, Individual  
Learning

**0**

Course Topics

#### Course Topics:

Organizational behaviour

Perceptions, personalities and emotions

Values and behaviour

~~Motivational models to improve performance~~

Effective team building skills

Conflict management

Organizational politics

Interpersonal and oral communication strategies

~~Organizational culture and change~~

The fundamentals of workplace communication skills **and culture**

**Microsoft Docs, Spreadsheet**

**Google docs, charts, sheet**

**Course Topics:****Powerpoint, Outlook, how to write proper business email****MS Team collaboration****Business Presentation, Report, Business Plan**

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

Computer Systems Technology Diploma updates

Provide a rationale  
for this proposal:

Are there any

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:Reviewer  
Comments

### Marketing Information

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# Course Change Request

Date Submitted: 03/24/22 2:11 pm

Viewing: **CSTP 1104 : Computer Systems Admin**

Last approved: 07/25/19 4:42 am

Last edit: 04/25/22 4:04 pm

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

Course Name:

Computer Systems Administration

Effective Date: September 2022

School/Centre: Trades, Technology & Design

Is this a non-credit course?

Department: Computer Systems Technology (4702)

Contact(s)

## In Workflow

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

## Approval Path

1. 03/24/22 3:12 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

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

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>6043188274</b> <b>6047646682</b>

Banner Course Name:	Computer Systems Admin
Subject Code:	CSTP - Computer Systems Technology
Course Number	1104
Year of Study	1st Year Post-secondary
Credits:	5

Bridge College Code	TT
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Bridge Billing Hours	0-5
----------------------	-----

Bridge Course Level	01
---------------------	----

#### Course Description:

This course introduces students to the computer (PC) as a system, both hardware and software. Students learn PC hardware and peripheral components: their role, how to connect, install, configure, and troubleshoot issues. This also includes basic safety and operational procedures.

For software, students will gain knowledge of the fundamentals of Operating Systems (OS). They will acquire the skills needed to install and configure desktop computers and other devices in a business environment. Topics include OS architecture, file and disk management, BIOS and UEFI, multi-boot, virtual machines, software installation/removal, performance tuning, backing up and protecting data, and troubleshooting. The basics of networking, security, virus protection, and firewalls are also covered.

**This course also reviews** ~~Students will be introduced to~~ the **complex concepts in** ~~basics of other major~~ OS such as **process scheduling, Virtual Memory, signals** ~~Linux~~ and **interrupts, and applications management by OS.** ~~Apple's iOS.~~

**This course loosely follows latest CompTIA A+ certification syllabus, but taking the exam is not part of the course.** ~~Theoretical knowledge will cover the Microsoft 70-698 Installing and Configuring Windows 10 course.~~

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

~~Admission to the Computer Systems Technology diploma program~~

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

PLAR (Prior Learning Assessment & Recognition)

Details of DI AP:

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Install and configure <b>computer Computer</b> components and peripherals
CLO #2	Practice the maintenance of hardware
CLO #3	Explain the fundamentals of Operating Systems in general
CLO #4	Plan and install an operating system
CLO #5	<b>Process scheduling and application management</b> <del>Configure an operating system</del>
<del>CLO #6</del>	<del>Performance tune a Windows computer</del>
CLO #6 #7	Configure storage and data access
<del>CLO #8</del>	<del>Install and configure a Virtual Machine</del>
CLO #7 #9	Configure <b>basic</b> security settings
CLO #8 #10	Perform file and disk management
CLO #9 #11	<b>Explain the basics of networking</b> <del>Setup multi-boot system</del>
CLO #10 #12	Configure a Linux desktop operating system
<del>CLO #13</del>	<del>Configure an Apple desktop operating system</del>
CLO #11 #14	Use Windows System Restore capabilities to recover the Windows OS
CLO #12 #15	Customize BIOS and UEFI settings
CLO #13 #16	Use Windows <b>Control Panel and Windows</b> PowerShell for basic PC management operations
CLO #14 #17	Start, stop, and disable Windows services

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

**CLO #18** Manage the PC using the Windows Control Panel

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
Lab Work	40	4 assignments in form of lab work, each 10%
Midterm Exam	30	A mixture of Microsoft test questions and OS setup work, to be done in lab.
Final Exam	30	A mixture of Microsoft test questions and OS setup work, to be done in lab.

## Hours by Learning Environment Type

---

Total Hours 100

Lecture, Seminar, Online

**45** ~~50~~

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**55** ~~50~~

Practicum, Self-Paced, Individual  
Learning

Course Topics

**Course Topics:**

**Course Topics:**

Computer hardware components

~~Operational and Safety procedures~~

Operating **Systems: system Windows and Linux**

Operation **System system** configuration

Storage and data **access, backup, and restore access**

~~Application management~~

Security setting

Linux desktop operating system **management using shells**

~~Apple desktop operating system~~

Computer network and firewall configuration

**Process and application management**

**Hypervisor and Virtual Machines using VMWare**

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

Computer Systems Technology Diploma program update

Provide a rationale  
for this proposal:

# Course Change Request

Date Submitted: 03/24/22 2:03 pm

Viewing: **CSTP 1105 : Introduction to Programming**

Last approved: 07/25/19 4:42 am

Last edit: 04/08/22 11:45 am

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

[168: Web Development and Design Diploma](#)

Course Name:

Introduction to Programming

Effective Date:

September 2022

School/Centre:

Trades, Technology & Design

Department:

Computer Systems Technology (4702)

Contact(s)

## In Workflow

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

## Approval Path

1. 03/24/22 3:12 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

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

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>6043188274</b> <b>6047646682</b>



Banner Course Name:	Introduction to Programming
Subject Code:	CSTP - Computer Systems Technology
Course Number	1105
Year of Study	1st Year Post-secondary
Credits:	4

Bridge College Code	TT
Bridge Billing Hours	0-4
Bridge Course Level	01

#### Course Description:

This is an introductory course on programming. Learners will develop problem-solving skills through the use of detailed algorithms and be introduced to structured and object oriented design techniques. The course content includes standard program syntax, variable types, operators, input/output statements, decision and loop control structures, methods, encapsulation, instantiating and using objects.

The course is taught in **Python**. ~~Python to keep the focus on programming language-neutral.~~ **Using basic Python graphics library, students learn to develop interesting interactive desktop application while developing their programming know-hows using python.**

**This is a hands-on course and student learn all complexities of programming through developing simple and fun (some simple games using Python graphics) applications.**

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

~~Admission to the Computer Systems Technology diploma program~~

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

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

No

#### Course Learning Outcomes (CLO):

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

CLO #1	Explain programming terminology
CLO #2	Describe processes involved in programming
CLO #3	Create a program using tools and styling conventions
CLO #4	Create a program that uses variables
CLO #5	Create a program that uses input and output
CLO #6	<b>Use pseudocode to describe and design the structure of a program</b> <del>Use a debugging tool</del>
CLO #7	Create a program using decision statements
CLO #8	Create a program using <b>loops</b> <del>repetition structures</del>
CLO #9	Create a program using methods
CLO #10	Create a program using objects and <b>apply basic</b> object oriented techniques
CLO #11	Design reusable <b>functions and</b> classes through simple inheritance <b>and encapsulation</b> <del>and interfaces</del>
<b>CLO #12</b>	<b>Create simple programs using recursion and convert tail recursion to iteration</b>

Instructional

Strategies:

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

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

**C** ~~C+~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	60	<b>One</b> <del>one</del> programming assignment per week, except 2 weeks of exams.
Midterm Exam	20	
Final Exam	20	

## Hours by Learning Environment Type

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Total Hours **80** ~~100~~

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**40** ~~60~~

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

Programming processes and terminology

**Pseudocode, basic design of a computer program: Von-Neuman machine** ~~Programming tools and style conventions~~

**Variables and scopes** ~~Using variables in programming~~

**Input and output: command line or file** ~~Using~~ input and output

**Functions and modules** ~~Debugging tool~~

**Conditional, branching** ~~Strings and operators~~

**Conditionals, branching** ~~Using a program to create decision statements~~

**Repetitions, loops,** ~~Repetition structures~~

**Recursion, converting tail recursion to iteration** ~~Object techniques~~

**Objects and Object Oriented Programming** ~~Polymorphism~~

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

## Rationale and Consultations

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

Yes

# Course Change Request

Date Submitted: 03/24/22 2:01 pm

Viewing: **CSTP 1106 : Website Development**

Last approved: 07/25/19 4:42 am

Last edit: 04/19/22 9:28 am

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

[168: Web Development and Design Diploma](#)

Course Name:

Website Development

Effective Date: September 2022

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

## In Workflow

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

## Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

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

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>6043188274</b> <b>6047646682</b>

Banner Course Name:	Website Development
Subject Code:	CSTP - Computer Systems Technology
Course Number	1106
Year of Study	1st Year Post-secondary
Credits:	3

Bridge College Code	TT
Bridge Billing Hours	0-3
Bridge Course Level	01

#### Course Description:

This course covers the fundamentals of website development and design using Hypertext Markup Language (**HTML5**), (~~HTML~~); Cascading Style Sheets (CSS), and **JavaScript as scripting languages to add dynamic component to static websites. JavaScript: The emphasis in this course is the Front-End of web application.**

Students **will** learn how to create structured websites using **HTML5; HTML**; how to use the most **up-to-date up-to-date** CSS styles to create responsive, visually-interesting pages and captivating graphical designs; and how to implement client-side script using basic concepts in JavaScript to access Document Object Model (DOM) elements, to validate web forms, and to perform site management.

**Learners gain familiarity with various modern HTML design tools and APIs such as FlexBox and Grid. Students learn to use JavaScript frameworks such as react.js and Vue.js to make it easier to design complex and modular webpages. Students get familiar with the popular Online Code repository and versioning service Git by using it to keep track of their assignments and projects; all projects and assignments may be submitted to the instructor through Git. Student learn to perform Git activities such as commit, pull, push, pull requests, branching, and cloning.**

Course Pre-Requisites (if applicable):

~~Admission to the Computer Systems Technology diploma program~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

## Course Learning

## Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the World Wide Web and Hyper Text Markup Language (HTML)
CLO #2	<b>Describe how web browsers work using HTTP and related protocols to retrieve information from web servers</b> <del>Create hypertext documents</del>
CLO #3	<b>Describe the role of JavaScript in adding dynamic components to a web page</b> <del>Design web pages using fonts, colours and graphics</del>
CLO #4 #6	<b>Describe the role of CSS (Cascading Style Sheet) in a web page</b> <del>Use XML to create web documents</del>
CLO #5 #4	Design web pages using multimedia resources <b>and CSS</b>
CLO #6 #5	Design web pages using <b>tables, columns, tables</b> and <b>CSS Grid columns</b>
CLO #7	<b>Use Browser Developer Tools and their features</b> <del>Design websites formatted using Cascading Style Sheets (CSS)</del>
CLO #8	<b>Perform Media Queries as part of responsive design</b> <del>Create web forms</del>
CLO #9	Use tools to <b>design</b> <del>provide</del> consistent <b>web pages for both mobile and desktop</b> <del>website design</del>
CLO #10	Identify introductory JavaScript features such arrays, loops, and conditional statements
CLO #11	<b>Implement basic client-side programming using JavaScript for accessing DOM elements and adding interactivity to a webpage</b>
CLO #12 #11	<b>Describe the basics of SEO (search engine optimization)</b> <del>Implement basic client-side programming using JavaScript for accessing DOM elements and processing form data</del>

## Instructional

## Strategies:

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

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

C

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	60 <del>50</del>	All assignments are web design and development projects. <del>5 assignments</del>
Midterm Exam	20 <del>25</del>	
Final Exam	20 <del>25</del>	Final Design project: A mockup web page is provided and students must code the page. The page must contain all major design and interactivity features taught in the course.

### Hours by Learning Environment Type

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Total Hours                    60

Lecture, Seminar, Online

**35** ~~30~~

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**25** ~~30~~

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

The basics of the World Wide Web and HyperText Markup Language (**HTML**) (~~HTML~~):

#### **HTML vs CSS**

~~Hypertext documents~~

Web pages: fonts, colours and graphics

Web pages: multimedia resources

Web pages: **tables and Grid, FlexBox**

~~tables~~

**DOM** ~~XML~~

**Course Topics:****CSS frameworks: Bootstrap and others**~~Cascading Style Sheets (CSS)~~**Adding javascript script to HTML** ~~Intelligent websites using javascript~~**Javascript basic features and components: variables, arrays, functions, operators, Conditionals** ~~Client-Server;~~~~DOM~~**Vue.js and React.js**~~Web page:forms~~

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

## Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Computer Systems Technology Diploma Program update

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:Reviewer  
Comments

### Marketing Information

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# Course Change Request

Date Submitted: 03/24/22 2:00 pm

Viewing: **CSTP 1108 : Applied Mathematics**

Last approved: 07/26/19 4:33 am

Last edit: 04/08/22 12:02 pm

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

Course Name:

Applied Mathematics

Effective Date: September 2022

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

## In Workflow

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

## Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

1. Jul 26, 2019 by Reza  
Nezami (rnezami)

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>6043188274</b> <b>6047646682</b>

Banner Course Name:	Applied Mathematics
Subject Code:	CSTP - Computer Systems Technology
Course Number	1108
Year of Study	1st Year Post-secondary
Credits:	2

Bridge College Code	TT
Bridge Billing Hours	0-2
Bridge Course Level	01

#### Course Description:

~~In The purpose of~~ this ~~course, course is to give~~ students **gain** a strong mathematical foundation for future technical and programming courses. This course deals with linear systems of equations and various common function types and their properties. Students will learn how to solve linear equations and how to draw graphs of common functions such as polynomials, **periodic, logarithmic, periodic functions;** ~~logarithmic~~ and exponential functions.

**Computers use binary numbers to represent all data. Students learn how different data types (integers, characters, and floating point numbers) are represented in computers. Students learn to apply math concepts to solve real life or technology-related problems. This course also covers the importance of mathematical logic and logical reasoning for proving a concept and theorem.**

**The emphasis in the course is not mathematical rigour. The goal is understanding and using these concepts in common cases, and learning is example-driven.** ~~In addition, the basics of number representation in computer science are studied.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

## Course Learning

## Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain different types of functions commonly used in software development
CLO #2	Demonstrate the ability to convert numbers from one base to another
CLO #3	Demonstrate the ability to draw the general graph of a function using its properties
CLO #4	Solve a linear system of equations with at most 3 unknowns
CLO #5	Describe how integer and floating point numbers are represented digitally
CLO #6	Describe how text characters are represented in computer programs
<b>CLO #7</b>	<b>Describe how to solve a linear system of equations</b>
<b>CLO #8</b>	<b>Describe how to use recursion to prove an idea</b>

## Instructional

## Strategies:

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

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

C

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	50	<del>5</del> assignments
Midterm Exam	25	
Final Exam	25	

## Hours by Learning Environment Type

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Total Hours 40

Lecture, Seminar, Online

**30** ~~40~~

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**10**

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

Function **types: types polynomials, power, exponential, logarithmic**

**Matrices: addition, multiplication, inverse**

**Systems of linear equations: solving using the graphical, substitution and elimination methods. Introduction to matrices and Gauss-Jordan elimination.**

**Matrices: matrix operations, determinants and Cramer's Rule. Linear equations**

**Positional numeration system, Decimal vs Binary vs Hexadecimal system.**

**Their use in computer systems: Memory address in Ram (Hexadecimal) Positional numeration system**

Graphing of **Linear, quadratic, and cubic functions. functions** How to find **Maximum and minimum of quadratic function. Concept of Related Changes.**

Base-n **arithmetic. arithmetic** Converting from base 2 to 10 and to 16, vice versa.

**Boolean algebra: truth table,**

Number and character representation in **computer software. code** Numbers **addition overflow, subtraction underflow, 2's complement integer representation.**

**Recursion and Induction: two powerful methods of defining objects, proving concepts, and implementing programs.**

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

## Rationale and Consultations

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

Yes

Is this the primary proposal?

# Course Change Request

Date Submitted: 04/08/22 7:41 pm

Viewing: **CSTP 1201 : Intro to Database Mgmt Systems**

Last approved: 07/25/19 4:42 am

Last edit: 04/11/22 2:34 pm

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

[168: Web Development and Design Diploma](#)

Course Name:

Introduction to Database Management Systems (~~DBMS~~)

Effective Date: September 2022

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

## In Workflow

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

## Approval Path

1. 04/08/22 8:24 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/11/22 10:47 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

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

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>6043188274</b> <del>6047646682</del>

Banner Course Name:	Intro to Database Mgmt Systems
Subject Code:	CSTP - Computer Systems Technology
Course Number	1201
Year of Study	1st Year Post-secondary
Credits:	4

Bridge College Code	TT
Bridge Billing Hours	0-4
Bridge Course Level	01

#### Course Description:

In this course students will learn how to manage SQL database systems, including performing basic database administration. Students will learn how to configure a database to support different applications and to perform tasks such as creating users and database schema, applying constraints, setting up access control, assigning memory, defining storage structures and manipulating data. Since database administration does not end after the database is created, students will learn the importance of backup and recovery strategy. Students will become familiar with fundamental concepts in the field such as transnational operations, ACID property, backup and redundancy, data integrity, various database roles (database admin, database programmer, database designer), database normal forms, join operations, and how to perform queries.

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

**CSTP 1105.** ~~CSTP 1105 Introduction to Programming~~

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

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

No

#### Course Learning

#### Outcomes (CLO):

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

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

CLO #1	<b>Explain the basics of Structured Query Languages (SQL) for databases</b> <del>Use database tools with an existing database</del>
CLO #2 #9	<b>Describe the steps in designing a SQL database</b> <del>Implement basic security for logins, databases and objects</del>
CLO #3 #2	Create databases and tables, transaction logs and database snapshots
CLO #4	<b>Explain ACID properties of a well designed SQL database</b>
CLO #5	<b>Explain JOINS and how to use them in SQL databases</b>
CLO #6 #3	Apply data relationships to maintain data integrity
CLO #7 #4	Create queries that select data from tables
CLO #8 #7	<b>Explain Normalization and DeNormalization in the design of databases</b> <del>Explain physical database design considerations.</del>
CLO #8	<del>Create reports to summarize and consolidate data</del>
CLO #9 #5	<b>Create stored procedures and triggers</b> <del>Compose queries that select and manipulate data</del>
CLO #10 #6	Design forms to create a user interface
CLO #11 #10	Explore performance tuning and troubleshooting strategies
CLO #12	<b>Perform general DB Admin: backup and restore</b>

Instructional

Strategies:

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

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

C

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40	4 project assignments, could be individual or team projects
Midterm Exam	20	
Final Exam	20	
Participation	5	<b>Could contain quizzes.</b>
Project	15	Final project

### Hours by Learning Environment Type

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Total Hours 80

Lecture, Seminar, Online  
40

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation  
40

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

**SQL databases** ~~Database tools~~

**Entity Relational Diagrams** ~~Databases and tables~~

**Data tables and normalization** ~~Data relationships~~

Queries and tables

Queries and manipulating data

**SQL Stored Procedures** ~~Microsoft SQL Server 2016~~

Forms and reports functionality

Code procedures and functions

**Triggers**



**Course Topics:****ACID property of a well designed db****JOIN for db queries****DB Admin: Backup, Restore**

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

## Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Computer Systems Technology Diploma program update

Prov

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:Reviewer  
Comments

### Marketing Information

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*FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.**This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact [webmaster@vcc.ca](mailto:webmaster@vcc.ca).*

# Course Change Request

Date Submitted: 03/24/22 1:48 pm

Viewing: **CSTP 1202 : Intro to Data Com & Networking**

Last approved: 07/25/19 4:42 am

Last edit: 04/08/22 12:12 pm

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

Course Name:

Introduction to Data Communication and Networking

Effective Date: September 2022

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

## In Workflow

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

## Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths): Approved for CTT Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved for Curriculum Committee Chair

## History

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

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>6043188274</b> <b>6047646682</b>

Banner Course Name:	Intro to Data Com & Networking
Subject Code:	CSTP - Computer Systems Technology
Course Number	1202
Year of Study	1st Year Post-secondary
Credits:	3

Bridge College Code	TT
Bridge Billing Hours	0-3
Bridge Course Level	01

#### Course Description:

In this course learners ~~will~~ study the fundamentals of computer networking, protocols, components, major networking technologies and systems of modern networks, and will be able to configure, manage, and troubleshoot modern networks.

The topics include TCP/IP protocol suite, multiplexing/switching techniques, basic error detection and correction, elementary data link protocols, flow control and an introduction to routing and congestion control issues, multiple access protocols, networking and inter-networking devices, LANs and WANs.

This course presents content required in the objectives of the CompTIA Network+ certification exam. Basics of Cloud computing and network security will be **covered presented** as well.

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

**CSTP 1104.** ~~CSTP 1104 Computer System Administration~~

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

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

No

#### Course Learning Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
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**Upon successful completion of this course, students will be able to:**

CLO #1	Describe computer networks and network media
CLO #2	Identify major types of network implementations
CLO #3	Configure the TCP/IP protocol
CLO #4	Identify major TCP/IP services
CLO #5	Describe WAN infrastructures
CLO #6	Identify components of cloud computing and virtualization
CLO #7	Describe methods of preventing security breaches
CLO #8	Identify components of remote networking
CLO #9	Identify methods of network management

### Instructional

#### Strategies:

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

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

C

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20 <del>15</del>	
Lab Work	20	
Midterm Exam	20 <del>30</del>	
Final Exam	25 <del>30</del>	
Quizzes/Tests Participation	15 5	

## Hours by Learning Environment Type

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Total Hours 60

Lecture, Seminar, Online

25 ~~20~~

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

35 ~~40~~

Practicum, Self-Paced, Individual  
Learning

Course Topics

**Course Topics:**

Computer networks and media

Network implementations

TCP/IP protocol and services

WAN infrastructures

Remote networking

Network management and troubleshooting

**IP addressing, port number**

**DNS**

**Windows Firewall (basic security)**

**Linux networking**

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

## Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

# Course Change Request

Date Submitted: 03/24/22 1:45 pm

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

Last approved: 07/25/19 4:42 am

Last edit: 04/11/22 2:30 pm

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

Course Name:

Software Analysis and Design

Effective Date:

September 2022

School/Centre:

Trades, Technology & Design

Department:

Computer Systems Technology (4702)

Contact(s)

## In Workflow

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

## Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

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

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>604-318-8274</b> 6047646682

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
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Bridge Billing Hours	0-3
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Bridge Course Level	01
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#### 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 programming language. All programming in this course is done in Java as a primary Object-Oriented language.**

~~Learners will be exposed to key project management concepts and practices. Using Object Oriented Design (OOD), students learn how to identify classes and build the domain model. Additionally, learners are introduced to an industry standard modeling graphical language: Unified Modeling Language (UML). Students learn how to practice Object-Oriented Modelling techniques using the Unified Modelling Language (UML) features of various Software Development Life Cycle (SDLC) patterns such as well as being introduced to the fundamentals of Project Management. Agile iterative model and the WaterFall model. Agile frameworks and SCRUM are used in sample mock team projects.~~

**Using Object-Oriented Object-Oriented Design (OOD), students learn how to identify classes and build the domain model.** Learners ~~will~~ 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, test,** and functional testing are also introduced.

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

**CSTP 1105.** ~~CSTP 1105 Introduction to Programming~~

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

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1 #7	<b>Describe Java Object-Oriented features</b> <del>Prepare project tests</del>
CLO #2 #1	Describe the software <b>development</b> life cycle
CLO #3 #2	<b>Use Java programming interface and inheritance support to implement proper Object hierarchy and Object-Oriented design</b> <del>Explain project management concepts</del>
CLO #4 #3	Analyze methods for initiating a project
CLO #5 #4	Prepare project analysis and plans
CLO #6 #5	Prepare UML models for software design
CLO #7 #6	Design software using 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)  
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity





# Course Change Request

Date Submitted: 03/24/22 1:34 pm

Viewing: **CSTP 1205 : Programming in C++**

Last approved: 07/25/19 4:42 am

Last edit: 04/08/22 12:20 pm

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

Course Name:

Programming in C++

Effective Date: September 2022

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

## In Workflow

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

## Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

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

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>604-318-8274</b> 6047646682

Banner Course Name:	Programming in C++
Subject Code:	CSTP - Computer Systems Technology
Course Number	1205
Year of Study	1st Year Post-secondary
Credits:	4

Bridge College Code	TT
Bridge Billing Hours	0-4
Bridge Course Level	01

#### Course Description:

This is an intense hands-on course on the most popular system and app development language: C++. Students (equipped with the basics of programming from CSTP 1105) **learn go-on-to-cover** the basics of C++ and its powerful features. **Topics include:** ~~Topics include~~ classes, object life cycle, memory management and smart pointers, program execution life-cycle, an introduction to the Standard Template Library (STL), the basics of exception handling, and **finally** the basics of threads and processes in C++.

The main goal of this course is for students to become fully familiar with the landscape of programming with C++ and to be comfortable using its common and modern features as well as to have the confidence to debug, optimize, and restructure existing code in a general application development context.

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

**CSTP 1105.** ~~CSTP 1105 Introduction to Programming~~

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

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

No

#### Course Learning Outcomes (CLO):

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

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

CLO #1	Design reusable classes through inheritance and interfaces
CLO #2	Design extensible classes through polymorphism
CLO #3	Troubleshoot a defective program and debug it
CLO #4	Develop programs using test driven development techniques
CLO #5	Perform basic I/O(Input-Output) from/to a buffer or a file
CLO #6	Design robust C++ programs using appropriate exception handling
CLO #7	Use common algorithms and containers in C++ Standard Template Library
CLO #8	Create programs that use multi-threading efficiently
CLO #9	Use template data types

### Instructional

#### Strategies:

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

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

C

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	50	One assignment per week, except the 2 weeks of exams
Midterm Exam	20	
Final Exam	<del>20</del> 25	
Quizzes/Tests Participation	<del>10</del> 5	

## Hours by Learning Environment Type

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Total Hours 80

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

40

Practicum, Self-Paced, Individual  
Learning

Course Topics

**Course Topics:**

Inheritance and interfaces

Polymorphism

Memory Management

Defective program troubleshooting

Test driven development techniques

Exception Handling

Standard Template Library

Data storage and retrieval from files

Multithreading programs

Smart Pointers

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

## Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

# Course Change Request

Date Submitted: 03/24/22 1:32 pm

Viewing: **CSTP 1206 : Intro to Intrnt Prog & WebApps**

Last approved: 07/25/19 4:42 am

Last edit: 05/02/22 11:08 am

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

[168: Web Development and Design Diploma](#)

Course Name:

Introduction to Internet Programming & Web Applications

Effective Date: September 2022

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

## In Workflow

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

## Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

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

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>6043188274</b> <b>6047646682</b>

Banner Course Name:	Intro to Intrnt Prog & WebApps
Subject Code:	CSTP - Computer Systems Technology
Course Number	1206
Year of Study	1st Year Post-secondary
Credits:	3

Bridge College Code	TT
Bridge Billing Hours	0-3
Bridge Course Level	01

#### Course Description:

**Building on the foundation learned in CSTP 1106, students are further exposed to Javascript as a main scripting language on the web on both the client and server side. Related frameworks and runtime environments such as Node.js and Express.js are introduced.**

**Students** ~~In this course students~~ learn how to **use the MVC (Model-View-Controller) template to** design and develop **web applications** ~~a software application~~ that **work works** through browsers **and have both client side and server side dynamic back-ends.** ~~or the internet.~~ **Students develop hands-on projects using No-SQL databases such as MongoDB, Postgresql and the use of REST API (Representational State Transfer) frameworks. Students will be able to use Javascript in depth for both front end and back end components of simple Web applications.** ~~Students will learn about various web application development technologies, and how to create a web application using a modern MVC (Model-View-Controller) framework which communicates with an Apacheserver.In a small team of 2-4, students will build a robust Representational State Transfer (REST)ful webapp back-end to complement their chosen projects.~~**Students The team will use collaborate using a shared Git repository to document their progress throughout their projects. and Gitflow workflow.**

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

**CSTP 1105, CSTP 1106.** ~~CSTP 1105 Introduction to Programming CSTP 1106 Website Development~~

#### 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	Setup a suitable webapp development environment
CLO #2	Build a basic to advanced RESTful <b>web app</b> <del>webapp</del> back-end
CLO #3	Build distributed capabilities into an MVC service-web application
CLO #4	Use common representation/transport/application protocols for distributed systems
CLO #5	Demonstrate proper team collaboration for application development
CLO #6	<b>Use Javascript for both front end and back end components of a simple web application and webpage</b> <del>Use collaborative workflow to develop an application</del>
CLO #7	Use a shared code repository to develop an application
CLO #8	<b>Use Node.JS and related frameworks such as Express.js to add in-depth interactivity to a web application</b> <del>Construct a valid and well-formed XML (eXtensible Markup Language) document, and constrain it with a DTD (Document Type Definition)</del>

## Instructional

## Strategies:

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

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

C

### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Assignments</b> <del>Project</del>	<b>50</b> <del>60</del>	<b>Individual programming assignments developing components of a web app containing both front end and back end components</b> <del>Chosen project by students teams is developed in stages, and each stage has a % mark, assigned by instructor</del>





# Course Change Request

Date Submitted: 03/24/22 1:31 pm

Viewing: **CSTP 1302 : Windows Programming**

Last approved: 07/25/19 4:42 am

Last edit: 04/08/22 12:33 pm

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

Course Name:

Windows Programming

Effective Date: September 2022

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

## In Workflow

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

## Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

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

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>6043188274</b> <b>6047646682</b>

Banner Course Name:	Windows Programming
Subject Code:	CSTP - Computer Systems Technology
Course Number	1302
Year of Study	1st Year Post-secondary
Credits:	4

Bridge College Code	TT
Bridge Billing Hours	0-4
Bridge Course Level	01

#### Course Description:

In this course students ~~will~~ become familiar with ~~the basics of~~ Windows **application development by learning how to use the C# programming language to develop native GUI in general and specifically Windows applications. ~~10 capabilities from a developer's point of view.~~ Students learn the basics of C# such as data types, arrays, methods, structures, enums, classes, inheritance, interfaces, namespaces, and exception handling.**

Students **also** learn to develop applications ~~using the~~ ~~with~~ Windows **Presentation Foundation (WPF): ~~32-Bit (Win32) Application Programming Interface (API) using C or C# programming language.~~ how to size, position UI elements and design layouts, and develop code that interacts with input devices. They will also write programs to manage content such as text, images, media, and speech. Other programming exercises include styles as well as data binding and data presentation. ~~Later they will learn how to integrate Win32 calls into C# by creating unmanaged C# applications.~~ Topics include Windows messaging, input from keyboard and mouse, timers, menus and resources, dialog boxes, clipboard, graphics, threading, accessing the microphone and speakers, and working with dynamic link libraries.**

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

**CSTP 1205, taken prior or concurrently (with department permission).** ~~CSTP 1205 Programming in C++~~

#### 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 <b>basic</b> functionalities of <b>the Universal each component of</b> Windows <b>Platform (UWP)</b> <del>Operating System</del>
CLO #2	<b>Use the C# programming language</b> <del>Explain how messages are processed in Win32</del>
CLO #3	<b>Use C# to write computer programs based on Windows Presentation Foundation (WPF)</b> <del>Capture keyboard, mouse, and timer events</del>
CLO #4	<b>Design user interfaces using WPF</b> <del>Explain and use device contexts, clipping window, brushes, etc. for standard graphics</del>
CLO #5	<b>Handle keyboard and mouse events</b> <del>Add menus, buttons, and other child windows</del>
CLO #6	<b>Create applications that contain multimedia content</b> <del>Create dialog boxes using the Visual Studio editor and use these dialog boxes in an application</del>
CLO #7	<b>Bind data to user interface elements</b> <del>Use device independent bitmaps</del>
<del>CLO #8</del>	<del>Demonstrate the basics of concurrent programming under windows O/S with common synchronization methods</del>
<del>CLO #9</del>	<del>Debug programs using a variety of methods including break points, traces, and code stepping</del>
<del>CLO #10</del>	<del>Integrate Win32 and C# creating unmanaged C# code</del>
<b>CLO #8</b>	<b>Use XAML to specify a Windows application's GUI</b>

## Instructional

## Strategies:

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

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

C

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Midterm Exam</b> <del>Other</del>	<b>20</b> <del>5</del>	<del>Project proposal</del>

Type	Percentage	Brief description of assessment activity
Assignments	50	Multiple small programming projects
Final Exam Project	20 <del>25</del>	One of Midterm or Final exam can be a project. The other one is an in class written exam.
Quizzes/Tests <del>Final Exam</del>	10 <del>20</del>	

## Hours by Learning Environment Type

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Total Hours 80

Lecture, Seminar, Online

35 ~~30~~

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

45 ~~50~~

Practicum, Self-Paced, Individual  
Learning

Course Topics

### Course Topics:

Window application development tools

Windows applications: basic user interface concepts

Windows application that interacts with other Applications

Windows application that stores and accesses data on a device

Windows application that uses input devices

Win32 API

C# unmanaged code interaction with Win32 applications

~~Dynamic link library usage in Windows Applications~~

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

# Course Change Request

Date Submitted: 03/24/22 1:31 pm

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

## Computing

Last approved: 07/25/19 4:42 am

Last edit: 04/19/22 9:37 am

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

Course Name:

Introduction to Client-Server Computing

Effective Date: September 2022

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

### History

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

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>6043188274</b> <b>6047646682</b>

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 0-3

Bridge Course Level 01

#### Course Description:

In this course students are introduced to the fundamentals of developing a distributed **application computer** 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 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 challenges, the tools and techniques, and various characteristics of mobile vs desktop environments with respect to the Client-Server application model are analysed. Students will develop distributed applications using sockets, datagrams, pipes and FIFO buffers, using low-level tools such as C++ or windows API (Application Programming Interface) such as COM (Common Object Model), RPC (Remote Procedure Call), and various web technologies, based on the experience and preferences of the instructor. The goal in for this course is to make students aware, through hands-on work, of the challenges of a networked/distributed networked application, such as performance, delays, reliability, synchronization, scalability, and security issues.~~

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

**CSTP 1202, CSTP 1205.** ~~CSTP 1204 Software Analysis and Design CSTP 1205 Programming in C++ CSTP 1302 Windows Programming (or concurrently)~~

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	<b>Explain the key concepts in networked client-server software systems</b> <del>Analyze requirements and design goals for client server and distributed system</del>
CLO #2	<b>Describe how sockets are created, setup, and managed during communication</b> <del>Analyze, debug, and identify bottlenecks in a distributed system</del>
CLO #3 #4	<b>Explain the concept of thread of execution and its difference from a process in a computer application</b> <del>Explain key concepts in networking and client/server software systems</del>
CLO #4 #3	Use <del>basic common</del> tools <b>such as sockets, datagrams, multi-casting, multi-threading, for developing distributed systems in web, mobile</b> and <b>multi-processing to develop distributed systems in web, mobile and desktop platforms environments</b>
CLO #5	<b>Explain how SSL works to secure the communication between hosts or server and endpoints</b>
CLO #6 #5	<b>Test, debug, and deploy client-server software systems</b> <del>Perform maintenance, optimization, and restructuring of an existing basic networked system</del>
CLO #7	<b>Deploy a client-server application on physically separate hosts, debug and test its performance</b>

Instructional

Strategies:

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

## Evaluation and Grading

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Grading System:

Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:



Type	Percentage	Brief description of assessment activity
Assignments	45 <del>40</del>	Individual or team projects in which students hands in source code and exe based on the project requirements.
Midterm Exam Participation	15 <del>5</del>	Either midterm or Final Exam can be a project. The other is in-class written test <del>In group assignments and lab-work</del>
Lab Work	25	Lab or other quizzes
Final Exam	25 <del>30</del>	

### Hours by Learning Environment Type

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Total Hours                    60

Lecture, Seminar, Online

30 ~~20~~

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

30 ~~40~~

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

Client/Server architecture

**Networking and protocols**

~~Network programming~~

**Socket and Datagram APIs**

~~Networking protocols~~

**Multithreading and thread synchronization in client/server applications**

~~Network lag, packet analysis~~

**Building reliable connection oriented communication using TCP** ~~Distributed system~~

**HTTPS and OpenSSL, HTTP vs RTP => non-real time vs real-time distributed applications**

**Messaging using Web Socket**

**Course Topics:****Building secure connections: HTTPS and OpenSSL****Building unreliable or reliable connections using UDP** ~~Performance analysis and debugging~~

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

Computer Systems Technology Diploma Program update

## Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:Reviewer  
Comments

## Marketing Information

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*FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.**This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact [webmaster@vcc.ca](mailto:webmaster@vcc.ca).*

Make Available on Website:

# Course Change Request

Date Submitted: 03/24/22 1:30 pm

Viewing: **CSTP 1304 : User Interface Design**

Last approved: 07/26/19 4:33 am

Last edit: 04/08/22 1:43 pm

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

Course Name:

User Interface Design

Effective Date: September 2022

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

## In Workflow

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

## Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

1. Aug 3, 2018 by  
cdeans
2. Jul 26, 2019 by Reza  
Nezami (rnezami)

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>6043188274</b> <b>6047646682</b>

Banner Course Name:	User Interface Design
Subject Code:	CSTP - Computer Systems Technology
Course Number	1304
Year of Study	1st Year Post-secondary
Credits:	2

Bridge College Code	TT
Bridge Billing Hours	0-2
Bridge Course Level	01

#### Course Description:

This **hands-on** course **introduces** ~~is an introduction to~~ User eXperience/User Interface (UX/UI) **design concepts** for **developing efficient interfaces for** websites, mobile applications, and information **systems in general.** ~~systems.~~ **Learners acquire tools and know-how to generate creative, user-friendly digital product Interfaces. Key concepts covered include: information architecture, client goals, ideal users, card sorting, journey mapping, site mapping, service mapping, mood boards, prototyping, wireframes, metaphor, branding, user flow, peer testing mockups, whiteboard challenges, and usability reports.**

Students will plan and create a small website or a **UI-centric** ~~UI-centric~~ mobile app following UI/UX best practices, analyzing **the interface** ~~website~~ requirements and user interaction. Using those requirements and following usability guidelines, learners will design a site that works well on both desktop and mobile devices applying responsive web design. Students will choose and create appropriate media for website content.

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

**CSTP 1106.** ~~CSTP 1206 Introduction to Internet Programming & Web Applications~~

#### 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 importance of <b>User-Centric Design (UCD) in designing application User Interface (UI) the user interface to websites</b>
CLO #2	<b>Use product user stories in designing user interfaces</b> <del>Plan websites or UI for a mobile app</del>
CLO #3	<b>Explain relationship between User eXperience (UX) design and the Agile methodology</b> <del>Apply usability principles to websites</del>
CLO #4	<b>Identify usability heuristics and how to apply them</b> <del>Create responsive websites</del>
CLO #5	<b>Identify anti-patterns in UI design and explain why they are not acceptable</b> <del>Create mobile-dedicated websites</del>
CLO #6	<b>Develop efficient product prototypes</b> <del>Create appropriate media</del> for websites
<b>CLO #7</b>	<b>Analyze and select suitable evaluation methods in an iterative agile process to improve UI design and user experience</b>

### Instructional

#### Strategies:

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

## Evaluation and Grading

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

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	3 assignments worth 10% each
Quizzes/Tests	25	
Project	30	
Other	15	Project presentation

## Hours by Learning Environment Type

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Total Hours      40

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

20

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

The importance of the user interface to websites and mobile applications

**UX research, User stories, Storyboarding, Journey maps** ~~Website planning~~

**Mood boards, UX testing, Service mapping** ~~Usability principles~~

**Prototyping, Wireframes** ~~Responsive websites~~

Mobile-dedicated websites

**Human Centred Design, Colour Theory** ~~Appropriate media for websites~~

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

Computer Systems Technology Diploma Program update

Provide a rationale  
for this proposal:

# Course Change Request

Date Submitted: 03/24/22 1:30 pm

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

## Structure

Last approved: 07/25/19 4:43 am

Last edit: 04/08/22 1:46 pm

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

Course Name:

**Algorithms** ~~Algorithm~~ Analysis and Data **Structures** ~~Structure~~

Effective Date: September 2022

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

### History

1. Jul 25, 2019 by Reza  
Nezami (rnezami)

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>6043188274</b> <del>6047646682</del>

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	0-3
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** ~~Arrays~~ and **vectors**, ~~Vectors, Trees~~ and **trees and graphs**. ~~Graphs~~. Popular algorithms and design strategies covered include: Recursion vs Iteration, Divide and Conquer, Greedy Techniques and basic sorting algorithms. **This language of choice for this course is modern C++ or Java.**

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

**CSTP 1205.** ~~CSTP-1205-Programming-in-C++~~

#### 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:**



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

CLO #1	<b>Explain the usage and applications of common data structures like vectors, lists, and trees</b> Examine fundamentals of Algorithm Analysis
CLO #2	<b>Explain the concept of recursive algorithms and how it differs from iterative algorithms</b> Efficiently analyse an algorithm's requirements and performance
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
<b>CLO #6</b>	<b>Select proper sorting algorithms for sorting a data collection</b>
<b>CLO #7</b>	<b>Implement generic data structures such as linked list and binary trees</b>
<b>CLO #8</b>	<b>Implement common traversal algorithms for traversing a tree</b>

Instructional

Strategies:

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

## Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	60	<del>6 assignments, each 10%</del>
Midterm Exam	20	
Final Exam	20	

## Hours by Learning Environment Type

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Total Hours 60  
Lecture, Seminar, Online  
30

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

30

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

The fundamentals of algorithm analysis

Vectors and Arrays

Iteration vs Recursion

**Common Sorting algorithms** ~~Binary Trees~~

Time and space lower bound complexity

Divide and Conquer **vs greedy algorithms**

**Binary Trees, Balanced Trees** ~~Pseudo-code~~

**Tree traversal algorithms** ~~Greedy Algorithms~~

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

Computer Systems Technology Diploma Program update

## Additional Information

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# Course Change Request

Date Submitted: 03/24/22 1:29 pm

Viewing: **CSTP 2104 : Windows Interactive App**

**Prog Prog:**

Last approved: 07/25/19 4:42 am

Last edit: 04/08/22 1:52 pm

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

Course Name:

Windows Interactive Application Programming

Effective Date:

September 2022

School/Centre:

Trades, Technology & Design

Department:

Computer Systems Technology (4702)

Contact(s)

## In Workflow

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

## Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

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

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>604-318-8274</b> 6047646682

Banner Course Name:	Windows Interactive App <del>Prog Prog:</del>
Subject Code:	CSTP - Computer Systems Technology
Course Number	2104
Year of Study	2nd Year Post-secondary
Credits:	3

Bridge College Code	TT
Bridge Billing Hours	0-3
Bridge Course Level	01

#### Course Description:

In this ~~hands-on~~ course students **gain a strong familiarity with developing applications specifically for the Microsoft will build upon their previous generic programming courses to build graphical user interfaces and design** Windows **Operating System using Universal Windows Platform (UWP) framework and .NET. application software.** **The core of Windows development environment relies on .NET framework. Students are expected to have good background in programming and have already taken a course in which they have been exposed to C# programming language. The UWP computing Windows platform is introduced the predominant OS (Operating System) and used extensively along with XAML to provide it has a shared development environment and a consistent feel and look across all Windows devices. complex ecosystem for developing advanced GUI (Graphical User Interface)-based applications.**

**Students also get familiar with using ASP.NET to produce dynamic web applications using Entity Framework. Related technologies are also used such as LINQ for adding querying capabilities.**

**Students will develop sample Windows/Web applications using the above technologies and platforms, practicing Object-Oriented Programming, and the Model-View-Controller (MVP) model of design and development. Students deploy their ASP.NET applications in the cloud. For some project students may also use Microsoft SQL servers for database services. Students will program with C# using .NET framework, XAML (eXtensible Application Markup Language), and Windows Forms to build industry standard GUI-rich applications with interesting and sophisticated back-ends. It is important that student use modern programming constructs and well-known patterns such as classes and objects, interfaces, observers, abstract factories in their projects in this course.**

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

**CSTP 1302. ~~CSTP 1205 Programming in C++~~**

PLAR (Prior Learning Assessment &amp; Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<b>Describe the scope of the .NET framework including UWP</b> <del>Use the C# language to build Console and Windows Form applications</del>
CLO #2	<b>Describe the role of ASP.NET in developing Web applications and Single Page Applications (SPAs)</b> <del>Use common Windows controls including Form, TextBox, Button, and Label</del>
CLO #3	<b>Use Visual Studio to build responsive ASP.NET MVC Core applications using the latest framework in C#</b> <del>Write executable and Class Library Assemblies, using the C# language</del>
CLO #4	<b>Use ADO.NET and Entity Framework to create databases to use in an application</b> <del>Use multiple projects, in a Visual Studio Solution</del>
CLO #5	<b>Serialize and deserialize Objects in a .NET Framework</b> <del>Implement exception handling to build robust applications</del>
CLO #6	<b>Use C# Design patterns to write high quality code</b> <del>Use various Input/Output (I/O) system</del>
CLO #7	Implement the latest .NET features including LINQ, <b>Lambdas</b> <del>Lambdas</del> , and Extension Methods
<b>CLO #8</b>	<b>Deploy advanced C# software applications locally and to the cloud</b>
<b>CLO #9</b>	<b>Use async/await in the context of developing multi-threaded .NET applications</b>
<b>CLO #10</b>	<b>Consume .NET Services using various tools</b>

Instructional

Strategies:

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

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

C

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	70	<p><b>Multiple projects, preferably integrating together to create a final advanced bigger project, so student can use on their Portfolio.</b></p> <p><b>Overall, projects must be graded gradually stepwise, so student how they are progressing</b></p>
Final Exam	30	<p><b>Exam can be a final project, for example given in last week. The must be components that student must finish in lab during the exam class session.</b></p>

### Hours by Learning Environment Type

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Total Hours                  60

Lecture, Seminar, Online  
30

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation  
30

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

Microsoft .NET framework

**ASP.NET MVC applications** ~~C# Programming~~

**UWP application development on Windows** ~~Windows Forms and Dialogs~~

Visual Studio and MSDN Library

**Object Serialization and Deserialization** ~~Exception Handling~~

**Creating Micro Services** ~~Class Assembly and EXE in C#~~

**Course Topics:**

.NET collection classes

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

Computer Systems Technology Diploma program update

Provide a rationale  
for this proposal:

Are there any

## Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

## Marketing Information

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# Course Change Request

Date Submitted: 03/24/22 1:07 pm

Viewing: **CSTP 2106 : Intro to Computer Security**

Last approved: 07/25/19 4:42 am

Last edit: 04/11/22 9:05 am

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

Course Name:

Introduction to Computer Security

Effective Date: September 2022

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

## In Workflow

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

## Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair
4. 05/03/22 9:29 am  
Darija Rabadzija  
(drabadzija):  
Rollback to  
Curriculum  
Committee Chair for  
Records
5. 05/03/22 9:31 am  
Darija Rabadzija  
(drabadzija):  
Approved for



Curriculum

Committee Chair

6. 05/03/22 9:33 am

Darija Rabadzija

(drabadzija):

Rollback to

Curriculum

Committee Chair for

EDCO

7. 05/03/22 9:33 am

Darija Rabadzija

(drabadzija):

Approved for

Curriculum

Committee Chair

8. 05/03/22 9:35 am

Darija Rabadzija

(drabadzija):

Rollback to

Curriculum

Committee Chair for

Records

9. 05/03/22 9:35 am

Darija Rabadzija

(drabadzija):

Approved for

Curriculum

Committee Chair

## History

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

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	6047646682

Banner Course Name:	Intro to Computer Security
Subject Code:	CSTP - Computer Systems Technology
Course Number	2106
Year of Study	2nd Year Post-secondary
Credits:	3

Bridge College Code	TT
Bridge Billing Hours	0-3
Bridge Course Level	01

#### Course Description:

In this course students **will** learn the fundamentals of computer security. Students learn the principles of computer and information security in general, and become familiar with the fundamentals of designing a secure system both from ~~a~~ hardware and software point of **views. view:**

Students **learn about** ~~will become familiar with~~ security policies, the principles of cryptography, the basics of authentication, data protection concepts, how access control systems work, and software security. In general, learners will become familiar with the principles, practices, and analysis of developing secure software systems. Additionally, students will learn to recognize several areas of security attacks, **intrusions**, examine current security measures and evaluate techniques to enhance existing measures.

**The topics to be covered in detail are: Cryptographic Protocols, authentication and access, intrusion detection and prevention systems, and available security technologies.**

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

**CSTP 1104, CSTP 1202.** ~~CSTP 1104 Computer Systems Administration CSTP 1202 Introduction to Data Communication and Networking~~

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

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

No

Upon successful completion of this course, students will be able to:	
CLO #1	Discuss <b>security fundamentals</b> <del>Security Fundamentals</del>
CLO #2	Describe <b>the</b> main types of security policies
CLO #3	Articulate the principles of security design
CLO #4	<b>Explain how some cryptographic protocols, tools, and algorithms work, and where and how they can be used</b> <del>Evaluate Network Security</del>
CLO #5	<b>Describe access control, authentication and account management</b> <del>Understand Access Control, Authentication and Account Management</del>
CLO #6	Evaluate the <b>use</b> <del>Use</del> of <b>certificates</b> <del>Certificates</del>
CLO #7	Describe <b>compliance</b> <del>Compliance</del> and <b>operational security</b> <del>Operational Security</del>
CLO #8	<b>Implement popular cryptographic algorithms supporting private and public key technique in the context of an application</b> <del>Explain Risk Management</del>
CLO #9	Discuss <b>troubleshooting</b> <del>Troubleshooting</del> and managing <b>security incidents</b> <del>Security Incidents</del>

Instructional  
Strategies:

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

## Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	labs and <del>2</del> assignments
Project	<del>30</del> <b>20</b>	<b>A development project containing implementation of a popular security framework in the context of Window, Web, or Mobile application.</b>
Midterm Exam	20	

Type	Percentage	Brief description of assessment activity
Final Exam	20 <del>30</del>	
<h3>Hours by Learning Environment Type</h3> <hr style="border-top: 1px dashed #000;"/>		
Total Hours	60	
Lecture, Seminar, Online	30	
Lab, Clinical, Shop, Kitchen, Studio, Simulation	30	
Practicum, Self-Paced, Individual Learning		
Course Topics		
<b>Course Topics:</b>		
Security Fundamentals		
Security Threats and Vulnerabilities		
Data, Application and Host Security		
Network Security		
Access Control, Authentication and Account Management		
The Use of Certificates		
Compliance and Operational Security		
Risk Management		
Troubleshooting and managing Security Incidents		
Learning Resources (textbooks, lab/shop manuals, equipment, etc.):		
<p><b>Computer security: Principles and practice, by Stallings, W., &amp; Brown, L.</b></p>		

## Rationale and Consultations

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# Course Change Request

Date Submitted: 03/24/22 12:59 pm

Viewing: **CSTP 2107 : Adv Internet Prog. & Web**

## Apps

Last approved: 07/25/19 4:42 am

Last edit: 04/08/22 2:03 pm

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

Course Name:

Advanced Internet Programming & Web Applications

Effective Date:

September 2022

School/Centre:

Trades, Technology & Design

Department:

Computer Systems Technology (4702)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

### History

1. Aug 3, 2018 by  
cdeans
2. Jul 25, 2019 by Todd  
Rowlatt (trowlatt)

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>604-764-6682</b> 6047646682

Banner Course Name:	Adv Internet Prog. & Web Apps
Subject Code:	CSTP - Computer Systems Technology
Course Number	2107
Year of Study	2nd Year Post-secondary
Credits:	4

Bridge College Code	TT
Bridge Billing Hours	0-4
Bridge Course Level	01

#### Course Description:

In this course students **will** learn about advanced web technologies which provide the possibility of building fully dynamic web-centric applications. This is an intensive, hands-on, project-based, team-oriented course in which students in a team of 2-4 become familiar with "full stack" web development. This course introduces new database models such as NoSQL or MongoDB in the context of developing an end-to-end web application development using MVC architecture.

The technologies used focus on a current modern stack, such as MEAN (**MongoDB**, ~~(MongoDB)~~, Express.js, AngularJS), LAMP (Linux, Apache, MySQL, Python), and others. This course requires students to **be capable programming learn to program** in Javascript in various environments. **Other topics to be reviewed are: NextJS, Server-side scripting, Typescript, SASS, NPM package manager, RESTful API, OAuth, and PHP for some server side queries.**

By the end of this course, students will be able to participate in the development of secure data-driven business web applications in various domains. **The instructor will also introduce the new and latest technologies in web development, such as Web Assembly or Web workers based on time availability at the last few weeks of the course.**

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

**CSTP 1206, CSTP 1304.** ~~CSTP 1206 Introduction to Internet Programming & Web Applications CSTP 1304 User Interface Design~~

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

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Setup a development environment and tool-chain as required by the chosen development stack
CLO #2	Develop secure data-driven business web applications
CLO #3	Develop completely dynamic web applications
CLO #4	Use advanced HTML, CSS, and JavaScript techniques to develop client-side web software
CLO #5	Develop client-side Single Page Applications using a technology like Angular, React, or Ember
CLO #6	Deploy web applications to the cloud (e.g. AWS, Azure)
CLO #7	Expose data through Web API so that it can be consumed from Single Page Applications
CLO #8	Implement token and/or session based authentication
CLO #9	Configure and manage a web server (such as Apache) that are compatible with the stack being used in the course
CLO #10	Manage the code base / distribution using modern version control systems

Instructional

Strategies:

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

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	60	<b>Preference is for large full stack team projects rather than many small projects. <del>One project per team, mark is assigned based on progress at each step and goals achievements</del></b>

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	n-class quick tests and quizzes
Participation	10	Represent active participation of student in team project
Final Exam	20	Format of Exam is decided by Instructor. It may comprise of Final project presentation, documentation, deployment, and testing.

## Hours by Learning Environment Type

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Total Hours 80

Lecture, Seminar, Online

**30** ~~40~~

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**50** ~~40~~

Practicum, Self-Paced, Individual  
Learning

Course Topics

### Course Topics:

Full stack development

**NextJS** ~~Javascript~~

**Typescript** ~~NoSQL-databases~~

**OAuth** ~~Cloud-services~~

Session-based authentication

Web server management

Data-driven web applications

Secure data communication with server

**Popular Web development stacks: MEAN, LAMP, MERN**

**Web Assembly and Web Workers**



# Course Change Request

Date Submitted: 03/24/22 12:47 pm

Viewing: **CSTP 2108 : Mathematics for Programmers**

Last approved: 07/25/19 4:42 am

Last edit: 04/08/22 2:05 pm

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

Course Name:

Mathematics for Programmers

Effective Date:

September 2022

School/Centre:

Trades, Technology & Design

Department:

Computer Systems Technology (4702)

Contact(s)

## In Workflow

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

## Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

## History

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

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>6043188274</b> <b>6047646682</b>

Banner Course Name:	Mathematics for Programmers
Subject Code:	CSTP - Computer Systems Technology
Course Number	2108
Year of Study	2nd Year Post-secondary
Credits:	2

Bridge College Code	TT
Bridge Billing Hours	0-2
Bridge Course Level	01

#### Course Description:

This course **builds on CSTP1108** ~~deals~~ with **applied topics in** discrete mathematics, probability and statistics. **Topics include:** ~~Topics include~~ the basics of Boolean logic, introduction to vector and matrix algebra, set theory, counting, and selected topics in combinatorics such as Graph theory and Coding theory. **In the second part** ~~This results in students having basic familiarity with data distribution, probability~~ of **this course students become familiar with data distribution, probability** ~~a situation out~~ of **a situation out of** all possible outcomes, and how basic statistical modeling, analysis, and computations are performed for real-life applications.

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

**CSTP 1108.**

#### 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	Demonstrate proficiency with basic operations in Boolean algebra
CLO #2	Demonstrate the ability to perform basic arithmetic operations on vectors and matrices

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

CLO #3	Solve basic problems in counting theory involving combinations and permutations
CLO #4	Describe the basic concepts in applied probability and statistics
CLO #5	Describe how to extract useful information from a statistical distribution
CLO #6	<b>Use Principle Component Analysis to analyse a data set</b> <del>Describe the basics properties of graph structures</del>
<b>CLO #7</b>	<b>Use Linear methods of regression and k-Nearest neighbors to extract useful information</b>

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	5 assignments
Midterm Exam	25	
Final Exam	25	

## Hours by Learning Environment Type

---

Total Hours 40

Lecture, Seminar, Online

**30** ~~40~~

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**10**

Practicum, Self-Paced, Individual  
Learning

## Course Topics

## Course Topics:

Vectors and Matrices

Boolean Algebra

Counting theory and probability

Data sample distribution

Statistical analysis and modelling

**Discrete random variables, Continuous random variables, Binomial random variables, Geometric random variables, Poisson distribution** ~~Combinatorics concepts~~

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

## Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Computer Systems Technology Diploma Program update

Provide a rationale

for this proposal:

Are there any

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

# Course Change Request

## New Course Proposal

Date Submitted: 03/24/22 1:09 pm

Viewing: **CSTP 2110 : Intro to Cloud Computing**

Last edit: 04/11/22 9:02 am

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

Course Name:

Introduction to Cloud Computing

Effective Date:

September 2022

School/Centre:

Trades, Technology & Design

Department:

Computer Systems Technology (4702)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

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

Banner Course  
Name:

Intro to Cloud Computing

Subject Code:

CSTP - Computer Systems Technology

Course Number

2110

Year of Study

1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

In this course, learners gain a wider knowledge and deeper understanding of installing, configuring, and managing cloud infrastructure for an organization. Students are introduced to the cloud as a platform to acquire and use various resources which are traditionally used on a local hardware. This includes: cloud deployment models, cloud platform architectures, cloud computing platforms and comparative analysis

Cloud computing is comprised of virtual machine instances, load balancers, auto scaling groups, snapshots, and cloud networking. Students gain experience working with virtual private clouds (VPC), cloud storage and content delivery through cloud-hosted databases. Cloud security models are also covered including user identity, access management, and resource security.

This course is a mixture of lecture and hands-on, with students practising in the lab using services from various cloud providers such as Microsoft, VMWare, Google, and Amazon.

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

CSTP 1206, CSTP 1303.

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

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

No

#### Course Learning

#### Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Explain the components of a cloud infrastructure and their functions
CLO #2	Describe various cloud platforms, their architectures, and their characteristics
CLO #3	Recognize and describe various types of cloud services and deployment models
CLO #4	Discuss and evaluate risks associated with Cloud computing and describe mitigation strategies

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

CLO #5	Configure conventional cloud services on commercially available cloud service providers
CLO #6	Design and deploy cloud-based websites
CLO #7	Design and implement cloud-based database systems
CLO #8	Configure and monitor remote resources
CLO #9	Design, deploy, and manage virtual private cloud systems

### 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	55	This includes mini projects which are done individually
Exam	25	This is a written exam which include pseudo-code, testing course concepts mastery and description of big picture strategies.
Project	20	This is team project, can serve as final exam.

## Hours by Learning Environment Type

---

Total Hours                      60

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum, Self-Paced, Individual Learning

Course Topics

**Course Topics:**

cloud services, Cloud Service Models: SaaS, PaaS, IaaS

Azure services and APIs and how they relate to Cloud computing

various Cloud deployment models and their differences

available Cloud Service Platforms and each one's features

Amazon Cloud Services, AWS APIs

Google Cloud Services, APIs

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

Computer Systems Technology Diploma program

Provide a rationale for this proposal:

Are there any

## Additional Information

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# Course Change Request

Date Submitted: 03/24/22 12:38 pm

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

Last approved: 07/25/19 4:42 am

Last edit: 04/11/22 9:02 am

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

Course Name:

IT Development Project

Effective Date: September 2022

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

## In Workflow

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

## Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

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

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>6043188274</b> <b>6047646682</b>

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	0-5
Bridge Course Level	01

#### Course Description:

**In this course, students work as This is a team on a group IT project on industry level projects. course which will expose students to all aspects of project development. 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 of 3 to 6 to design, analyze, develop, test, manage, and deliver a complete an IT software application project. project to an external (real or simulated) client.**

**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 oversee 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 systems analysis and design courses by building an IT system. Learners will 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 deadlines set out in the project management documentation. Students will present the final product to the client. **The 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 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 and manage storage of project documentation.

Course Pre-Requisites (if applicable):

**CSTP 2104, CSTP 2107.** ~~CSTP 2101 Database Management and Storage CSTP 2104 Windows Interactive Application Programming~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	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. ~~Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.~~

## Evaluation and Grading

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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

---

Total Hours 100

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

85

Practicum, Self-Paced, Individual  
Learning

Course Topics

### Course Topics:

Project processes in a team environment

Project requirements for IT development project for an external client

**Course Topics:**

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

Computer Systems Technology Diploma program update

## Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

# Course Change Request

Date Submitted: 04/08/22 7:51 pm

Viewing: **CSTP 2205 : Android Mobile App**

## Programming

Last approved: 07/25/19 4:42 am

Last edit: 04/11/22 2:37 pm

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

Course Name:

Android Mobile Application Programming

Effective Date: September 2022

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

### In Workflow

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

### Approval Path

1. 04/08/22 8:23 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/11/22 10:47 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee Chair

### History

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

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>6043188274</b> <b>6047646682</b>

Banner Course Name:	Android Mobile App Programming
Subject Code:	CSTP - Computer Systems Technology
Course Number	2205
Year of Study	2nd Year Post-secondary
Credits:	3

Bridge College Code	TT
Bridge Billing Hours	0-3
Bridge Course Level	01

#### Course Description:

This hands-on course concentrates on **using** the Android operating system as well as common related development environments like Android **Studio and Studio**, SDK (Software Development Kit) tools to build **and and** deploy native Android applications in Java. Student learn to manage Android resources, design user interfaces with layouts, create Services, employ multi-threading paradigms, and make sure of REST (REpresentational State Transfer) endpoints. Other topics may include Location Based Services, network connectivity, and accessing Cloud services and data.

**This course assumes students are already familiar with basics of Java programming, web technologies, and the development and deployment of websites using HTML5, CSS, and Javascript.**

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

**CSTP 1206, CSTP 1204.** ~~CSTP 1205 Programming in C++~~

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

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

No

#### Course Learning

#### Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
--	---

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

CLO #1	Describe the Android platform and architecture
CLO #2	Perform Android development setup including SDK, Emulators and Development Environment
CLO #3	Use Android SDK libraries and functions when developing a mobile application
CLO #4	Develop User Interface in Android environment using its various gadgets and layouts
CLO #5	Use Services on Android to run background tasks and services
CLO #6	Use REST endpoints for service and data needs in mobile apps
CLO #7	Leverage Android Persistence capabilities to store user data in mobile apps
CLO #8	Explore Packaging and Publishing Android applications
CLO #9	Explore advanced topics like Google Play APIs and other new advancements to Android platform

### 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	30 <del>40</del>	<b>Biweekly programming assignments 4 assignments worth 10% each</b>
Project	40 <del>30</del>	<b>Individual</b> <del>could be individual</del> or team work
Final Exam	30	<b>Final project which is a completed Android application, presented in class, along with proper documentation and source code</b>

## Hours by Learning Environment Type

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Total Hours	60
Lecture, Seminar, Online	30
Lab, Clinical, Shop, Kitchen, Studio, Simulation	30
Practicum, Self-Paced, Individual Learning	0

#### Course Topics

#### Course Topics:

Android Platform

Android Studio and SDK

Java programming language

Android services

REST endpoints

Google Play API

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

Computer Systems Technology Diploma program update

# Course Change Request

Date Submitted: 03/24/22 12:35 pm

Viewing: **CSTP 2208 : Career Path Search**

Last approved: 07/25/19 4:42 am

Last edit: 04/08/22 2:16 pm

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

[168: Web Development and Design Diploma](#)

Course Name:

Career Path Search

Effective Date: September 2022

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

## In Workflow

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

## Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

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

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	<b>6043188274</b> <b>6047646682</b>

Banner Course Name:	Career Path Search
Subject Code:	CSTP - Computer Systems Technology
Course Number	2208
Year of Study	2nd Year Post-secondary
Credits:	1

Bridge College Code	TT
Bridge Billing Hours	0-1
Bridge Course Level	01

#### Course Description:

In this course students will prepare a career path portfolio based on their accumulated skills, qualifications, demo apps, and accomplishments. Students will revise their resume and cover letter to target an IT job posting. In a simulated job interview, students will answer behavioral questions and demonstrate the use of a career path portfolio. **Students develop their online presence such as LinkedIn and career related blogs.**

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

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

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

No

#### Course Learning

#### Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Develop a portfolio
CLO #2	Prepare a resume and cover letter
CLO #3	Demonstrate interview skills
CLO #4	Demonstrate effective job searching skills

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

**CLO #5**     **Demonstrate a professional online presence**

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
Portfolio	30	<b>Put together a portfolio of a selected list of projects developed during other courses and organize them on a blog site</b>
Other	20	Prospecting email and generic resume
Other	20	Targeted resume and cover letter
Other	10	Job / Company search and filtering
Other	20	Behavioral interview & analysis

## Hours by Learning Environment Type

---

Total Hours             20

Lecture, Seminar, Online

10

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

10

Practicum, Self-Paced, Individual  
Learning

## Course Topics

## Course Topics:

Portfolio

Resume and cover letter

Interview skills

**Professional online presence**

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

Computer Systems Technology Diploma program update

Provide a ratio

for this propos

Are there any

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

# Course Change Request

Date Submitted: 03/24/22 12:34 pm

Viewing: **CSTP 2301 : Emerging Technologies**

Last approved: 07/25/19 4:42 am

Last edit: 04/11/22 9:02 am

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

Course Name:

Emerging Technologies

Effective Date: September 2022

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

## In Workflow

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

## Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:05 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

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

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	6047646682

Banner Course Name:	Emerging Technologies
Subject Code:	CSTP - Computer Systems Technology
Course Number	2301
Year of Study	2nd Year Post-secondary
Credits:	3

Bridge College Code	TT
Bridge Billing Hours	0-3
Bridge Course Level	01

#### Course Description:

In this course students will study new and emerging technologies, and will examine how these technologies can change existing **markets, trends, markets** and **application development directions. environments:**

**These technologies are usually disruptive and provides a whole new breed of apps and products.**

Students will gain experience in working with software and/or hardware that can be classified as part of the emerging technology paradigm. **This may include:** ~~This may include~~ cloud computing, machine learning, virtualization **or simulation** technologies, **security technologies, blockchain and cryptocurrency, and artificial intelligence.** ~~or simulation technologies.~~

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

**CSTP 1205, CSTP 1206.** ~~CSTP 2102 Enterprise Systems Support CSTP 2202 Network Server Administration~~

#### 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 dynamics of emerging technologies
CLO #2	Identify emerging technologies that are changing the marketplace

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

CLO #3	Identify the processes required to implement emerging technologies
CLO #4	Develop a plan for introducing a new technology in a simulated workplace setting
CLO #5	Implement the new technology in a simulated workplace setting
<b>CLO #6</b>	<b>Create sample applications demonstrating the emerging technologies studied</b>

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	20	<del>Lab assignments</del>
Midterm Exam	30	
Project	20	
Final Exam	30	

## Hours by Learning Environment Type

---

Total Hours 60

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

30

Practicum, Self-Paced, Individual  
Learning



## Course Topics

**Course Topics:**

The dynamics of emerging technologies

Emerging technologies and marketplace

Implementing emerging technologies

Implementing the new technology in the simulated workplace setting

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

Computer Systems Technology Diploma program update

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

### Marketing Information

---

# Course Change Request

Date Submitted: 03/24/22 12:34 pm

Viewing: **CSTP 2305 : iOS Mobile App**

## Programming

Last approved: 07/25/19 4:43 am

Last edit: 04/08/22 2:21 pm

Changes proposed by: rnezami

Programs  
referencing this  
course

[122: Computer Systems Technology Diploma](#)

Course Name:

iOS Mobile Application Programming

Effective Date:

September 2022

School/Centre:

Trades, Technology & Design

Department:

Computer Systems Technology (4702)

Contact(s)

### In Workflow

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

### Approval Path

1. 03/24/22 3:13 pm  
Reza Nezami  
(rnezami): Approved  
for 4702 Leader
2. 04/08/22 11:02 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 04/25/22 4:06 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

### History

1. Jul 25, 2019 by Reza  
Nezami (rnezami)

Name	E-mail	Phone/Ext.
A. Reza Nezami	rnezami@vcc.ca	<b>6043188274</b> <del>6047646682</del>

Banner Course Name:	iOS Mobile App Programming
Subject Code:	CSTP - Computer Systems Technology
Course Number	2305
Year of Study	2nd Year Post-secondary
Credits:	3

Bridge College Code	TT
Bridge Billing Hours	0-3
Bridge Course Level	01

#### Course Description:

In this course students **will** study basic iOS application development for Apple mobile devices as well as cross platform application development for both Android and Apple devices. **This course is designed for students who already have basic understanding of Object-Oriented programming using modern programming languages such as C++.** Studies will **learn how** ~~include an introduction~~ to use Apple's Swift ~~the~~ programming language **using development environment Xcode** ~~required~~ to **develop general purpose application** ~~create applications~~ for **Mac OS or iOS operating system.** ~~mobile devices.~~ Students will utilize a cross platform development tool to create a mobile application that can run on multiple **platforms.** ~~platforms (this is the iOS version of CSTP 2205).~~

**The emphasis in this course is gaining familiarity with the toolchain, the necessary APIs, working with MacOS and Xcode, and basic coding in the Swift programming language. Students will have access to modern Mac Labs to develop and test their applications, but for publishing and using the latest updates and packages it is recommended students have access to a Mac PC such as Mac mini.**

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

**CSTP 1205, CSTP 1206.** ~~CSTP 1205 Programming in C++ CSTP 1206 Introduction to Internet Programming & Web Applications~~

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

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

No

Upon successful completion of this course, students will be able to:	
CLO #1	Discuss application development for iOS mobile devices
CLO #2	<b>Describe the development toolchain, testing, and publishing applications on Mac OS and iOS devices</b> <del>Explain basic programming constructs necessary for an iOS application</del>
CLO #3 #6	<b>Handle user touches, connect to the Internet, utilize accelerometer, timers and location in Mac or iOS environment</b> <del>Explain the rationale for using a cross-platform development tool to create applications</del>
CLO #4 #3	Develop software <b>in Swift using Xcode</b> that can run on an iOS <del>devices</del> <del>device using decisions</del> and <b>Mac PC.</b> <del>repetitions</del>
CLO #5 #4	Develop software that can run on an iOS device using <b>object-oriented</b> <del>object-oriented</del> concepts
CLO #6 #5	<b>Employ basic debugging and troubleshooting on Mac PC</b> <del>Develop software that can run on an iOS device using advanced concepts</del>
CLO #7	Develop a mobile application using a cross platform development tool that can run on multiple device platforms
CLO #8	<b>Publish and submit an iOS application on the Apple App Store</b> <del>Develop a mobile application using a cross-platform development tool that can interact with other applications on the device</del>

Instructional  
Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work. **Software required is Xcode 11.6 or Higher. Students needs access to a Mac running Mac OS 10.15.6 or higher. Student can use alternatives to owning their own Mac using services like those listed in this website: <https://codewithchris.com/xcode-for-windows/>**

### Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Lab Work</b> <del>Assignments</del>	<b>20</b> <del>50</del>	<b>weekly 2</b> <del>Assignments worth 25% each</del>
<b>Project</b> <del>Participation</del>	<b>25</b> <del>5</del>	

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	20	
Final Exam	<del>20</del> 25	
<b>Midterm Exam</b>	<b>15</b>	

### Hours by Learning Environment Type

---

Total Hours                      60

Lecture, Seminar, Online  
25

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation  
35

Practicum, Self-Paced, Individual  
Learning

Course Topics

#### Course Topics:

Application development **on Xcode IDE and for iOS mobile** devices.

**Swift fundamentals and code flow.** ~~Basic programming for an iOS application.~~

**Building single view app on iOS**

~~Software development for iOS device using decisions and repetitions.~~

**Creating multi-screen app on iOS** ~~Software development for iOS device using object-oriented concepts.~~

**Adding behavior and data driven lists to iOS apps**

~~Software development for iOS device using advanced concepts.~~

**Adaptive UI on iOS**

~~Cross-platform development to create application~~

**Publishing to the App Store.**

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



## **PROGRAM RENEWAL**

### **Final Report**

**ASL and Deaf Studies Certificate**

**Submitted to**

**Shirley Lew, Dean, School of Arts and Sciences**

**David Wells, Vice President Academic, Students & Research**

**Todd Rowlett, Chair, Program Review & Renewal Committee**

**Natasha Mandryk, Chair, Education Council**

**Vancouver Community College  
1155 East Broadway, Vancouver  
British Columbia Canada V5T 4V5**

**On March 15, 2022**

**By**

**Andy Sellwood, Mari Klassen, Brenda Carmichael, Vincent Chauvet, Shaun Wong, and Hiroko Kitayama**

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## 1 Executive Summary

The American Sign Language (ASL) and Deaf Studies certificate at VCC prepares graduates for entrance into interpreting programs, early childhood education, counselling, Deaf education or as bilingual community members. The program has an excellent reputation for graduating students with the required skills to provide greater participation in the Deaf communities, both provincially and nationally. The certificate, which is delivered full-time over three terms, comprises fifteen courses totalling 52 credits (which is high for a certificate). The pre-requisites to enter the ASL and Deaf Studies program is completion of English 12 with a C or equivalent and students must have completed American Sign Language Level 1 (SIGN 1000) with a passing grade (50%) or an equivalent.

Typically, students register for the ASL and Deaf Studies Program for various reasons / goals, but the majority want to become Sign Language Interpreters. A small number of students are children of Deaf adults (C.O.D.A.) or are hard of hearing. Prior to enrolling in the program, most students have little to no contact with people who are Deaf.

Originally, the Department of ASL and Deaf Studies was branded a unique, “one of a kind” boutique program in Canada. Once considered pioneers in the field of Deaf studies, the department now faces new and exciting challenges. Factors such as increased competition, location, course offerings, lack of social media and community presence, and age of the program, have contributed to a gradual decrease in registration. For the past several years, the number of applications has ranged between 50 – 70 per year. Based on interviews in 2019, with institutions that offer ASL and Deaf studies courses, the decrease in registration appears to be a national phenomenon.

A program renewal steering committee was struck, with the first meeting on January 27<sup>th</sup>, 2021. The steering committee collected data via surveys and townhall meetings, conducted a comparative analysis, and researched ASL and Deaf Studies educational trends across the country as well as internationally. Registration and student demographic data was collected, and courses were checked for alignment to the program learning outcomes. The self-study was completed in November 2021.

Sixty-nine recommendations were put forward by the self-study team, in the areas of *Curriculum & Instruction, Instructors & Staff, Student Outcomes, Program Planning and Administration, Learning Environment, and Student Support Services*. Examples of key recommendations are to: Make changes to the curriculum to address gaps identified by stakeholders (e.g. working with deaf with various abilities, deaf blind intervening etc.), review/renew/update all course and program materials to reflect current labour market, student needs, social justice movements as well as educational trends, increase visibility and partnership with community and organizations, create flexible course schedule for working professionals and parents, increase course credit transfer options, review the student application process, review hiring criteria to



address shortage of ASL instructors, explore program delivery options (length, credits, in-person, hybrid, online), and review implementation of Tru-Way ASL curriculum.

In December 2021 an external review team was put together including two former professors of Gallaudet University (Gallaudet is the only university in the world where students live and learn in ASL and English), an independent researcher in education and applied linguistics, and the founder and author of TRU+WAY ASL. The team reviewed the self-study and conducted a virtual site visit on January 19<sup>th</sup>, 2022 (which included meeting with graduates, current students, David Wells, Shirley Lew, instructors and staff in the ASL and Deaf Studies program, as well as the department leader). The external review team submitted a report in which they said that they “...observed and agreed that the VCC’s ASL and Deaf Studies program needs to be entirely revamped, including its recruitment, registration, and staffing.” They listed a number of program strengths including “Vancouver Community College’s reputation as an internationally exemplary ASL and Deaf Studies program” and “High ASL and Deaf culture preparation of pre-interpreting students for admission into interpreting programs (because of 10-month immersion program)”. The ERT listed a number of areas of improvement such as “Need clear and concise mission and vision”, and “Need to provide ASL placement/screening for applicants with some signing background”. The external review team did add twenty-five recommendations including: Phase-out outdated Signing Naturally, bring in new, contemporary ASL textbooks and diverse research-based/evident-based books/articles - sign linguistics, Dismantle the “Deaf Literature” course: Select some of the Deaf Literature content to use in other courses (e.g. ASL and Deaf Culture courses), Increase the number of credits from 52 to 60 to satisfy diploma retirements, and Revisit the 10-month, Monday-Thursday all-day concept.

Members of the self-study team reviewed the External Review report and then categorized all of the recommendations (those in the self-study report, and the external review report) based on their importance/urgency and on the resources required to successfully fulfill the recommendation. A separate Action Plan, submitted alongside this final report, shows the key initiatives generated by the dean, department leader, faculty, and staff based on the aforementioned categorization of the recommendations. The final set of recommendations is shown at the end of the report in table 3.

## 2 Self-Study Report Summary

### Overview

This section provides a summary of the findings and conclusions from the self-study report. The first sub section reviews the information gathered and key findings determined regarding the history and background of the program. It then goes on to the six key performance indicators (KPIs) laid out in policy C.3.2 Program Review and Renewal:

- A. Curriculum and Instruction
- B. Faculty and Staff
- C. Student Outcomes
- D. Student Support Services
- E. Program Planning and Administration
- F. Learning Environment

### Program Background and Information

The ASL and Deaf Studies program started in the ‘Vocational Orientation for the Deaf’ program, which had two components: one an upgrading / pre-vocational program for Deaf students and the other a separate class for hearing students wishing to learn sign language to become interpreters or teacher aides for the deaf.

In 1990/91 after the initiation of the Visual Language Interpreter program at Douglas College, the program became ‘Sign Language Studies’ with a greater emphasis on ASL development and an increased focus on Deaf culture. These name changes and modifications to program curriculum mirrors, to a large extent, the changing expectations around the study of ASL and of Interpreter education across Canada. The current ASL and Deaf Studies Certificate program is a prerequisite for the Douglas College two – year Sign Language Interpretation Diploma <https://www.douglascollege.ca/program/dpsli>

In 2009, due to declining enrolments and high attrition rates in both VCC’s and Douglas College’s programs, the Ministry of Advanced Education and Labour Market Development facilitated a provincial review of ASL/Deaf Studies and Interpreting instruction. Twenty-seven recommendations were included in the provincial preview, eight of which were specific to the VCC ASL and Deaf Studies Program. Such recommendations included having regular meetings between VCC’s and Douglas College’s programs, and for the VCC program to remain as a one-year certificate program. Some recommendations have been completed but others are still ongoing or incomplete.

At a meeting held between Douglas College’s and VCC’s programs in 2017, concerns were raised about the pathway of VCC students entering the Douglas program as well as the rigidity of the VCC program. Enrolment in VCC’s ASL and Deaf Studies program has been at capacity every year with thirty-two students, except for 2018 – 2019. Following the low registration in VCC’s

program in 2019 (which heavily impacted Douglas' program), another meeting was held between the two institutions. Although a good starting point, no action items were followed. Afterward, Douglas College, without prior consultation with VCC, created their own additional pathways to their interpreting program by creating courses like those offered in the Department of ASL and Deaf Studies at VCC.

The pre-requisites of the current ASL & Deaf Studies Certificate Program are:

- English 12 with a C or equivalent
- American Sign Language Level 1 (SIGN 1000) with a passing grade which is 50% or an equivalent
- Grade 12 graduation, or equivalent

Prior Learning Assessment and Recognition (PLAR) is not available for the program. A language assessment may be requested and conducted.

The ASL and Deaf Studies department also offers several stand-alone courses which are not part of the certificate but serve as feeder courses for the ASL and Deaf Studies program. These include:

- SIGN 1000 Level 1 (Pre-requisite is completion of English 10)
- SIGN 2000 Level 2 (Pre-requisite is SIGN 1000 with a passing grade of 50%).
- SIGN 3000 Level 3 (is offered every 2 years once students complete pre-requisites).

The ASL and Deaf Studies certificate is scheduled over three terms as follows:

Course Code	Course Name	Credits
<b>TERM 1</b>		
SIGN 1100	American Sign Language 1	6
SIGN 1200	American Sign Language Lab 1	3
SIGN 1300	Deaf Culture and Community 1	3
SIGN 1400	Becoming an Ally 1	3
SIGN 1500	Public Speaking and Professionalism	3
<b>Credits</b>		<b>18</b>
<b>TERM 2</b>		
SIGN 2100	American Sign Language 2	5
SIGN 2200	American Sign Language Lab 2	3

SIGN 2300	Deaf Culture and Community 2	3
SIGN 2400	Becoming an Ally 2	3
SIGN 2500	Deaf Literature	3
<b>Credits</b>		<b>17</b>
<b>TERM 3</b>		
SIGN 3100	American Sign Language 3	5
SIGN 3200	American Sign Language Lab 3	3
SIGN 3300	Deaf Culture and Community 3	3
SIGN 3400	Becoming an Ally 3	3
SIGN 3500	ASL Literature	3
<b>Credits</b>		<b>17</b>
<b>Total Credits</b>		
		<b>52</b>

The primary focus of the program is the acquisition and understanding of ASL. This comprises nearly 70% of the program. Receptive and expressive skills with appropriate cultural applications are developed through a functional/notional approach to second language acquisition. This also involves studies in ASL grammar/syntax, which is markedly different from English grammar/syntax.

Courses are presented through lecture, small group discussion, assigned readings, labs, self-study and online activities. An important component of the program is LAB when students can practice their ASL skills with the input of instructional assistants. Additionally, social justice courses such as Becoming An Ally prepare students for interpreting programs, provide opportunities to self reflect, learn critical thinking skills and identify barriers faced by the Deaf community in order to stand with the community to successfully identify and remove barriers to provide equity and accessibility.

### Curriculum and Instruction

For this KPI the program curriculum materials were examined, including the program content guide (PCG) and course outlines. Curriculum alignment and quality were looked at in detail, as well as the overall current state of teaching, learning, and assessment in the program.

The program learning outcomes (PLOs) were reviewed, with reference to the education/experience standards present in job postings related to 'sign language as a skill'. In addition, the alignment of the PLOs, course outlines, assessments, and VCC educational policies was also conducted. One issue that came up was that a 70% (B-) is required in all courses for students to graduate – it is recommended that this be changed to being a requirement only for the ASL and ASL lab courses. Another issue that came up was that some course learning outcomes appear more as learning activities or tasks, rather than as outcomes. A number of course learning outcomes are also too 'low level' in terms of Bloom's taxonomy and should be raised to at least the application level.

To further ascertain the quality of the curriculum, survey data was analyzed, including surveys of current students, graduates, and industry. Based on the graduate survey 69% of the 108 respondents indicated program content as the most important factor for choosing the program. Many of the long responses in the survey produced conflicting opinions, for example around the length of the program, the quality of the program, and the currency of the program.

A question from the graduate survey asked: "What parts of the program were useful or applicable to your current field of work?" Numerous responses state most if not all of the program was useful or current to their field of work.

The self study report notes that: "Typically, and historically, immersion classes have been face to face, full time, Monday to Thursday. Due to Covid in the spring of 2020, we quickly transitioned to online, as per the Health Ministry of British Columbia, followed by the fall of 2020 – 2021, where classes continued online. COVID 19 guidelines allowed students and staff back on campus and to date the Department of ASL and Deaf Studies are using a "hi-flex approach" which is both face to face mixed with online learners, using Zoom, iPad, a laptop and an interactive white board."

In terms of acquiring the skills needed to move on to selected career options, it is clear that students do have the ASL and Deaf cultural knowledge to work as early childhood educators, community support workers, and for organizations like Wavefront (a BC-based charity that aims to reduce communication barriers for the Deaf and Hard of Hearing). In the stakeholder survey, 81% of respondents stated the ASL and Deaf Studies Program is crucial and very important to their organization. This was backed up by data in the 2016-2020 DACSO report. The graduate survey results also indicated that students found a large number of elements in the program useful or applicable to their current field of work.

In the stakeholder survey, stakeholders were asked "what, if any, areas of service or courses would you recommend changing, and / or improving or adding?" Responses included: Working with Deaf with various abilities (67%), Deaf Blind Intervening (67%), Community Education (56%), and Internships and community involvement (Both 44%). The graduate survey responses also indicated a desire for more community involvement/exposure in the program as well as more inclusive content and a more rigorous introduction to ASL for those wanting to go onto interpreting.

### Key Findings:

- The program learning outcomes do provide graduates with the necessary competencies and skills to succeed in their field or continue to further study. However, it is recommended the program learning outcomes (PLOs) be revised and expanded to include and reflect current social, educational, and industry trends.
- The ASL & Deaf Studies Certificate is granted to students who receive 70% (B-) or higher in **all** courses in all three terms. Students who do not receive 70% (B-) or higher in all courses in each term, will not be eligible to receive the certificate.
- The quality of the curriculum is satisfactory in that students are able to meet the current course and program outcomes.
- There are discrepancies of admission requirements between PCG 2019 and the website.
- The pilot hi - flex system allows the program to test the feasibility of offering online courses for distant learners who are not able to travel to campus or live outside the lower mainland or province
- According to stakeholder feedback, graduates are highly valued as either employees or potential employees.
- Stakeholders and graduates think there should be more community involvement/exposure in the program.

### Faculty and Staff

There are four faculty hiring areas in the ASL and Deaf Studies department that relate to the different courses offered in both the certificate and the ASL introductory classes; ASL & Deaf Studies, Becoming an Ally & Public Speaking, ASL Prep Basic & Advanced, and Online American Sign Language.

There are 2.5 faculty FTE, 1.5 instructional assistants, and one part-time program assistant in the ASL and Deaf Studies department. The ASL introductory classes are taught by term instructors.

In terms of professional development, faculty and staff participate in various workshops offered by VCC, such as: Anti-Racism Training (A.R.T.), Moodle training, VCC Day workshops etc. In addition, faculty and staff have registered for courses and workshops outside of VCC such as San'yas Safety Cultural Training, Intercultural Development Inventory (IDI) Training which are available for VCC employees.

Faculty are involved in a number of relevant industry/ professional associations and/or articulation/accreditation/ regulatory bodies, such as: Westcoast Association of Visual Language Interpreters (WAVLI), Canadian Association of Sign Language Interpreters (CASLI), and the Canadian Association of the Deaf (CAD).

The workload profile for full-time faculty consists of 20 hours of instructional student contact / week. During the COVID 19 pandemic, the workload for instructors and staff increased dramatically. Faculty worked with instructional associates and online developers from CTRLR to

redesign each course for online instruction and to come up with creative ways to meet course learning outcomes. In addition, instructors and staff had to learn additional platforms for instruction and Deaf staff faced the additional barrier of accessibility during meetings, training, and instruction via Zoom. The college hired a consultant to ensure these barriers were addressed and removed. A side benefit to these challenges was an evaluation of the student and program outcomes, which gave insights into the need for curriculum improvements.

#### *Key Findings:*

- Faculty and staff take part in a variety of PD workshops
- Faculty and staff workload increased during the Covid pandemic as courses in the program were moved online and new platforms were utilized for delivery

#### **Student Outcomes**

Student demographic data was examined for the program. It was found that the average student age is between 20 and 30 and of those students, 88-90% identify as female. Based on the survey of alumni, 29% are working as registered sign language Interpreters, and 41% are either students in interpreting programs or are looking to get into an interpreting program. Other avenues of work for graduates include supporting Deaf students working in Education (9%) and working in Deaf community organizations (3%).

The graduate and current student surveys indicated that 69% of respondents felt the program content was the most important factor in choosing the program. Respondents said the immersion in ASL was important, as was the exposure to different Deaf people, signing styles, and Deaf culture.

Positive comments related to student satisfaction included:

- Co-location of (ASL and Deaf Studies) program with Deaf and Hard of Hearing Program - students were able to interact with each other.
- Specialized course content
- Incredible and patient instructors and Instructional Assistants which includes passion for their community.
- Deaf Lead: Plenty of opportunities to use and practice ASL
- Immersion experience
- Small class sizes

Comments concerning challenges faced by students included:

- Unable to transfer credits
- COVID 19 pandemic
- Online learning
- Outdated material, resources, learning activities
- Insufficient structure and use of time

- Inconsistency in faculty instruction
- Timely feedback

#### *Key Findings:*

- Average student age is between 20 and 30
- 41% of graduates are either students in interpreting programs or are looking to get into an interpreting program, and 29% are working as registered sign language interpreters
- Immersion in ASL and course content are important to students

#### **Student Support Services**

A program and student services support survey was sent to the student development area (including advising, disability services, counseling etc.), the office of the registrar (including admissions and financial aid), IECE, and the library, teaching and learning services area. IT, Marketing and Communications, Institutional Research, and Human Resources were also contacted.

The top challenge found centered around student administration and application processes, for example delayed transcripts (where applications remain incomplete leading to classes not being filled in a timely manner). It was recommended that the ASL and Deaf Studies department get to know the BANNER registration/admission processes and how to look up student/applicant information. In addition, that prospective students be referred to advising to learn more about the program. The Learning Centre (LC) indicated it would be good to meet with faculty in the department to see how the LC could better support students.

#### *Key Findings:*

- Student administration and application processes could be improved
- Prospective students could be referred more to advising

#### **Program Planning and Administration**

This section of the self-study began by reviewing the Annual Program Reviews done of the ASL and Deaf Studies certificate from the period 2016 to 2020. Overall, the Annual Program Reviews that were done did not include action plans – this is a definite improvement for the department to make going forward.

The five key success drivers (KSDs) in VCC's Integrated College Plan were also reviewed with respect to this program renewal, leading to a number of recommendations as outlined in Table 1. In addition, alignment of the certificate with VCC's Institutional Learning Outcomes (ILOs) was checked, with the conclusion that graduates of the program will have developed many of the skills discussed in the ILOs.



It is difficult to quantify labour market trends with respect to the ASL and Deaf Studies Certificate as the program is a “springboard” for further education such as Registered Sign Language Interpreter, Early Childhood Educator, Community Support Worker, etc. Despite this challenge, labour market trends and community needs were reported and included in the self study report. According to the ASL Stakeholder Survey, many Deaf and Hard of Hearing services are offered through:

- Non – Profit Organizations (50%)
- Education (42%)
- Other services (8%)

As well, services provided by the majority of service providers include:

- Support parents with Deaf and Hard of Hearing children,
- Develop students in k-12 to full learning potential, positive self-identity of every student, and value given to Deaf heritage.
- Provide education, employment and communication resources, strategies and opportunities to Deaf adults
- Provide interpreting and captioning services,
- To share information and expertise and to engage in advocacy and public education.
- Interpreting Education

According to responses in the Stakeholders Survey labour market gaps, training and courses are suggested in the following areas:

- Working with Deaf with various abilities (66%)
- Deaf Blind intervening (66%)
- Community education (56%)
- Community involvement and internships (44%)
- Deaf Culture, Social Justice, Advanced ASL classes (33%)

Additionally, town hall meeting suggested gaps include:

- Family Signing Classes for parents, not just students who want to become interpreters.
- Courses that prepare students how to communicate with people who are Deaf Blind.
- Open elective courses such ASL and Deaf Literature classes for Deaf community members.

The Institutional Research Department included a job posting analysis which included parameters of sign language skills and qualifications. The top unique posted job titles (March 2020 – Mar 2021) include:

- Sign Language Interpreters
- Residential Care Workers
- Community Support Workers
- Support Workers
- Instructional Facilitators
- American Sign Language Interpreters
- School Support Specialists

Followed by top common skills represented in the percentage of total postings:

- ASL skills 68%

- Sign languages 30%
- Interpersonal communication 27%
- Trustworthiness is 32%

Additional resources, such as WorkBC - Workforce and Employment Statistics report the following statistics for Translators, Terminologists and Interpreters in 2016:

**1,600** workers are employed

**24%** of workers are working mostly full time

The growth for translators, terminologists and interpreters was also reported by IR in the Labour Market Program Overview which states that for 2014 – 2026 there is a projected 81.7% demand increase for translators, terminologists and interpreters.

Looking at VCC and Douglas College combined, the number of students who completed sign language classes is down -18.2% from 2009 to 2017. The number further went down by 25% between 2017 and 2018. Provincially (which includes institutions such as, UVIC, UBC, VCC, Douglas, UFV) the number of students who completed sign language classes increased by 56.8% between 2009 and 2017. It, however, went down by 39.1% from 2017 to 2018. Nationally from 2009 – 2017 completion of Sign Language classes is down -16.9%. There is no significant change from 2017 – 2018. Given the ten year predicted growth in demand for sign language interpreters, these numbers are a concern.

Of additional relevance is the passing of Bill C-81 , which states: “Communication, as a priority area, includes the use of:

- American Sign Language
- Quebec Sign Language (Langue des signes québécoise), and
- Indigenous sign languages

The Act recognizes these sign languages as the primary languages of Deaf people in Canada.”

ASL classes are being offered by an increasing number of post secondary institutions across British Columbia, causing a shortage of available, qualified ASL instructors. This has made it impossible to create a succession plan, hire auxiliary staff, and fill job posting as they occur. Because of this increased competition of ASL classes offered by numerous post secondary institutions, the department of ASL and Deaf Studies at VCC recently had to cancel introductory (level 1) ASL classes due to low student enrollment, whereas other institutions are cancelling classes due to lack of instructors. In addition, currently there are no ASL instructor training programs offered in British Columbia.

In 2019, the VCC ASL and Deaf Studies faculty reached out to institutions nation wide to review and compare labour market trends with respect to ASL and Deaf Studies programs. To the surprise of the department, many if not all, admitted, without permission or consult, to copying and pasting VCC’s ASL and Deaf Studies program content and program guides to create their own ASL and Deaf Studies programs based on VCC’s model. The changes to their programs were reviewed in a comparative analysis, conducted as part of the self-study.

The current existing courses offered in the VCC ASL and Deaf Studies program are not academic enough for credit transfers. This makes the program undesirable compared to other pathways that offer credit transfers for similar courses. In addition, as more of VCC’s ASL curriculum is

included in Douglas College's Interpreting Program, VCC will continue to see increased competition.

### Learning Environment

The physical and online teaching/learning environments were reviewed, looking at how they affect teaching and learning in the program. The facilities, classrooms, labs, equipment, educational technology, and resources were examined to determine if they are adequate to effectively deliver the program, meet the program outcomes, and support student success. The online learning space (Moodle) was also reviewed with respect to creating a quality learning experience for students.

#### *Key Findings:*

- The location of the ASL lab, offices and classrooms in building A allows students to converse with Deaf students and Deaf staff.
- The office needs minor upgrades such as new flooring and paint.
- The chairs in the classroom are in serious need of updating and are very uncomfortable for students. Students with back issues have withdrawn from the program due to discomfort.
- Currently, the lab is equipped with video cameras and computers for students to record assignments on DVDs or USB which are considered obsolete. New computers are not retrofitted with adaptors to use these outdated platforms.
- Consistently the automatic doors break down and in winter months, while the doors are waiting to be repaired, students are freezing in the classrooms, wearing hats, mittens and winter coats. Additionally, in the office, staff are having to use blankets to keep warm.
- Currently, each Moodle course is individually formatted by each instructor, meaning there is no formatting consistency which makes it confusing for students trying to navigate Moodle. This includes both the introductory classes (level 1) and the certificate program. The Center for Teaching and Learning Research (CTLR) advised the department to create standardized formatting to reduce student confusion and create ease of navigation between courses.
- The college approved the use of GoReact, which allows instructors to provide fundamental and timely feedback in various formats, such as video, audio, text, which can be reviewed by students as many times as necessary.
- The older unedited versions of Signing Naturally (currently used in the program) are problematic because the examples and language used in these textbooks do not include inclusivity and diversity which have caused harm. Students also noted certain courses in the certificate program uses materials and resources from the 1980's.
- Signing Naturally textbooks are supplied with DVDs, which students are able to view repeatedly as needed with no time limit, and an access code, which is only valid for one year. Dawn Sign Press (who publish Signing Naturally) rejected the college's request for permission to download videos to Moodle from the online library. Students now have two different platforms to navigate as they do their assignments.
- The program is completing a hybrid pilot of face to face and online learners in one classroom. This hybrid approach, called Hi – Flex, is being monitored for student

success. It does offer flexibility, but it also presents obstacles for students in the classroom who are looking at the additional screens during instruction. Policies and procedures need to be established relating requirements of online zoom participation.

## Recommendations

Table 1: Recommendations as outlined in the self-study report.

#	Self-Study Recommendations (break down by KPIs)		
1	<p><b>Curriculum and Instruction:</b></p> <ul style="list-style-type: none"> <li>• It is suggested that both CLOs and PLOs be reviewed and updated for program and institutional alignment as well as ensure learning outcomes are more meaningful and constructive.</li> <li>• It is recommended the learning activities and course learning outcomes be clearly differentiated using measurable language.</li> <li>• Review and update the grading matrix.</li> <li>• Incorporate equity and representation in the curriculum, such as Indigenous Deaf community, anti-racism etc.</li> <li>• Review, update and/or replace the curriculum to align with VCC's integrated plan of educational quality such as, enhance instruction, instructional strategy and educational technology.</li> <li>• Course credit transfers to other institutions.</li> <li>• Review course delivery options.</li> <li>• Provide suggestions on how to create employment partnerships that recognize the value of the certificate.</li> <li>• Review and recommend possible changes in the curriculum to address gaps identified by stakeholders such as: <ul style="list-style-type: none"> <li>○ Working with Deaf with various abilities (67%)</li> <li>○ Deaf Blind Intervening (67%)</li> <li>○ Community Education (56%)</li> <li>○ Internships and community involvement (Both 44%)</li> </ul> </li> </ul>		

#	Self-Study Recommendations (break down by KPIs)		
2	<p><b>Faculty and Staff:</b></p> <ul style="list-style-type: none"> <li>• Increase staff diversity.</li> <li>• Provide Sanyas Cultural Training and Indigenous cultural training</li> <li>• Provide sensitivity training</li> <li>• Review hiring criteria to address ASL instructor shortage</li> <li>• Training for the Department Heads Training for Department Heads to utilize Banner and organization of the college.</li> <li>• To improve internal services, it is suggested the Department Head or alternative delegate attend Department Head meetings, build rapport and connections with other Departments, such as, the learning center, admission, and advising departments.</li> <li>• Create succession plan and hire auxiliary staff.</li> <li>• ASL and Deaf Studies Department collaborate and investigate possible solutions of shortage of qualified ASL instructor auxiliary staff.</li> </ul>		
3	<p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Review assessment and feedback process.</li> <li>• Increase marketing campaigns to include diversity of students.</li> <li>• Review statistical data and professional trends leading to predominately 90% white, female student population.</li> <li>• Review outdated materials and resources.</li> <li>• Explore program delivery such as length of the program (6 months, 8 months, 10 months or 2 years).</li> <li>• Explore credentials such as certificate, diploma, associate degree.</li> <li>• Course credit transfers</li> <li>• Review and update grading matrix (such as 70% pass applies only to ASL and Lab). All other courses should follow VCC's grading matrix.</li> </ul>		
4	<p><b>Student Support Services</b></p> <ul style="list-style-type: none"> <li>• The department finalizes the draft schedule for Dean's</li> </ul>		

#	Self-Study Recommendations (break down by KPIs)		
	<p>approval by the expected deadline which is due one year prior to the start of the program. This recommendation will also address application process and registration gaps.</p> <ul style="list-style-type: none"> <li>• Review the application process.</li> <li>• Training for Department Heads to utilize Banner and organization of the college.</li> <li>• To improve internal services, it is suggested the Department Head or alternative delegate attend Department Head meetings, build rapport and connections with other Departments, such as, the learning center, admission, and advising departments.</li> <li>• Based on data specific to enrolment, attrition, course completion, and graduation rates, as well as patterns and factors affecting student success the following is recommended</li> <li>• Review assessment and feedback process.</li> </ul>		
5	<p><b>Program Planning and Administration</b></p> <ul style="list-style-type: none"> <li>• Review, develop and update the KSD with action plan with the Department of ASL and Deaf Studies</li> <li>• Create a mission statement to declare it's reason for existence.</li> <li>• Explore and determine program designation: non – certificate, certificate, associate degree,</li> <li>• Review course delivery options.</li> <li>• Create flexible course schedule for working professionals and parents. Such as part time, online, hybrid.</li> <li>• Open classes to public for students from other programs to register for ASL and Deaf Studies as program electives.</li> <li>• Create courses that are credit transfer to other institutions.</li> <li>• ASL and Deaf Studies Department continue to complete program annual reviews, but also include goals, action plans and review of action plans in the program annual reviews.</li> <li>• Increase visibility and partnership with community and</li> </ul>		

#	Self-Study Recommendations (break down by KPIs)		
	<p>organizations as per stakeholders, alumni interviews.</p> <ul style="list-style-type: none"> <li>• Investigate partnership opportunities with other departments within the college such as health and early childhood education.</li> <li>• Re-establish CEG meetings;</li> <li>• Provide suggestions how to create employment partnerships that recognize the value of the certificate.</li> <li>• Marketing: Increase strong social media presence with Facebook, Twitter, Tik Tok, Instagram</li> <li>• Suggest reviewing nursing or teaching campaigns and marketing strategies.</li> <li>• Create departmental initiatives about fostering environment leadership</li> <li>• ASL and Deaf Studies Program renewal investigate the statistical gap between regional and provincial completion statistics</li> <li>• Both programs (VCC and Douglas College) continue to meet as originally suggested in the Provincial Review 2009.</li> <li>• ASL and Deaf Studies Program create opportunities for distance learning, as per provincial review 2009.</li> <li>• ASL and Deaf Studies program and course overall and redesign, which includes program and course outcomes, as per provincial review 2009.</li> <li>• ASL and Deaf Studies program create external partners as recommended in the Provincial Review.</li> </ul>		
6	<p><b>Learning Environment</b></p> <ul style="list-style-type: none"> <li>• Update classroom equipment to meet ergonomic standards, such as, desks and chairs.</li> <li>• Create welcoming classrooms with natural, diverse Indigenous art and culture.</li> <li>• Standardized Moodle Shells for each course to make it easier for students to navigate multiple courses.</li> </ul>		

#	Self-Study Recommendations (break down by KPIs)		
	<ul style="list-style-type: none"> <li>• Create annual departmental planning meetings.</li> <li>• Online platform training for staff to incorporate in classroom activities and curriculum design to offer students variety and universal design.</li>   <li>• Continue to use GoReact.</li> <li>• Continue to monitor the success of a Hi – Flex course delivery.</li> <li>• Create policies and procedures outlining requirements of online zoom eligibility and participation.</li> <li>• Establish visual emergency systems for communication. I.e.. earthquake drills are supposed to have communication show up on computers for Deaf instructors, however the system does not work.</li>   <li>• Stabilize the temperature in classrooms in the fall / winter.</li> </ul>		



### 3 External Review Report Summary

An external review team (ERT) was formed following the completion of the self-study. A virtual 'site visit' was planned and the ERT received the self-study report and appendices ahead of their visit.

The members of the ERT convened via Zoom on January 19<sup>th</sup>, 2022, and met with:

- The members of the self-study team
- David Wells, VP Academic and Research
- Shirley Lew, Dean, School of Arts & Sciences
- Faculty and staff from the ASL and Deaf Studies department
- Current students in the ASL and Deaf Studies certificate
- Graduates of the ASL and Deaf Studies certificate

Following the virtual site visit, the ERT submitted their external review report on February 2<sup>nd</sup>, 2022. The report was forwarded to David Wells, Shirley Lew, and the rest of the self-study team. The ERT also included a document that showed two possible new program designs; one for a 10-month 'core' ASL and Deaf Studies program for full-time students, and one for a 'Hybrid, Professionals in ASL' program that could potentially partner with the PIDP program.

The external review report was broken down into a number of sections, including a review of the self-study report, program strengths, areas for improvement, recommendations, and concluding comments.

In their review of the self-study, the ERT commented that the "ASL and Deaf Studies program needs to be entirely revamped, including its recruitment, registration, and staffing." They also indicated that equipment and software needs to be continuously updated as well as program curriculum (they suggested a refresh every three years). Overall, the ERT felt the recommendations in the self-study were supported by their findings and the content of the self-study report.

In terms of program strengths, the ERT stated that one was the international reputation of VCC's ASL and Deaf Studies as 'exemplary'. Another strength was the high-level of ASL and Deaf Culture preparation given to pre-interpreting students (prior to admission to interpreting programs elsewhere). The 90% Deaf-led faculty was also stated as a strength.

The external review report listed nine areas of improvement, including the need for a clear mission/vision for the program, looking at bumping the program up to a diploma, having more program options for students not focused on interpreting, improving course credit transfers to other institutions, and reducing the use of English in the program (i.e. having more time spent on ASL).

Twenty-five recommendations were provided by the ERT, and were split into nine categories:

- Mission and vision
- ASL Preparedness
- Communication and Support
- Course Materials and Resources
- Transition into a Diploma Program
- Program Revisions
- Partnership with other Colleges/Programs
- Diversity in Deaf Culture
- Being an Ally Course

To summarize, the ERT suggested new wording for the program mission/vision, indicated that there be better screening of students (in terms of ASL level) prior to entering the program, suggested a number of ways to improve internal communication and hiring of faculty/staff, and made specific suggestions around course curriculum and delivery (e.g. phasing out Signing Naturally and dismantling the Deaf Literature course). They also suggested increasing the program credits to 60 to form a diploma, changing the program delivery model to accommodate working students, offering more hybrid/online classes, exploring partnerships through articulation (and perhaps with the PIDP to create an ASL instructor training stream), and to look at how the program could better serve the needs of what is a very diverse Deaf community. Finally, they suggested integration of many of the concepts in the 'Becoming an Ally' (BAA) course into other ASL and Deaf culture Courses.

The complete list of external review recommendations is shown below in Table 2.

In their concluding comments, the ERT stated that: "While it is easy to become distracted by the long list of areas needing improvement and recommendations in this report, it is important to remember that the ERT was and is very impressed with VCC's stellar ASL and Deaf Studies program quality, course offerings, faculty, staff, and students, especially in spite of the very limited financial and staffing support from VCC devoted towards the ASL and Deaf Studies program." The ERT pointed out the incredible importance of the VCC ASL and Deaf Studies program in terms of being a feeder for ASL-English interpreting programs.

They also noted that Vancouver has one of the largest DeafBlind communities in Canada, as well as one of the largest Deaf immigrant populations- and that these communities need to be served by the program. They emphasized the importance of each graduate of the program in being able to interact with, and work with, Deaf people as well as the impact that the program has on many Deaf lives, including people of marginalized and Indigenous groups in peril. They highly recommended increased funding to the program to expand its efforts in educating more students to work in the Deaf community.

The two possible program designs suggested by the ERT are outlined below:

<b>10-Month Core Program: American Sign Language and Deaf Studies, full-timers (60 credits)</b>	
<b>Required Courses</b>	<b>Elective Courses</b>
ASL Linguistics	ASL Literature
Accountable Collaborators (BAA)	Field-Related ASL vocabulary/terminology
Local and Global Sign Language Communities	Public Speaking
ASL Lab	Social Media/Technology
Comparative Analysis in ASL Community: Legal, Legislation, Regulations, Acts	Pathway: Interpreting Program
	History of Deaf Education

<b>“Hybrid, Professionals in ASL” Program partnering with the Provincial Instructor Diploma (30 plus credits)</b>	
<b>Required Courses</b>	<b>Elective Courses</b>
ASL Linguistics	ASL Literature
Local and Global Sign Language Communities	Community Involvement (volunteer/practicum)
ASL Lab	Public Speaking: ASL
Comparative Analysis in ASL Community: Legal, Legislation, Regulations, Acts	Public Speaking: English
	Field-Related ASL vocabulary/terminology
	History of Deaf Education

Table 2: External Review Team Recommendations

#	External Review Recommendations
1	<p><b>Mission and vision</b></p> <p>1. An updated, clear, and concise mission and vision – suggested by the Self-Report, p. 11: a. New Mission: “The Department of ASL and Deaf Studies Program prepares students to spend their professional and/or social lives after graduation in the Deaf community by learning and exploring American Sign Language and Deaf culture and cultural complexities within Global and International Sign Language Communities of human diversity. Delivered in a partnered community practice of bilingual-bicultural immersion approach, 90% of classes are conducted in ASL by native experienced Deaf ASL instructors.” b. Vision: use the current VCC integrated-college-plan (e.g., “The first choice for innovative, experiential learning, for life”; source: Integrated-college-plan-2018-19)</p>
2	<p><b>ASL Preparedness</b></p> <p>1. Provide ASL 1 and 2 courses before entering VCC’s certificate/diploma program. a. The program needs to include an ASL placement/screening for new students in order to place them in the correct level and/or course</p>
3	<p><b>Communication and Support</b></p> <p>1. Expand staff - particularly the department/program assistant role. For example, Hiroko Kitayama is currently the only one working for two departments (ASL and Deaf Studies and the Deaf and Hard of Hearing). Each program needs its own department assistant role. Based on the current 4 ERT discussion, we find that Hiroko’s workload is extremely heavy and spread between the ASL and Deaf Studies and the Deaf and Hard of Hearing program; thus, the workload should be shared. a. Hire an HR and/or Department Assistant for recruitments (instructors, interpreters, other), hiring process (contracts), payroll, PR, staff orientation, in touch with departments/programs b. Hire an Administrator and/or Administration/Program Assistant for student registrars, scholarships, scheduling meetings/training; student orientation, budget, grant applications, in touch with departments</p> <p>2. Communication between faculty with course outlines with overall and specific expectations/ outcomes and financial related information (grants, scholarships, etc) a. From offices of post-secondary/department overall expectations/outcomes to program expectations/outcomes, to course outcomes, finally to course providers’ lesson outcomes b. Meetings on a regular basis: book interpreters well in advance (dates with tentative agenda items) university and department: bi-monthly; department and department: monthly; core program/course-providers: biweekly to report on progress</p>
4	<p><b>Course Materials and Resources</b></p>

#	External Review Recommendations
	<ol style="list-style-type: none"> <li>1. Phase-out outdated Signing Naturally, bring in new, contemporary ASL textbooks and diverse research-based/evident-based books/articles - sign linguistics (see V. Recommended Resources/Readings below)</li> <li>2. Current, cost-efficient reading and/or video materials: Open Access Digital Library (paid by the department/post-secondary institution) - digital books, chapters, articles, streaming videos, if available.</li> <li>3. Provide loaner laptops/tablets: at a reasonable cost as a student and return at the end of the program. If students do not return the loaner laptop or tablet, they will be charged for the device. Upon return, IT reformats and reboots for the new students.</li> <li>4. Dismantle the “Deaf Literature” course: Select some of the Deaf Literature content to use in other courses (e.g. ASL and Deaf Culture courses). This reduces the emphasis on English (and increases the emphasis on ASL).</li> <li>5. Course Providers are strongly encouraged to be creative by adding examples, using real-life experiences into activities, using social media content to support examples/meanings, inviting guest presenters, and so on.</li> </ol>
5	<p><b>Transition into a diploma program</b></p> <ol style="list-style-type: none"> <li>1. Increase the number of credits from 52 to 60 to satisfy diploma retirements.</li> </ol>
6	<p><b>Program Revisions</b></p> <ol style="list-style-type: none"> <li>1. Revisit the 10-month, Monday-Thursday all-day concept - how do we make the existing schedule accessible to people who cannot afford to not work and be able to take classes with VCC? This would expand the pool of interested students. Allow for different certification pathways within the program.</li> <li>2. Consider offering more hybrid and online courses (Radford, 2012; Pudans-Smith, 2019) in order to increase enrollment numbers and make your courses accessible to people who would not have been able to take courses if they were fully in-person. (See attached file: ERT 2022.Input.edit in a PDF format)</li> <li>3. Invest funds/pay and additional time after the academic year ends for the VCC ASL faculty to focus on curriculum revision and development.</li> </ol>
7	<p><b>Partnership with Other Colleges/Programs</b></p> <ol style="list-style-type: none"> <li>1. Create Memorandum of Understanding and/or Articulation Agreements with external programs <ol style="list-style-type: none"> <li>a. Example: <a href="https://www.gallaudet.edu/registrar/transfer-credits/course-equivalencies/mou/articulation-agreements/">https://www.gallaudet.edu/registrar/transfer-credits/course-equivalencies/mou/articulation-agreements/</a></li> </ol> </li> <li>2. Explore the concept of the Provincial Instructor Diploma Program (PIDP) for ASL teachers in the vicinity of Vancouver. Due to the nearly non-existent ASL teacher base in the Vancouver area, VCC needs to invest in and “Grow VCC’s own ASL Teachers” through the PIDP program. <ol style="list-style-type: none"> <li>a. Interns in the PDIP program teach ASL 1 and 2 before students can apply to enter VCC’s 10-month certificate/diploma program.</li> </ol> </li> </ol>

#	External Review Recommendations
8	<p><b>Diversity in Deaf Community</b></p> <ol style="list-style-type: none"> <li>1. Due to the heavy concentration of DeafBlind residents in and around the Vancouver area, it is strongly recommended to hire DeafBlind faculty and add Protactile courses to the diploma program.</li> <li>2. Protactile courses would be instrumental in later creating a Deaf Interpreter certificate.</li> <li>3. Encourage to consider discussion, integration of and the teaching of different sign languages used in the greater Vancouver area (e.g. Black ASL, ProTactile, Indigenous Sign Languages, Chinese Sign Language, Japanese Sign Language, and more) and not limit the program only to American Sign Language (ASL).</li> <li>4. All staff require training: Be aware of campus student support services including appropriate references to wellness and self-care resources</li> <li>5. While an admission process is a key to attracting future students, observe how the language is being used in applications (e.g., gender identification)</li> <li>6. Create scholarships designed for and available to students from underrepresented and/or marginalized groups, including out-of-city applicants</li> </ol>
9	<p><b>Being an Ally course</b></p> <ol style="list-style-type: none"> <li>1. Rename the “Being an Ally” (BAA) course name, e.g. “How to be an Accountable Collaborator” (Rouse &amp; Ayyash, 2021).</li> <li>2. Integrate many of the concepts covered in BAA courses into ASL and Deaf Culture courses.</li> <li>3. Social justice, intersectionality, collaboration, accountability, and allyship should not be taught in one course- they should be taught and discussed in all courses.</li> <li>4. Students need to be taught by Deaf faculty, primarily in ASL. English discussions can happen, on Discussion Boards or through typed means</li> </ol>

External Review Team Members:

- MJ Bienvenu, Ph.D. Retired Gallaudet University Professor Former Department Chair Director, ASL and Bilingualism Consulting
- Raychelle Harris, Ph.D. Former Gallaudet University Professor Founder and Former Director of Masters in Sign Language Education program Chief Executive Officer, Purple Moontower
- Jenelle Rouse, Ph.D. Adjunct Professor, Independent Researcher (Education & Applied Linguistics) Artist, Workshop Provider, Consultant & Translator Ontario, Canada
- Lisa Gelineau, M.S. Professor, Austin Community College Founder and Author, TRUE+WAY ASL British Columbia, Canada native

## 4 Self-Study Team Response to External Review Report

The self-study team met on February 11<sup>th</sup> 2022 to examine the external review report. After some general discussion and reflection regarding the site visit and ERT report, the self-study team went through each of the ERT recommendations (see Table 2). In general, all the recommendations laid out by the ERT were seen as incredibly valuable and useful for further considerations regarding program improvements.

The self-study team then discussed some new possible program frameworks, based on the ERT report and the self-study. The design that emerged from these deliberations consisted of a diploma, with a certificate exit, as outlined below:

Certificate courses (for transfer into Douglas interpreting program, or for students looking to become educational assistants and community support workers, or for transfer to other colleges e.g. RRC etc.):

- Intro to Deaf Community (1-2 credit course)
- ASL
- ASL Lab
- Deaf Culture and Community
- Parts of BAA (incl. Active listening, communication etc.)
- Internship term?
- ASL Linguistics

Diploma courses (these would be in addition to those listed above):

- Communications course – replaces public speaking (students could PLAR this)
- 1<sup>st</sup> year English
- Intro to Deaf Community, Deaf-Blind Community

The self-study team agreed that for the diploma ‘extension’ idea to work, it would need to be required for jobs or be at least something that can be transferred into a university degree program.

The self-study team then created a first draft of an action plan (to be submitted with this document).

### Response to External Report – Shirley Lew, Dean Arts and Sciences

I greatly appreciate the insights and recommendations in the external panel’s report. Their observations and comprehensive list of recommendations clearly emerged from deep experience, a careful review of the self-study report, and the information gained from their day-long site visit. The recommendations validate and reinforce the sense of direction and essential changes the faculty in the department has raised about the program. This validation provides us with the additional confidence to begin the work to reimagine and redesign the program so it

remains a highly respected and relied upon by the Deaf in Canada and the US. I also appreciate the recommendation to restore regular meetings and partnership with Douglas College, something I will commit to.

The contributions of the external panel to this renewal process was invaluable. I also wish to thank Andy Sellwood, Instructional Associate, who led this renewal as well as Brenda Carmichael, an instructor in the program. This was a meaningful process with recommendations that will ensure this important program continues to thrive.

## 5 Final Comments and Final Recommendations

Based on the recommendations outlined in the self-study report and the feedback and additional recommendations from the External Review report, a slightly revised list of final recommendations was created as shown in the table below. Particular recommendations were identified as high priorities during the self-study meeting on February 11<sup>th</sup> 2022, and these were put forward into an Action Plan (which will be submitted alongside this document).

Table 3: Final Recommendations

#	Final Recommendations	Importance/Urgency	Resources Required
1	<p><b>Curriculum and Instruction:</b></p> <ul style="list-style-type: none"> <li>• Review and update both CLOs and PLOs for the program to ensure learning outcomes are more meaningful and constructive.</li> <li>• Differentiate learning activities and course learning outcomes using measurable language.</li> <li>• Create course credit transfers to other institutions.</li> <li>• Review course delivery options.</li> <li>• Explore the concept of the Provincial Instructor Diploma Program (PIDP) for ASL teachers in the vicinity of Vancouver.</li> <li>• Review and recommend possible changes in the curriculum to address gaps</li> </ul>	<p>The following are seen as high priorities:</p> <ul style="list-style-type: none"> <li>• A full program re-design</li> <li>• Integrate Signing Naturally with Tru-Way ASL</li> <li>• Developing a new delivery plan for the program (part-time, full-time, online etc.)</li> <li>• Establishing course credit transfers</li> <li>• Develop an ASL instructor training program</li> </ul>	High



#	Final Recommendations	Importance/Urgency	Resources Required
	<p>identified by stakeholders such as:</p> <ul style="list-style-type: none"> <li>• Working with Deaf with various abilities</li> <li>• Deaf Blind Intervening</li> <li>• Community Education</li> <li>• Internships and community involvement</li> <li>• Integrate Signing Naturally with Tru-Way ASL</li> </ul>		
2	<p><b>Faculty and Staff:</b></p> <ul style="list-style-type: none"> <li>• Increase staff diversity.</li> <li>• Provide Sanyas Cultural Training and Indigenous cultural training</li> <li>• Provide sensitivity training</li> <li>• Review hiring criteria to address ASL instructor shortage</li> <li>• Training for the Department Heads Training for Department Heads to utilize Banner and organization of the college.</li> <li>• To improve internal services, it is suggested the Department Head or alternative delegate attend Department Head meetings, build rapport and connections with other Departments, such as, the learning center, admission, and advising departments.</li> <li>• Create succession plan and hire auxiliary staff.</li> <li>• ASL and Deaf Studies Department collaborate and investigate possible solutions of shortage of qualified ASL instructor auxiliary staff.</li> </ul>	<p>The Faculty and Staff recommendations are of moderate urgency/importance.</p>	<p>High</p>

#	Final Recommendations	Importance/Urgency	Resources Required
3	<p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Review assessment and feedback process.</li> <li>• Increase marketing campaigns to include diversity of students.</li> <li>• Review outdated materials and resources.</li> <li>• Explore program delivery such as length of the program (6 months, 8 months, 10 months or 2 years).</li> <li>• Explore credentials such as certificate, diploma, associate degree.</li> <li>• Review and update grading matrix (such as 70% pass applies only to ASL and Lab). All other courses should follow VCC's grading matrix.</li> </ul>	<p>The following are seen as high priorities:</p> <ul style="list-style-type: none"> <li>• Exploring program delivery options such as length of program</li> <li>• Exploring different credential levels</li> </ul>	High
4	<p><b>Student Support Services</b></p> <ul style="list-style-type: none"> <li>• Finalizes the draft schedule for Dean's approval by the expected deadline which is due one year prior to the start of the program. This recommendation will also address application process and registration gaps.</li> <li>• Review the application process.</li> <li>• Training for Department Heads to utilize Banner and organization of the college.</li> <li>• To improve internal services, it is suggested the Department Head or alternative delegate attend Department Head meetings, build rapport and connections with other</li> </ul>	<p>The Student Support Services recommendations are of moderate urgency/importance.</p>	Medium

#	Final Recommendations	Importance/Urgency	Resources Required
	<p>Departments, such as, the learning center, admission, and advising departments.</p> <ul style="list-style-type: none"> <li>Review assessment and feedback process.</li> </ul>		
5	<p><b>Program Planning and Administration</b></p> <ul style="list-style-type: none"> <li>Create a mission statement to declare program's reason for existence.</li> <li>Create flexible course schedule for working professionals and parents. Such as part time, online, hybrid.</li> <li>Open ASL elective classes to public and students from other programs</li> <li>ASL and Deaf Studies Department continue to complete program annual reviews, but also include goals, action plans and review of action plans in the program annual reviews.</li> <li>Investigate partnership opportunities with other departments within the college such as health and early childhood education.</li> <li>Re-establish CEG meetings</li> <li>Provide suggestions on how to create employment partnerships that recognize the value of the certificate.</li> <li>Marketing: Increase strong social media presence with Facebook, Twitter, Tik Tok, Instagram.</li> <li>ASL and Deaf Studies Program renewal investigate the statistical gap between regional and provincial completion statistics</li> </ul>	<p>The following are seen as high priorities:</p> <ul style="list-style-type: none"> <li>Increasing community partnerships</li> <li>Increasing partnerships with other college's ASL programs</li> <li>Improving marketing, social media and community presence</li> </ul>	High

#	Final Recommendations	Importance/Urgency	Resources Required
	<ul style="list-style-type: none"> <li>• Both programs (VCC and Douglas College) continue to meet as originally suggested in the Provincial Review 2009.</li> <li>• ASL and Deaf Studies Program create opportunities for distance learning, as per provincial review 2009.</li> <li>• ASL and Deaf Studies program create external partners as recommended in the Provincial Review.</li> </ul>		
6	<p><b>Learning Environment</b></p> <ul style="list-style-type: none"> <li>• Update classroom equipment to meet ergonomic standards, such as, desks and chairs.</li> <li>• Create welcoming classrooms with natural, diverse Indigenous art and culture.</li> <li>• Standardized Moodle Shells for each course to make it easier for students to navigate multiple courses.</li> <li>• Create annual departmental planning meetings.</li> <li>• Online platform training for staff to incorporate in classroom activities and curriculum design to offer students variety and universal design.</li> <li>• Continue to use GoReact.</li> <li>• Continue to monitor the success of a Hi – Flex course delivery.</li> <li>• Create policies and procedures outlining requirements of online zoom eligibility and participation.</li> </ul>	<p>The following are seen as high priorities:</p> <ul style="list-style-type: none"> <li>• Improving the classroom physical environment</li> </ul>	High

#	Final Recommendations	Importance/Urgency	Resources Required
	<ul style="list-style-type: none"> <li>• Establish visual emergency systems for communication. I.e.. earthquake drills are supposed to have communication show up on computers for Deaf instructors, however the system does not work.</li> <li>• Stabilize the temperature in classrooms in the fall / winter.</li> </ul>		



## Program Renewal: ASL and Deaf Studies Certificate Action Plan for EdCo and EQC – March 15, 2022

### Action Plan

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

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
1	Apply for SIEF and CD funds for curriculum revision	March 2022	CTLR	Application is submitted.
2	Program Re-Design including: <ol style="list-style-type: none"> <li>1. mission/vision statement.</li> <li>2. new program structure (certificate and diploma).</li> <li>3. re-development and revision of course curriculum</li> <li>4. Integrate Signing Naturally with TRU-WAY ASL</li> </ol>	January 2023	ASL and Deaf Studies Staff	Mission statement is completed. Structure is determined and pathway is created. Phase 1: ASL, BAA and LAB, Public Speaking are completed. To be used in fall 2022. Phase 2: DCC, ASL Lit, Deaf Lit are completed to be used fall 2023.
3	Develop delivery plan for program – part-time and/or full-time, online etc.	January 2023	ASL and Deaf Studies planning committee, CTLR	New course pathways are created.
4	Develop an ASL Instructor training program	January 2023	Department Head (MARI), PIDP, Dean, CTLR	ASL Instructor training program created.
5	Increase social media and community presence	Ongoing	ASL and Deaf Studies Dept Head and Instructors (Brenda and Mari)	Schedule of monthly posts created. Themes and topics are identified in monthly



## Program Renewal: ASL and Deaf Studies Certificate Action Plan for EdCo and EQC – March 15, 2022

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
				schedule.
6	Improve classroom physical environment	April 2022 – March 31, 2023	VCC Facilities	New chairs are ordered and classroom 2554 is booked. Classrooms are renovated.
7	Increase community partnership (PDHHS)	Ongoing	ASL and Deaf Studies Dept Head (Mari)	Quarterly meetings are established. VCC attends CSP meetings. Provided updated report of renewal.
8	Increase partnerships with other college's ASL programs	Ongoing	ASL and Deaf Studies Dept Head (Mari)	Articulation agreements are established.
9	Re-create ASL articulation committee	June 2022	ASL and Deaf Studies instructors (Brenda)	ASL articulation committee is established and schedule of meetings created.
10	Create structure and reporting systems to monitor success of the program, maintain currency of instructor knowledge, professional development, join organizations	June 2022 – Ongoing	ASL and Deaf Studies instructors and program assistant (Brenda and Hiroko)	Annual schedule of professional development created.



## **PROGRAM RENEWAL**

### **Final Report**

#### **College and Career Access - Computer Courses**

**Submitted to**

**Shirley Lew, Dean, School of Arts and Sciences**

**David Wells, Vice President - Academic & Applied Research**

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**On February 11<sup>th</sup>, 2022**

**By**

**Andy Sellwood (chair), KJ Hills, Margaret Buxton**



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## 1 Acknowledgements

This report was prepared by the Program Renewal Steering Committee, which was led by Andy Sellwood as chair.

## 2 Executive Summary

The College and Career Access (CCA) Department has a suite of Adult Basic Education (ABE) computer courses. These courses have high school equivalency at the grade 10, grade 11, and grade 12 level. The courses are 'housed' within the Computing Skills Centre at the downtown campus and are delivered in a self-paced format.

A program renewal, focused on this suite of courses, began following an organizational meeting April 19, 2021, under the direction of the Dean, School of Arts and Sciences. A self-study was conducted by Brock Eliot (ABE faculty, now retired), and Andy Sellwood with assistance from Institutional Research, Dean Shirley Lew, and KJ Hills (department head CCA). The self-study was completed in October 2021.

Twenty-one recommendations were put forward by the self-study team, in the areas of *Curriculum & Instruction, Instructors & Staff, Student Outcomes, Program Planning and Administration, Learning Environment, and Student Support Services*. Examples of key recommendations are to: Investigate how the current suite of courses meet the colleges desire to offer basic computer skills courses, improve the uptake of computer courses by students seeking graduation, investigate whether the current courses as structured and presented meet the needs of the two primary groups of students (1. Those seeking graduation, 2. Those seeking preparation for future schooling or to upgrade their skills), determine if the COMP 08XX courses should be added as pre-requisites to the COMP 09XX level courses, and apply for CD funds to update curriculum for upgrades in MS Office suite from 2016 to 2019 version.

Other key recommendations include maintaining the self-paced format for the courses, determining the full range of programs for which CCA computer skills students are targeting and upgrading their skills, and improving the description of course operation (classroom hours, online content, self-paced format etc.) on the VCC website.

In November and December 2021, an external review team was formed with individuals from ABE departments at Capilano University and Vancouver Island University. The team reviewed the self-study and conducted a site visit (which included meeting with past students, David Wells, Shirley Lew, KJ Hills, Margaret Buxton, and a group of department leaders and coordinators from ELA, LINC, ABE Youth, and ABE Careers). The external review team submitted a report in which they said that "Most recommendations that we would make are already identified in the self-study report." The external review team did add eleven recommendations including; create a more "technical" grade 12 option for students that would include programming or coding possibly combined with creating an ePortfolio, remove the \$35 application fee for students who are in other programs who wish to enrol in a computer course as well, and improve marketing/promotion of the courses within your institution.

Members of CCA reviewed the External Review report and then categorized all of the recommendations (those in the self-study report, and the external review report) based on their importance/urgency and on the resources required to successfully fulfill the recommendation. A separate Action Plan, submitted alongside this final report, shows the key initiatives generated by the dean, department leader, and coordinator based on the aforementioned categorization of the recommendations.

### 3 Self-Study Report Summary

#### Overview

This section provides a summary of the findings and conclusions from the self-study report. It is organized into the six key performance indicators (KPIs) laid out in policy C.3.2 Program Review and Renewal:

- A. Curriculum and Instruction
- B. Faculty and Staff
- C. Student Outcomes
- D. Student Support Services
- E. Program Planning and Administration
- F. Learning Environment

### A. Curriculum and Instruction

The courses reviewed in this renewal are identified in the table below.

Course	Course Code	Comments
Introduction to Windows	COMP 0735	
Introduction to PowerPoint	COMP 0740	
Computer Studies 10	COMP 0750	Outline approved, not active
Introduction to Word Processing	COMP 0831	
Introduction to Spreadsheets	COMP 0832	
Introduction to the Internet	COMP 0834	
ABE Computer Studies 11-Adv Level	COMP 0860	Outline approved, not active
Word Processing 12	COMP 0982	
Spreadsheet Management 12	COMP 0984	
Database Management 12	COMP 0985	

All of the course outlines for the above courses have passed through and been approved by Education Council (EdCo). Since CCA Computer Courses were established to be self-paced, the teaching method is through appropriate learning materials. The computer courses all use internationally favoured textbooks, with supplementary materials to; identify errors in textbooks, recognize the need for work arounds due to software upgrades, identify unique operational issues while working in the VCC Network environment, or provide additional material to cover topics missed or underrepresented in the textbooks.

Some of the CCA computer courses are present as electives in the ABE Intermediate and Graduation Program Certificates. For example, Computer Studies 10 (COMP 0750) is present in the Intermediate Program Certificate. Similarly, in the Graduation Program Certificate there are three Grade 12 level computer courses (COMP 0981, 0982, 0984, and 0985).

In the ABE Articulation Handbook 2020/21, Computer Studies 10 (COMP 0750) is shown on the Computer Studies Transfer Guide under the column 'Intermediate' for VCC. Correspondingly, the only course learning outcome for COMP 0750 is "Students will meet the learning outcomes

for ABE Intermediate level Computer Studies as stated in the most recent ABE Articulation Handbook.”

Three courses, COMP 0982, COMP 0984, and COMP 0985 are listed under the column ‘provincial’ in the Computer Studies Transfer Guide in the ABE Articulation Handbook. Again, in a similar way the only course learning outcome shown for COMP 0982, 0984, and 0985 is “Students will meet the learning outcomes for ABE Provincial Level Computer Studies (Publishing/Spreadsheet Management/Database Management) as stated in the most recent ABE Articulation Handbook.” The topic area given in brackets is for the specific specialization for Provincial Level Computer Studies. For example, Word Processing 12 (COMP 0982) is designed to meet the outcomes for the ‘Publishing’ topic area on page 80 of the handbook.

In the course descriptions for COMP 0982, 0984, and 0985 it is noted that “Completion of 2 of the following courses is required for completion of ABE Provincial Level Computer Studies: COMP 0982, COMP 0984, COMP 0985.” In other words, if a student wishes to acquire one of the necessary grade 12 courses required for graduation in the area of computing, they are required to take two grade 12 level computer courses.

None of the grade 11 level computer courses exist on the computer studies transfer guide in the ABE Articulation Handbook. Instead, the Grade 11 computer courses such as Intro to Word Processing (COMP 0831) have a set of course learning outcomes designed to help students prepare for the Grade 12 equivalent. For example, COMP 0982’s outcomes are designed to help students prepare for Word Processing 12. Students are strongly recommended to take the Grade 11 ‘prep’ courses before taking the Grade 12 equivalent. However, these courses are not listed as pre-requisites on the Grade 12 course outlines.

The CCA Computer courses benefit from multiple delivery modes. For example, beginners benefit from having the classroom available; the instructor is available to clarify curriculum content and solve inevitable computer problems before they become a distraction for the beginner.

More experienced students can benefit from the formality of the classroom, but can also work from home, receiving support from the instructor online, through email and the CCA Computer courses Moodle site. This flexibility of support improves access since students are not limited to classroom times to work and can work weekends or holidays at home. The self-paced framework also allows many students to succeed, where they would feel restricted and limited by a normal classroom, fixed schedule course.

**Key Findings:**

- Computing courses are relevant to learners
- Flexible format (self-paced, online) is convenient for students

- Pre-requisites need to be added to the grade 11 and 12 level courses to reflect the computing skill level needed for entry into these classes
- One of the grade 10 level computing courses, COMP 0750, is on the BC computer studies transfer guide in the ABE articulation handbook, although this course is not currently offered.
- The grade 11 level computing courses are used as prep classes for the grade 12 level courses and do not appear on the transfer guide.
- To complete the requirements for ABE Provincial Level Computer Studies students must take two of COMP 0982, COMP 0984, or COMP 0985.
- Computer skills courses will need to be revised to meet new Microsoft office updates and changes from 2016 to 2019. New supplementary materials and tests will need to be created. In addition, students will need to be given access to the appropriate textbook resources.
- Articulated courses will need to be reviewed to ensure that they meet the current articulated guidelines. Any changes to these courses may need to be taken through the governing bodies.

## B. Faculty and Staff

The Area Hiring Criteria for the Computer Skills instructor ('Adult Basic Education Computer Lab') was last updated in April 2014 and is sufficient given the demands of the position. Some knowledge and experience of online teaching, particularly around learning management systems, could be considered as an additional requirement.

The faculty level in this area is currently 0.6 of a position. This allows support for 3 hours of lab time, 4 days a week. Students often complain of the limited access this provides.

The various administrative duties staff (screening new students, test supervision, articulation, marketing, ...) are best handled by the Computer Skills instructor and cannot easily be shared with other department faculty. However, if the Computer Skills centre was moved to Broadway, other CCA coordinators and staff could become more familiar with how the courses are marketed and supported.

### **Key Findings:**

- Area hiring criteria is sufficient
- The instructor in this area is also required to do work typically done by a coordinator
- A move to Broadway would allow some of the administrative duties to be removed from the instructor's workload

## C. Student Outcomes

The CCA Course Data Report, provided by Institutional Research, showed an average course completion rate of 95% between 2015/16 and 2020/21. In total, 567 students have registered in one or more of the computer courses (COMP 0735, 0740, 0750, 0831, 0832, 0834, 0982, 0984, and 0985) between 2013-14 and the present time.

Of these, 13 students have completed the ABE Graduate Program certificate. It should be noted that only 72 students have completed the ABE graduate program certificate during the same timeframe. In other words, 18% of students who obtained the ABE Graduate Program certificate took at least one computer course.

As noted earlier, students must complete two of COMP 0982, COMP 0984, COMP 0985 in order to achieve completion of ABE Provincial Level Computer Studies (that is, acquire one of the grade 12 courses needed to achieve their dogwood). This may be a barrier for students. A further barrier may be the recommendation that students complete preparation courses before taking COMP 0982, COMP 0984, COMP 0985 (e.g. COMP 0831 before COMP 0982).



A Graduate Survey was deployed and found that some of the reasons that students took these courses included: to enhance their job search (40%), upgrade for current employment (11%), preparation for other schooling (30%), and to receive a High School credit (7.5%). It is striking that such a small percentage of students take the courses for high school completion.

Based on the Graduate Survey Report, students who attended the CCA Computer courses were generally pleased with the operation of the courses. Students liked that these courses were self-paced (96% said this factor was either very or partly significant in choosing their course), being tuition-free was very important to almost all students, the classroom hours were considered ideal by most students (47% said it was the best choice for their schedule, and only 7% said it was their least desirable time). Three-quarters of respondents were comfortable with the classroom being Downtown.

**Key Findings:**

- The course completion rate is high
- 18% of students who obtained the ABE Graduation Program certificate took at least one computer course (between 2013/14 and present time).
- 40% of students are taking the courses for enhancing a job search.
- If students in CCA Computer Studies take other courses at VCC outside of the CCA Computer area, they are mostly in the area of upgrading e.g. other ABE courses.
- Some CCA Computer Studies students go on to take courses in VCC's Administrative Professional or Office Administration programs.
- The average student is 48 years old.

**D. Student Support Services**

Counselling and Advising has directed students to the CCA Computer Courses. They identified that students took these courses as needed. Students sometimes identified other computer courses that they would prefer that the CCA Computer Courses area did not provide (e.g. keyboarding, MS Outlook, ...).

The Learning Centre stated that they have provided minimal support to the students of CCA Computer Courses. Based on the Graduate Survey, the majority of students were satisfied with the support services available (71%).

**Key Findings:**

- Ongoing communication with counseling and advising about course offerings and pre-requisites would be beneficial for students.

### E. Program Planning and Administration

Based on the course data provided by IR the three most popular courses by registration are Introduction to Windows (COMP 0735), Introduction to Word Processing (COMP 0831), and Introduction to Spreadsheets (COMP 0832).

The Computer Studies 10 and Grade 12 provincial level courses have been reviewed and articulated by the British Columbia ABE Computer Studies Working Committee. The CSWC sets and evaluates the learning outcomes for all courses that are to be displayed on the Provincial Transfer Guide grids.

A comparative analysis was conducted on similar course combinations offered at VCC, other post-secondary institutions and private institutes within BC and Canada. These institutions and departments were searched for courses similar in scope to those offered in the Computer Skills area. Based on this analysis, similar courses were found in VCC areas such as Visually Impaired, the Legal and Office Administration area in Continuing Studies, The Administrative Professional program, and in the area of Adult Special Education, the CACE department (Community and Career Education) has a course that includes content on using word processing software and email.

Based on a review of these areas and their program designs, what makes the CCA computing courses unique at VCC is that they are not tied to any particular career goal or student demographic. Furthermore, unlike the computing courses in the Legal and Office Administration area and the Administrative professional program, the CCA courses can be taken a-la-carte (they are not locked into a particular program,) and are not considered post-secondary level. The CCA courses are also articulated provincially, with grade 12 courses that can be used for high school credit for graduation (post-secondary courses are not used for high school graduation). It was seen in the graduate survey that transferability of courses was considered desirable by most students (46% very important and 29% important). It should also be noted that the computing courses offered in Basic Education and CACE are designed for students at a very different developmental level.

The research also showed that, as expected given the area of basic computing skills, colleges and departments (outside of VCC) across BC and Canada are offering courses similar to those of the CCA Computer Courses.

With regard to specific recruitment strategies that could enhance student enrollment, the CCA department has held a number of Info Sessions to promote entry into CCA courses. An orientation for the staff of VCC Counselling and Advising could be beneficial about the nuances of the CCA Computer Courses.

The way that the CCA Computer courses appear on the VCC website might also affect student interest. Currently the “schedule” is based on the classroom lab opening times, which does not

communicate the 'self-paced' and online elements of the courses. That is, prospective students might think the courses are only offered 'in-class'.

**Key Findings:**

- The demand for basic computing skills is likely to remain strong
- There is a demand for elective credits for the B.C. Adult Graduation Diploma ("Adult Dogwood")
- Adult learners will continue to desire improved computer skills for employability and will appreciate the flexibility of self-paced instruction while they handle childcare, part-time and even fulltime jobs
- Enrolments in Introduction to Windows, Introduction to Word Processing, and Introduction to Spreadsheets are the highest for the area.
- There will be a need to update curriculum to MS Office 2019.

**F. Learning Environment**

ABE Computer Skills is offered from the computer lab in room 621 at the Downtown campus. The computer lab contains 25 student workstations and an instructor workstation. Shared instructor office space is situated in room 516.

The lab is connected to the VCC network, thus the Internet and contains one laser printer. These computers are pcs with support for Windows and Microsoft Office.

The computers and software are current to industry standards, which helps with the Computer Skills goal to prepare some graduations for office employment.

A Moodle shell facilitates mixed mode delivery of all courses. The Moodle space provides access to all software resources, assignment submission, course outlines and alternate learning materials.

There have been discussions around moving the CCA Computer courses classroom to Broadway. Room booking has identified that computer labs are available in the 3:30-6:30 pm timeslot currently used at Downtown.

The majority of course content is transmitted to students through textbooks. Each course has a unique textbook as well as an instructor written Course Outline/Textbook Supplement booklet (or file on the Moodle).

Students have historically "rented" the textbook from the instructor for the course they are currently enrolled in. (Student provides a deposit and gets most of the deposit back upon returning the book.) This process is time intensive for the instructor to do the bookkeeping for

and to maintain a supply of “current” books. When students drop out books are not always returned and must then be replaced. When new versions of software are implemented by the college new textbooks must be stocked.

During COVID the rental process was difficult to manage, and students were encouraged to buy their own books off the Internet. This worked well. New versions of textbooks are readily available on the Internet. Buying a book is more expensive than the rental charge. An eBook version of the textbook is almost the same price as the rental cost. However, eBooks are most desirable if students have multiple screens; a computer with two or more screens, or a computer and an eReader or Tablet.

The college could facilitate the eBook process if Tablets could be stocked in the library and loaned to students during courses.

**Key Findings:**

- Current computer lab at the Downtown campus easily meets the technological needs of the CCA Computer courses.
- A computer lab could be designated at Broadway and operations moved there from Downtown.
- Additional hours of operation would be desirable to students.
- Supplying the Library with tablets/eReaders to promote the use of eBooks would be economically attractive for students and simplify one workload issue for the instructor.

**Recommendations**

The self-study recommendations are included in the table under section 5 below.

## 4 External Review Report Summary

On November 18<sup>th</sup> and December 3<sup>rd</sup>, 2021, an external review team consisting of Becky Waite (an ABE convener from Capilano University) and Alex Hodges (an ABE instructor from Vancouver Island University) convened to review the Self-Study Report, and to meet with past students, David Wells, Shirley Lew, KJ Hills, and Margaret Buxton. The external review team also met with the following VCC department leaders and coordinators:

- Maureen Kelbert, Department Head LINC (Language Instruction for Newcomers to Canada)
- Ken McMorris, Department Head EAL (English as an additional language)
- Jennifer Cummins, Assistant DH, EAL
- Nora Ready, Assistant DH, EAL
- Jillian Lefavre, Coordinator for ABE Youth
- Allison Schubert, Coordinator CCA ABE Access to Careers and Education

Department leaders from CF Math and Science and Basic Education, who were not able to attend, sent written feedback which was passed on to Becky and Alex. Written feedback from one student, who was again unable to attend, was passed on as well.

The external review team focused their review and discussions on whether the findings and recommendations in the Self-Study Report were validated by their virtual visit. The team also made observations and additional recommendations for the program area to consider. The team noted that “We found the (self-study) report to be very thorough, objective, and openly reflective. It provides a clear self-assessment and identifies both strengths and possible areas for improvement and will be a good guide for development over the next several years.”

Becky and Alex also noted that “Student satisfaction and student advancement are notable, both because they are so positive, and because these are very important metrics. It seems clear that students taking these courses do very well, and therefore that the courses (both in terms of content and delivery) in this program serve their needs.”

In their conversations with KJ Hills and Margaret Buxton, the external review team noted that younger students might be interested in grade 12 computing options such as web design, programming, and creating e-portfolios. Another comment was that ABE computer courses are for students who want ‘more’ (more comprehensive content, support from a department and computer lab as opposed to computing courses in continuing education. They mentioned there is a need for an ‘absolute beginner’ computer course and as a pre-req course for grade 12 computer courses, prospective students may just need file management, knowledge of file types, and how to work with images (and students who have been working with computers since high school can probably go straight into grade 12 computer courses).

The EAL and LINC department leaders and coordinators noted that there was a large need for basic computer literacy courses for ESL students at VCC. That is, they are seeing basic digital

literacy gaps, perhaps due to life experience factors. Examples of skills needed include creating learning artifacts for a portfolio, typing skills, understanding MS Word, document manipulation, downloading files, using Zoom, and navigating the VCC website and Moodle. They noted that registering and paying online for courses requires mid-level computer skills.

Comments were made that some ESL students have been off work for a long time or have been in the same non-computing career for a long time. They need enough skill to use a computer and be proficient, i.e. they need intro-level computer courses. There is a need to consider EAL vocabulary in course design. Also of note is that most EAL students have an average age of 35-50 and are female.

There was a definite strong desire that students be able to move back and forth between program areas such as CCA, EAL, and LINC – students should be able to take courses in other areas of they need to.

In the discussions with the past students, it was seen that refresher courses in Word were important and that the class environment, with support from other students, was valuable. Most of the past students said they would visit the drop-in computer lab 2-4 days per week and liked having tests as something to work toward. They said cost was a large factor in choosing these courses. Some of the past students said they took other ABE courses in CCA and that the location was also important. Aside from one past student, all said having online access to courses was good.

Some of the key strengths of the courses and CCA computer area in general, included:

- The four, three-hour sessions later in the day each week that students can drop into to get one on one help.
- VCC is located conveniently to the Sky Train and other public transportation which makes it accessible for a lot of students in more outlying areas.
- The textbooks were considered very good by students, and although the cost is \$50, students can return them to the bookstore and receive a large portion of that money back.
- Flexibility; a key strength of this program i.e., self-paced, flexible registration dates.
- The use of Microsoft Office in the courses; “this is a desirable and relevant suite of programs for students and those looking to upgrade skills for employment”.
- Openness to students from other programs and to students not registered in any specific program, but just need one or two specific offerings.
- Openness to collaborate with other departments and provide courses to “their” students, addressing those needs.

Areas for improvement were identified by the external review team, such as:

- Content and delivery need to be Indigenized.
- UDL needs to be considered when reworking existing courses.
- Marketing of the courses and programs needs improvement.

- Barriers need to be identified and removed.
- The number of students looking for a grade 12 elective credit for their graduation needs to be identified.
- How to “bundle” courses for students who need high school credits should be clarified.
- Non-Microsoft options don’t seem to be discussed anywhere. While it’s obvious that “Windows” and “MS Office” dominate, it is good for students at least to be aware of alternatives.

In the External Review Report, the external review team went through each recommendation to determine whether they supported the recommendation or not. In general, the recommendations in the self-study report were supported by their virtual site visit and review of the Self-Study report.

The external review team added the following recommendations:

- Look at the courses through an Indigenous lens to indigenize course delivery and content.
- Look at the courses through an accessibility lens (UDL) to make sure that the course is as accessible as possible to all students.
- Create stronger, more stand-alone online courses to make them more appealing to a broader range of students, particularly a younger demographic.
- Create a more welcoming and friendly atmosphere for students when they do reach out to the area.
- Create a more “technical” grade 12 option for students that would include programming or coding possibly combined with creating an ePortfolio.
- Remove \$35 application fee for students who are in other programs who wish to enrol in a computer course as well.
- Improve marketing/promotion of the courses within your institution.
- If possible, allow students to register on paper if they have trouble navigating the online registration system.
- Offer a fundamental (BCMP 021?) course for EAL and Access students and include vocabulary.
- Provide a clearer way for students to “package” these courses into something that would provide a high school equivalent course.
- Follow through with the “Introduction to Typing Skills” course proposal.

In their concluding comments, the external review team stated that; “The discussion with the former students was very telling, and very encouraging. And, again, the completion rates are phenomenal.” They also noted that a ‘theme’ that percolates as a real issue is “barriers” – “whether real or perceived”.

In closing, the external review team stated “It is difficult, if not impossible, to meet all students’ needs. But the flexibility, modularity, and student support in this program is among the best we have seen.”



## 5 Responses to External Review Report

### Responses to External Report – CCA Department

The feedback is excellent and will help guide improvements of existing courses and the development of new ones. As well, CCA will take advantage of the opportunities to collaborate with other VCC departments so that a wider demographic is served.

### Responses to External Report – Dean Arts and Sciences

The insights and recommendations from this renewal are invaluable as we renew these computer courses. I particularly appreciate the comments from the external reviewers who both validated what we have experienced and identified a way forward. Although this renewal addressed a collection of courses, opposed to a full program, the reviewers captured the complexity of what these courses are trying to do, the diversity of students they are trying to reach, and how they need to be presented and marketed to be better understood. The emphasis on Indigenizing the curriculum and our practices is also essential.

This report reflects a tremendous amount of time, effort, and expertise by several people. I'd like to thank Andy Sellwood, Instructional Associate, who led this process as well as Brock Elliot, the long serving instructor of these courses before his retirement earlier this year. A special thanks again to the external reviewers Becky Waite and Alex Hodges for their invaluable contributions.

## 6 Final Recommendations

The final set of recommendations (those from the self-study, plus the new ones generated from the external review report) were categorized using the contexts of urgency/importance and resources required. These recommendations are broken down into the six key performance indicators (KPIs) and are shown in Table 1.

Table 1

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
Curriculum and Instruction	<ul style="list-style-type: none"> <li>Create a "Provincial" course that is a combination of parts of Word Processing 12 and Spreadsheet Management 12</li> </ul>		Low	Medium
	<ul style="list-style-type: none"> <li>Create a Keyboarding course.</li> </ul>		Low	Medium

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	<ul style="list-style-type: none"> <li>Run a Computer Studies course that includes theory (hardware, Internet, ...), and software (WIN, Word, Excel, PP). The EdCo approved course outline already exists.</li> </ul>		Low	Medium
	<ul style="list-style-type: none"> <li>Create an Internet Communications/ Social Media course (<u>Email</u>, ePortfolios, Internet Searching, Facebook, Youtube, ...)</li> </ul>		Low	Medium
	<ul style="list-style-type: none"> <li>Investigate how the current suite of courses meet the colleges</li> </ul>		Low (done)	Low

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	<p>desire to offer basic computer skills courses (Note: this has been started but college may want to expand the investigation of the needs for basic computer courses)</p>			
	<ul style="list-style-type: none"> <li>Improve uptake of computer courses by students seeking graduation</li> </ul>		High	High
	<ul style="list-style-type: none"> <li>Investigate whether the current courses as structured and presented, meet the needs of the two primary groups of</li> </ul>		High	High

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	students – 1. Those seeking graduation, 2. Those seeking preparation for future schooling or to upgrade their skills.			
	<ul style="list-style-type: none"> <li>Determine if the COMP 08XX courses should be added as pre-requisites to the COMP 09XX level courses.</li> </ul>		Low (done)	Low
	<ul style="list-style-type: none"> <li>Apply for CD funds to update curriculum for upgrade in MS Office suite from 2016 to 2019 version</li> </ul>		TBD	Medium

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	<ul style="list-style-type: none"> <li>Ensure curriculum and delivery of course content meet outcomes as stated in most up to date articulation handbook</li> </ul>		High	Low
		<ul style="list-style-type: none"> <li>Look at the courses through an Indigenous lens to indigenize course delivery and content.</li> </ul>	High	High
		<ul style="list-style-type: none"> <li>Look at the courses through an accessibility lens (UDL) to make sure that the course is as accessible as possible to all students.</li> </ul>	High	Medium

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
		<ul style="list-style-type: none"> <li>• Create stronger, more stand-alone online courses to make them more appealing to a broader range of students, particularly a younger demographic.</li> </ul>	High	High
		<ul style="list-style-type: none"> <li>• Create a more “technical” grade 12 option for students that would include programming or coding possibly combined with creating an ePortfolio.</li> </ul>	High	Medium
		<ul style="list-style-type: none"> <li>• Offer a fundamental (BCMP 021?) course for EAL and Access students and include vocabulary.</li> </ul>	Medium	Medium

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
		<ul style="list-style-type: none"> <li>Provide a clearer way for students to “package” these courses into something that would provide a high school equivalent course.</li> </ul>	High	Medium
		<ul style="list-style-type: none"> <li>Follow through with the “Introduction to Typing Skills” course proposal.</li> </ul>	Low	Medium
Faculty and Staff	<ul style="list-style-type: none"> <li>Determine if Computer Skills instructor hours are appropriate.</li> </ul>		Ongoing	Medium



KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	<ul style="list-style-type: none"> <li>Review workload profile and hiring criteria for Computer Skills instructor</li> </ul>		Med/Low	Medium
Student Outcomes	<ul style="list-style-type: none"> <li>Investigate how to make CCA computer courses more beneficial given the current employment market</li> </ul>		High	Medium
	<ul style="list-style-type: none"> <li>Maintain self-paced format for courses</li> </ul>		High	Low
	<ul style="list-style-type: none"> <li>Determine full range of programs for which CCA computer skills students are targeting and upgrading their</li> </ul>		Medium/Low	Medium

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	skills.			
Student Support Services	<ul style="list-style-type: none"> <li>Keep counseling and advising updated about course offerings</li> </ul>		High	Medium
Program Planning and Administration	<ul style="list-style-type: none"> <li>Improve description of course operation (classroom hours, online content, self-paced format etc.) on VCC website.</li> </ul>		High	Medium
	<ul style="list-style-type: none"> <li>Involve CCA Computer Skills instructor in Information Sessions for prospective students</li> </ul>		High	Medium

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	<ul style="list-style-type: none"> <li>Determine how the CCA computer courses fit in with VCC's other computing courses and programs (e.g. DHH, VI, CS, Basic Education)</li> </ul>		High	Medium
	<ul style="list-style-type: none"> <li>Create a departmental online learning strategy</li> </ul>		Ongoing	Medium
		<ul style="list-style-type: none"> <li>Create a more welcoming and friendly atmosphere for students when they do reach out to the area.</li> </ul>	Ongoing	Medium
		<ul style="list-style-type: none"> <li>Remove \$35 application fee for students who are in other programs who wish to enrol in a computer course as well.</li> </ul>	High	High

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
		<ul style="list-style-type: none"> <li>Improve marketing/promotion of the courses within institution.</li> </ul>	High	Medium
		<ul style="list-style-type: none"> <li>If possible, allow students to register on paper if they have trouble navigating the online registration system.</li> </ul>	Low	High
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>Supply Library with tablets/eReaders to promote the use of eBooks.</li> </ul>		Low (learning materials will be updated to move away from textbooks)	High



## Program Renewal: CCA Computer Courses Education Council Report February 2022

### Action Plan

Based on the findings from the program review Self-Study Report, and the feedback from the External Review, the CCA Department has identified the following final key projects and initiatives.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
1	Develop and put through VCC governance and articulation course outlines for provincial level ABE courses; Digital Graphics Design and Programming	March 2023	Input from CTRL, ABE Computing Articulation Committee, VCC RO	Outlines approved by curriculum committee, EdCo, and BoG
2	Re-develop fundamental computing course (grade 10 level) with input from ELA, LINC, and Basic Education departments	April 2022	Input from various departments, CTRL	Outline approved by curriculum committee, EdCo, and BoG
3	Create Moodle shells with consistent templates/design for full suite of ABE computing courses	April 2023	CTRL	Completed Moodle shells ready for student enrolment
4	Clarify course details on VCC website and update counseling and advising about course offerings	June 2022	Assistance of RO, Marketing, Advising	Updated correct course detail info on VCC website
5	Create course offerings that meet the needs of students looking to graduate or to upgrade their skills	March 2023	Work with other members of CCA, plus other ABE and related departments. Consult with IECE, advising etc.	Plan for ideal set of course offerings that meet the needs of prospective ABE computing students
6	Ensure online course offerings meet UDL guidelines and start work on Indigenization	Ongoing	Work with Online Developers and CTRL in general. Also consult with IECE.	Online courses that meet UDL guidelines. Courses that include



## Program Renewal: CCA Computer Courses Education Council Report February 2022

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
				best practices of Indigenization.
7	Explore ways to reduce barriers for students from different VCC areas to take these courses e.g. additional \$35 registration fee	June 2022	Consult with RO, Financial Aid, Dean, other related ABE/ESL departments	Reduced barrier for students wanting to take courses in different areas



## **PROGRAM RENEWAL**

### **Final Report**

#### **ESL Pathways Program**

**Submitted to**

**Shirley Lew, Dean, School of Arts and Sciences**

**David Wells, Vice President Academic and Research**

**Todd Rowlatt, Chair, Quality Assurance Committee**

**Natasha Mandryk, Chair, Education Council**

**Vancouver Community College  
1155 East Broadway, Vancouver  
British Columbia Canada V5T 4V5**

**February 14<sup>th</sup>, 2022**

#### **ESL Pathways Program Renewal Steering Committee**

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Shirley Lew, Dean, School of Arts and Sciences

Ken McMorris, ESL Pathways Department Head

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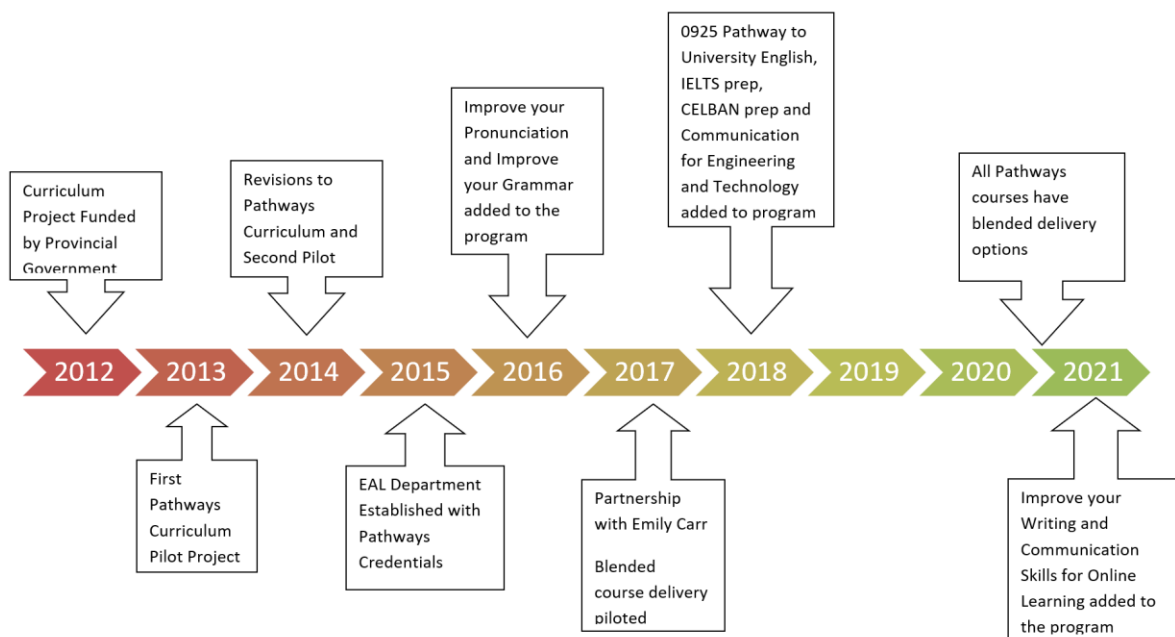
## 1 Executive Summary

In 2012, Vancouver Community College received a large grant from the Province of British Columbia for the ESL Credential Project, which ultimately produced the ESL Pathways curriculum. At that time, the project mandate was to deliver a Canadian Language Benchmark (CLB) and evidence-based curriculum using authentic materials that could be used across post-secondary institutions in BC and to provide a common frame of reference for educational institutions, employers, and licensing bodies. Between 2012 and 2014, curriculum developers and instructors from across the province contributed to the creation of the program. In 2013, the curriculum was piloted with 20 instructors, revised and piloted again in early 2014. The curriculum and materials were further revised in 2014 in preparation for delivery in a regular program at VCC. From this curriculum project, the EAL Department was established in 2015 to deliver the newly developed ESL Pathways program, replacing all other English language programming at VCC other than LINC.

ESL Pathways courses and electives are currently funded by the provincial government and are offered tuition-free. The curriculum has also been articulated with the provincial EAL Articulation Guidelines, allowing Listening & Speaking 8 and Reading & Writing 8 to be accepted as an alternative to English 12 in the participatory institutions.

The program has two credentials: Pathways Certificate and Pathways Advanced Certificate. These certificates are offered after completing Experiential Learning 1 (prerequisites Reading & Writing 7 and Listening & Speaking 7) and Experiential Learning 2 (prerequisites Reading & Writing 9 and Listening & Speaking 9), respectively.

The following is a visual timeline of the Pathways Program:



The Steering Committee for this renewal was struck in April 2021 by David Wells, the VP Academic and Research, to conduct a review of the ESL Pathways program. The self-study was completed between May and October 2021 and involved data collection from several sources such as departmental records, institutional data, labour market data, annual program reviews, and surveys. The ESL Pathways Program Renewal Committee discussed and analyzed the data in relation to the six key performance indicators (KPIs):

1. Curriculum and Instruction
2. Student Outcomes
3. Program Planning and Administration
4. Faculty and Staff
5. Program and Student Support Services
6. Learning Environment (Physical and Online)

A total of 44 recommendations were put forward by the ESL Pathways Program Renewal Steering Committee related to the above KPIs. Key recommendations include reviewing and updating the curriculum for currency, reviewing the curriculum in light of JEDI (justice, equity, diversity, and inclusion) principles, updating the curriculum to include pedagogical practices related to Indigenization and decolonization, reviewing the assessment framework, creating Term A and B versions of each course, articulating the Experiential Learning courses as part of the provincial EAL Articulation, integrating technology skills into course outcomes, increasing marketing support for the program, and updating the audio and computer labs.

The external review team (ERT) met on November 26<sup>th</sup>, 2021, to review the self-study report and conduct a site visit. The ERT submitted its report on December 16<sup>th</sup>, 2021, in which they endorsed all the recommendations contained in the self-study. They strongly supported updating the curriculum to include pedagogical principles and practices related to Indigenization and JEDI, revising the assessment framework, revising the curriculum for currency of materials, building in trauma-informed principles in pedagogy and assessment, articulating the Experiential Learning courses through BC EAL Articulation, and updating the labs with more up-to-date technology.

The ESL Pathways Program Renewal Steering Committee met to review and discuss the self-study and external review reports and prioritize recommendations for the curriculum development work resulting from this program renewal. A separate action plan, submitted alongside this final report, presents the key initiatives generated by the ESL Pathways administrative team based on the prioritized recommendations.

## 2 Self-Study Report Summary

### 2.1 Overview

This section provides a summary of the findings and conclusions from the self-study report. The self-study team analyzed data sources, identified key findings, and provided recommendations related to the six KPIs in its resultant self-study report. The report was sent to ESL Pathways faculty and staff for review and feedback before it was finalized and sent to the ERT. The ERT received the self-study report on November 4<sup>th</sup>, 2021.

## 2.2 Program Strengths

Throughout the self-study process, the following program strengths were identified:

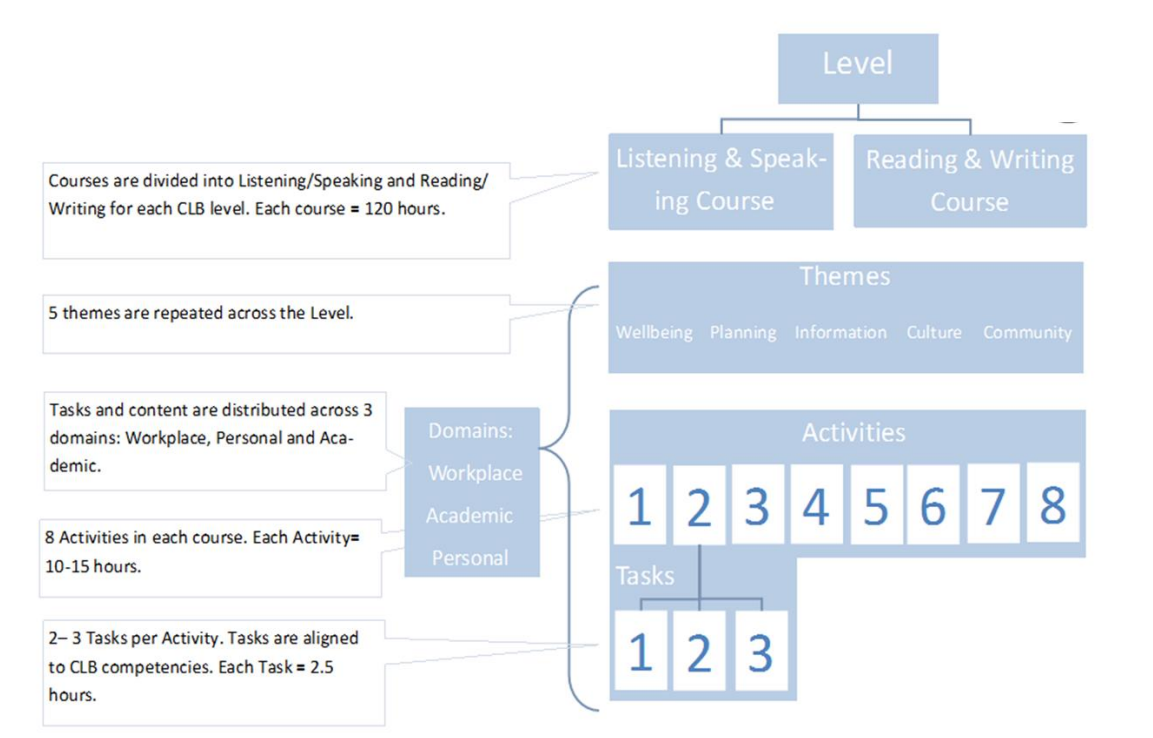
- *Portfolio Based Language Assessment (PBLA)*  
The ESL Pathways program uses a Portfolio Based Language (PBLA) model which encompasses needs assessment, summative assessment, and formative assessment. This model arose out of extensive consultation and research into assessment strategies.
- *Experiential Learning*  
To obtain the ESL Pathways Certificate or ESL Pathways Advanced Certificate, students are required to take Experiential Learning Courses, project-based capstone courses in which students use language skills in applied ways towards real situations in their lives.
- *Student-Centred Approach*  
The ESL Pathways program takes a student-centred approach. This is done through goal setting activities, frequent and consistent feedback on student progress, regular opportunities for self-reflection, and one-on-one consultations to review student progress and goals.
- *Program Breadth*  
The ESL Pathways covers a wide range of student needs across academic, workplace, and personal domains. As a result, the program attracts a diverse group of students and prepares them to integrate more effectively into a variety of academic, professional, and community environments.
- *Evidence-Based*  
The ESL Pathways program was designed based on research and evidence into portfolio-based learning assessment, corpus-based language learning, intercultural competencies, communities of practice, activity theory, and CLB alignment.
- *Use of Authentic Materials and Real-World Tasks*  
Authentic materials are used wherever possible throughout the program. Authentic materials provide a real-world language learning environment for students, support real-world assessment tasks, and bridge the gap between what students do in the classroom and what they experience in the real world.
- *Blended Programming*  
ESL Pathways has been successfully offering blended options since 2017. Each Pathways course now has a blended learning option. The department has a Blended Learning Strategy which supports instructors in blended delivery. The strategy also facilitated the transition to fully online learning in 2020 as a result of the Covid 19 pandemic.

## 2.3 Key Performance Indicators (KPIs) – Key Findings

### 2.3.1 Curriculum and Instruction

The key purpose of the ESL Pathways curriculum is to prepare students holistically for the academic, professional, and social communities to which they aspire. There are five language levels, from CLB 5

to 9. Each level has two courses divided by skills: Listening & Speaking and Reading & Writing. Here is a visual representation of a language level in the ESL Pathways program.



## Program Structure

### *Alignment to the Canadian Language Benchmarks (CLBs)*

All courses are aligned with the CLBs and include practical, real-world tasks targeting the CLB learning outcomes for each respective level. There is constructive alignment between CLB learning outcomes, assessment tasks, and classroom activities. The curriculum also embeds the [9 Essential Skills](#) for Employability (Adaptability, Collaboration, Communication, Creativity and Innovation, Digital, Numeracy, Problem solving, Reading and Writing).

The ESL Pathways curriculum uses the standards set out in the most recent [Canadian Language Benchmarks Document](#) in the creation of learning activities, assessment tasks, and assessment rubrics. Pathways uses a PBLA model for its assessment framework. All assessment tasks, including rubrics and marking criteria, are documented in the students' portfolios. At the end of each course, the PBLA artifacts are used to determine if the student has successfully completed the course.

### *Experiential Learning*

Each course in ESL Pathways was designed using key principles of experiential learning:

- **Challenge or experience:** real-world activities and tasks form the basis of each course
- **Reflection:** students are provided with multiple opportunities throughout the term to reflect on their learning
- **Growth and learning:** students are provided with multiple opportunities to demonstrate their language skills at each level

Completion of either the ESL Pathways Certificate or ESL Pathways Advanced Certificate credential requires completion of an experiential learning course. The courses further highlight key experiential learning principles.

#### *Admission to ESL Pathways*

Students are admitted to the program based on the results from a CLB placement test or equivalent, such as IELTS or Duolingo (accepted for the interim). Findings from the instructor survey show that instructors generally find that students are placed at the correct level through their placement tests. At times, however, students end up in the wrong level, at which point instructor feedback is used to correctly place the student.

Students may be placed at a higher or lower level depending on the skills, but the skills gap cannot exceed two levels. For example, a student may be placed in Reading & Writing 8 and Listening & Speaking 7, but not Reading & Writing 8 and Listening & Speaking 6. This is done to ensure that students do not progress through the program with an imbalance in skills.

At the time of writing, the EAL Department is involved in a research project with the VCC Assessment Centre to review English language placement tests.

#### *Class Size*

The maximum class size for a Pathways course is 24 students. In 2019, the EAL Department, with the support of VCC Institutional Research, embarked on a research project to analyze the differences between class sizes of 18 and 24. When the Covid 19 pandemic hit in 2020, the project was suspended. The department plans to complete the class size project with the goal to reduce the maximum class size.

#### **Program Learning Outcomes (PLOs)**

The program learning outcomes (PLOs) clearly align with the CLB outcomes, VCC's Institutional Learning Outcomes, and the 9 Essential Skills for Employability ([Skills for Success Canada](#)). The PLOs also address the three domains of learning in the Pathways program: academic, workplace, personal.

The PLOs and Pathways curriculum align with the findings from three stakeholder surveys: *industry stakeholder survey*, *community partner survey*, and *graduate survey*. Based on the findings from the surveys, the ESL Pathways program is meeting the requirements of industry and needs of students. However, the department knows more needs to be done in terms of Indigenizing the curriculum, incorporating principles of JEDI and mental health and well-being.

#### **Curriculum Alignment**

The ESL Pathways program development team paid very close attention to constructively aligning the learning outcomes, PBLAs, and classroom tasks using the CLB Document as a guide. All new instructors hired into the department are given training which highlights this alignment.

Both ESL Pathways credentials meet C.1.3. Granting of Credentials Policy; however, the courses do not align with C.1.4 Assignment of Credits to Courses. Each Pathways course is 4 credits and 120 hours of classroom instruction. Based on C.1.4., 120 hours of classroom instruction at a ratio of 15:1 should be 8 credits.

## **Curriculum Quality**

Findings from the graduate survey showed an overall satisfaction with the program. The in-class materials, assignments, and assessments were all seen as useful, helpful, and relevant to their learning. Respondents also felt that group work, presentations, writing tasks, and lessons on Canadian workplace culture, technology, telephone communication, and communication strategies were all applicable to their current field of work. They also cited the curriculum as being interactive, engaging, well-organized, fast-paced, challenging, and consistent. Graduates identified some challenges related to difficulty, workload, and the fast-paced nature of the program.

The instructor survey also showed an overall satisfaction with the program. Most respondents believe the course content is relatable to students; however, they feel new ideas need to be incorporated into the curriculum such as Indigenization, race relations, social isolation, assistance for newcomers, and more Canadian culture. All the respondents recognized the need for updates and revisions to improve currency, relevancy, and quality of the curriculum. A common remark made by all respondents was related to overall number of assessments and topics covered. Some suggested that a reduction in workload would allow more time to focus on basic skills and give more time for students to review and reflect on their learning.

ESL Pathways instructors also participated in a multi-group discussion about the priorities for the future of the ESL Pathways program. Many ideas were brought up during the discussion which have all been reflected in the self-study recommendations.

Findings from the stakeholder and community partner surveys show that the ESL Pathways curriculum aligns with what they are looking for. Areas within the ESL Pathways program and curriculum that can be further developed and prioritized, based on findings from the surveys, include indigenization, diversity and inclusion, intercultural communication, and job-specific language training.

## **Teaching, Learning, and Assessment**

For each learning outcome in a course, students are given two opportunities, through two separate PBLAs, to demonstrate that learning outcome. If a student is unsuccessful in the first PBLA task, they will have another chance later in the term. To help learners successfully meet each learning outcome, content is delivered in multiple modes, and students are given multiple opportunities to practice.

## **Curriculum Delivery**

The ESL Pathways program is delivered in both face-to-face and blended models. In March 2020, all instruction transitioned to fully online as a result of the Covid 19 pandemic. Online learning has been well-received with 86% of students in the graduate survey believing there should be an online option for the program. Reasons for this as cited by graduates include flexibility, accessibility, inclusivity, convenience, and safety. In terms of effectiveness, most respondents in the graduate survey stated they were fully able to participate in their online course, had enough time to interact with classmates and instructors, had satisfactory technical skills for this type of deliver, and had a quiet space to study at home.

For current students, the January 2021 to March 2021 end-of-term survey indicated that the primary issue for not being able to study in the following term appeared to be scheduling issues. 61% of respondents stated they would prefer to take classes online for the Fall 2021 term.

Instructors also value multiple modes of delivery, having indicated in the instructor survey that face-to-face, blended, and online options should be available.

### 2.3.2 Student Outcomes

#### Student Advancement

##### *ESL Pathways Student Population*

- Mostly female, non-indigenous, permanent residents between the ages of 31 and 40 years old.
- China and Iran listed as primary countries of origin.
- Most students are industry professionals with a Bachelor's or Master's Degree.
- Main reasons for enrolling as stated on end-of term surveys are to meet a pre-requisite for college programs or to improve English for employment purposes.

##### *Enrollment Rates*

- Listening & Speaking 7 and Listening & Speaking 8 have the highest enrollment rates. This reflects the student demand for language pre-requisites.
- From 2015, enrollment continued in an upward trajectory reaching its highest between 2018 and 2020 as a result of people learning about the program or getting referred by current or previous students
- There was a significant increase in enrollment in 2017 after the BC Government eliminated tuition fees. Enrollment across courses remained at 89 – 95% capacity.

##### *Attrition Rates*

- Attrition rates low across all courses at 5-6%.
- Completion rates are at 92+%.
- The Experiential Learning courses enrollment has remained low over the last 5 years; however, attrition rates are exceptionally low, which demonstrates the high levels of satisfaction with the courses.

##### *Progression and Advancement*

- 1,281 out of the 2,215 students registered in ESL Pathways Level 8 since the 2013-2014 fiscal year registered in VCC courses other than Pathways, accounting for 10,076 non-Pathways registrations.
- The top non-Pathways courses students enrolled in were in the sciences and health sciences: Biology, Medical Device Reprocessing, Nursing and Interpersonal Communication – Health, Medical Terminology and Food Safe.
- Some students also registered in higher-level LINC courses as some college programs only accept a LINC report card or certificate.

## Student Satisfaction

Data from the end-of-term surveys show a high level of student satisfaction with almost 100% of students surveyed over the past 6 years saying they would recommend ESL Pathways to others. Students commented positively on the curriculum and materials, intensive nature of the program, role of instructor, instructor professionalism and expertise, and teaching methodology.

In terms of PBLAs, data from the end-of-term surveys show that students seem to appreciate their value. While some students commented on the high number of PBLAs, others wanted more online PBLAs and more practice. One student commented that PBLAs “push students but are worth it.”

When it comes to facilities, students have voiced concern over the unreliability of computers in the lab and the small classroom sizes in relation to number of students.

### 2.3.3 Program Planning and Administration

#### Articulation – External

ESL Pathways is articulated with the BC EAL Articulation Guide, facilitating student mobility between signatory institutions. The EAL Department plans to articulate the Experiential Learning 2 course to be required for EAP IV. (Students would take Experiential Learning 2 after completing Reading & Writing 8 and Listening & Speaking 8 or Reading & Writing 9 and Listening & Speaking 9.)

#### Program Planning

In the last five years, the department has completed or acted on the following Action Plan items:

- New courses: completed in 2021 - Improve Your Writing and Communication Skills for Online Learning; additional courses postponed until enrollment improves
- Options for international students: discussions started with International Studies leadership
- Program renewal
- Articulation of 9RW, 9LS and EAL Pathway to UT English at EAP IV
- Membership in the BC EAL Articulation Committee: ongoing
- Indigenization, equity, diversity, and inclusion: in progress (consultations with Indigenous Initiatives, Elders, and VCC EDI Committee; developed department JEDI Committee; regular discussions in department meetings)
- EAL Support: ongoing (support in Hospitality Management; consultations with Hair Design & Esthetics and Health Care Assistant International)
- Blended approach: ongoing (consult and update the department strategy and guidelines)
- Audio Lab: in progress (one lab is being updated 2021-22, and a capital request has been submitted to update additional labs (3 in total))
- Curriculum improvements: ongoing and to be included in program renewal (remapping courses and reducing overall number of assessments in ways such as valuing feedback on practice and integrating experiential learning tasks as part of assessments)
- Add Experiential Learning courses to the current articulation of 8RW and 8LS at EAP IV
- Support faculty research projects



### **Program Advisory Committee**

The EAL department would like to establish a PAC with other program areas at the college about language needs and concerns. This will help to inform the Pathways curriculum to prepare students for success.

### **Marketing and Recruitment**

#### *Info Sheets:*

Every term the department updates info sheets to be distributed to community partners to inform current and prospective students of course offerings.

#### *Info Sessions:*

Info sessions are conducted throughout the year to inform students about the program.

#### *EAL on Social Media:*

The EAL Department maintains Twitter and Facebook accounts to inform followers of the program and various topics related to language learning and settlement. The department also has a YouTube account which houses several student testimonials. EAL works with VCC Marketing to add these videos to the VCC YouTube channel.

#### *Recruitment:*

The primary method for recruitment is word of mouth. VCC's EAL programs have a strong reputation in the community and many students are referred by friends and family. The EAL Department reaches out to alumni inviting them back to the program and encouraging them to share program information with friends and family. Pathways instructors also volunteer to post info sheets in their communities, and a small group of instructors have been working over the past year to create promotional videos to post on the ESL Pathways social media channels.

### **Succession Planning**

The department has several internal resources to aid the incoming leaders and assist with succession planning.

### **Labour Market Demand**

According to the BC Labour Market Report 2022, migrants continue to be important source of new labour supply. ESL Pathways serves the immigrant population and is positioned to help students meet the language proficiency requirements for their field of work and help prepare them for their new workplace cultures. Embedded competencies that address employability skills are also threaded throughout the curriculum and help to prepare students for the Canadian work environment.

The ESL Pathways curriculum also aligns with what stakeholders see as important in a language learning curriculum. One area from the stakeholder surveys that the department highlighted as an area to review and incorporate into the curriculum is technology skills.

## **2.3.4 Faculty and Staff**

### **Area Hiring Criteria**

EAL Faculty members are considered based on the following qualifications:

- Bachelor's Degree

- Formal recognized English as Second Language (ESL)/English as a Foreign Language (EFL) training, that must include a supervised practicum
- Minimum of 1600 hours of ESL/EFL teaching experience within the past 5 years. Some of this experience must be with adult learners, and native or near-native fluency and accuracy in both spoken and written English

Faculty were sent a survey on revising the hiring criteria and were asked two questions, one on adding a Master's degree requirement and the other on identifying inequities in the hiring criteria. In terms of a Master's degree, 11 respondents support recommending or preferring a Master's degree, 1 would want to have a Master's degree required, and 4 would not want a Master's to be required.

In terms of inequities, respondents recommended:

- removing the emphasis on "native speakers"
- looking at more English instructors who come from outside of Canada
- examining our own biases
- making the description more attractive to potential indigenous applicants and others who will bring in diverse perspectives
- adding skill training on EDI, anti-racism, indigenization
- adding skills training on PBLA, knowledge of the CLB Document, and online learning

### **Professional Development**

A wide range of professional development activities are undertaken by faculty. Faculty share what they have learned from their activities with department leaders and fellow faculty members, which contributes to an overall atmosphere of learning, collegiality, and growth.

### **Industry/Professional Associations – Connections/Engagement**

EAL faculty are members of several organizations including, BCTEAL, Centre for Canadian Language Benchmarks (CCLB), BC EAL Articulation Committee, and The Society for Intercultural Education, Training and Research (SIETAR). Membership in such organizations allows faculty to share experiences and learn from each other. Through participation in SIETAR, for example, Pathways faculty have been able to spearhead anti-racism initiatives in the department, in the faculty association, and across the college.

### **Workload**

ESL faculty have a 20/5 workload profile for an instructor working 100% (20 contact hours + 5 hours of assigned duty per week). Instructors teaching ESL Pathways can work a significant number of hours on top of the 25 hours. Concerns with workload include:

- the large amount of material to cover in a 12-week period
- the heavy emphasis on completing PBLAs taking away from other aspects of language learning
- the abundance of marking
- large class sizes

ESL Pathways department leaders have experienced increasing workloads to support the shift to online learning as a result of Covid 19. Additional activities to their regular duties include:

- tech support for students and instructors
- development of online materials
- instructional support
- maintaining a resource bank

Marketing the ESL Pathways program is primarily done by the department leaders and support staff, adding to an already heavy workload.

### **2.3.5 Program and Student Support Services**

Responses to the program and student support services survey were received from Student Conduct and Judicial Affairs, Student Service Centre & Interpreting Service, Academic Advising & Assessment Services, Disability Services, Counselling Services, and the Student Arbiter. Students generally access these services at different points in the time at VCC, and the EAL Department takes great care to inform students of all student services and refer them as appropriate.

Most respondents stated they have enough information on the ESL Pathways program to sufficiently meet the needs of the program and students. When asked what the EAL Department can do to support their areas, respondents asked for timely information on registration dates, changes to curriculum, and seat availability.

The VCC Library, Learning Centre and Registrar's Office did not receive the survey during the self-study. On the recommendation of the Dean and ESL Pathways Department Leader, the Chair of the Program Renewal Steering Committee reached out to these three areas after the site visit to gather any comments and feedback they might have on the program. Here is a summary of their feedback.

#### *VCC Library*

- In 2019-20, approximately 1700 EAL materials were borrowed from the VCC Library (note: this would also include LINC students).
- Library supports include assisting students with accessing online and print materials, presenting workshops to classes (e.g., avoiding plagiarism, referencing and citations), assisting faculty with resources to recommend to students or incorporate into curriculum, and supporting students in the move to online learning.
- The Pathways 8 and 9 research assignments result in many requests for library assistance from students. The library could provide better service for these assignments if they had more information about the different versions of the assignments.
- A growing concern for the VCC Library is the consolidation of the publishing industry to make resources impossible to share, reuse, and lend (e.g., putting materials behind single-user logins and not offering these to the library on a subscription model).

#### *VCC Learning Centre*

- English tutors feel ESL Pathways curriculum materials are authentic and varied and prepare students for their future academic or professional goals.
- ESL students are the highest users of the tutoring service for the past three academic years.

- The Learning Centre participates in the ESL Pathways Lunch and Learn sessions at the 3 intakes per year providing an overview of its services and delivering a workshop on learning strategies.
- Communication between the Learning Centre and ESL Pathways leadership team is strong.
- One challenge for the Learning Centre has been handling tutoring requests between terms (e.g., in the summer months when the ESL Pathways program is not running, and Learning Centre staffing levels are reduced).

#### *Registrar's Office (RO)*

- The many different placement tests for ESL Pathways make it challenging for the RO.
- During registration, the RO receives many requests from ESL Pathways students for registration or course drops (200+ requests annually).
- The lack of the CLB placement test (CLBPT) offered at VCC creates barriers for students.
- There is a lot of back and forth between the RO and EAL Department during student registration.
- Requirements for ESL Pathways cannot be easily entered into Banner for pre-requisite checking.

### **2.3.6 Physical and Learning Environments**

#### **Physical Learning Environment**

The ESL Pathways program is held at the Broadway campus with classrooms varying in size. The program also uses two computer labs and two audio labs, which all need updating. Some equipment is not working, and students have commended on the older technology. Capital funding was secured in the 2021/22 fiscal year to update one lab to serve as an audio/computer lab, and a request was submitted in the current fiscal year to continue the updates to the other labs.

#### **Online Learning Environment**

##### *Learning Technologies*

Instructors use Moodle, Zoom, and Microsoft Office Suite to deliver online components of the program. Other learning technologies that are used by instructors include:

- Google products, such as Google slides, Google Docs, Google Jamboard
- Online Learning Game Creators, such as Kahoot, WordWall,
- Video and Audio Editing Software, such as Powtoon, Camtasia, Edpuzzle, and Kaltura

91% of instructors that responded to the instructor survey agree or strongly agree that the learning technologies are appropriate for learning.

##### *Moodle*

The ESL Pathways department has a cohesive Moodle Strategy to help update and maintain this online learning tool. Each course has a template Moodle shell with a variety of learning activities and resources. Data from the instructor survey suggest that the activities and resources on these shells are well used. Faculty are supported with Moodle through the IRAs (i.e., ESL Pathways department leaders) and the VCC Centre for Teaching, Learning, and Research (CTLR) eLearning team.

##### *Zoom*

Synchronous online learning is delivered via zoom.

### *Microsoft Office*

Instructors and students use Microsoft Office offered through myvcc. Both the Library and Learning Centre provide support for using Microsoft Office.

### *Student Feedback on Online Learning*

Survey findings show that students are pleased with their online learning experience; however, students did comment on the high workload of completing tasks online. Instructors and IRAs have noticed that students with lower-level technology skills have struggled with the online learning environment. ESL Pathways instructors have created in-house instructional videos, spent extra time supporting students with tech issues, and incorporated tech skill building into lesson plans. The department has also hosted one-on-one drop-in sessions since the transition to online learning during COVID.

### *Transition to Online During COVID*

The department has learned a lot during the transition to online learning and has developed strong instructional techniques to continue to provide quality instruction to students. The department hopes that key learnings from the transition to online will be brought forward into a post-pandemic learning environment. One key point of learning was how to help students orient themselves to the online learning environment. The EAL Department created a course called Communication Skills for Online Learning which helps prepare students for success in online learning.

## 2.4 Self-Study Recommendations

Table 1 below contains the recommendations made by the ESL Pathways Program Renewal Steering Committee.

**Table 1 Self-Study Recommendations**

KPI	SELF-STUDY RECOMMENDATIONS
<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>• Review embedded competencies for alignment and relevance. For example, the Essential Skills inventory has recently been revised (See <a href="#">Skills for Success - Canada.ca</a>).</li> <li>• Review curriculum for in light of Justice, Equity, Diversity and Inclusion principles to ensure appropriate representation and relevance to the student population.</li> <li>• Update curriculum to include material on Indigenous Education.</li> <li>• Set up a formal process for updated PBLAs to ensure that assessments are reliable and valid.</li> <li>• Revise assessment framework to reduce the number of PBLAs and fully incorporate experiential learning tasks into course learning outcomes.</li> <li>• Review corpus-based vocabulary instructional strategy for updates and revisions. For example, re-evaluate the value of using AWL and Mid-Frequency word lists to teach students vocabulary.</li> </ul>

	<ul style="list-style-type: none"> <li>• Re-evaluate alignment with Canadian Language Benchmarks and relevancy to student outcomes.</li> <li>• Look at integrating tech skills into learning outcomes or course orientation; consider making the Communications for Online Learning course (or PLAR equivalent) required to participate in blended/online learning options.</li> <li>• Create Term A and Term B versions of each course, reducing the length to 5 Activities each. This would allow for full coverage of competencies but also create opportunities to integrate new content related to diversity, inclusion, mental health, and indigenization. Overall workload would also be reduced, allowing for more time to individualize instruction with greater practice and focused exercises.</li> <li>• Create and/or update course maps to reflect the changes that have been made to the curriculum to date.</li> <li>• Revise PBLAs to add variety, give instructors more flexibility, and allow for more “low-stakes” practice and reflection.</li> </ul>
<b>Student Outcomes</b>	<p><i>Student Advancement:</i></p> <ul style="list-style-type: none"> <li>• Market more strongly to attract applicants with lower language levels, showing how starting at levels 5 and 6 will help students create a strong foundation for success in the higher, more academic levels.</li> <li>• Articulate the Experiential Learning courses 1 or 2 as part of the BC EAL Articulation for EAP IV (English 12 equivalent). This will allow students to plan how to address their language learning needs as they transition into regular programs and help to improve their success in those programs.</li> <li>• Clarify the certification application process for students. The data indicates that even when students complete the higher-level courses required for the credential, they do not apply for the credential</li> </ul> <p><i>Student Satisfaction:</i></p> <ul style="list-style-type: none"> <li>• Remove some PBLAs but use the practice exercises to provide formative feedback to students. In doing so, it will be necessary to make it clear that the practice is essential and will be considered a part of the portfolio.</li> <li>• Integrate experiential learning to replace some assessments. This will need to be planned carefully to ensure that the tasks are connected to competencies and assessed reliably, but it would add to the authenticity of the curriculum, help students connect the learning to their individual needs, and reduce the overall stress that frequent assessments create.</li> <li>• Reduce the overall number of Activities per term, creating Term A and Term B versions per course, ensuring that the competencies are covered adequately. The added experiential learning would help to focus on competencies that might have less attention in the revision, and the reduced “required” work would allow instruction to be more student-centred, with extra time to focus on gaps and practice skills before they are assessed.</li> </ul>

<b>Program Planning and Administration</b>	<ul style="list-style-type: none"> <li>• Add Experiential Learning to the articulation of 8RW/8LS for EAP IV, and articulate 9RW/9LS plus Experiential Learning.</li> <li>• Continue to use Program Reviews and Department Planning to support the development of the program and advocate for resources.</li> <li>• Form an internal PAC at VCC with key partners.</li> <li>• Look at ways to increase marketing support for our program. Marketing our program has been difficult with limited support. Currently most marketing strategies are implemented by IRAs and Departmental and Program Assistants.</li> <li>• Continue to look at ways to incorporate skills employers are looking; for example, review the Skills for Success for alignment with our current workplace themed activities.</li> <li>• Look at what common technology skills are needed for the current workplace and incorporate them into the curriculum. Update any technology skills exercises and activities that are currently in the curriculum.</li> <li>• Update succession plans and recommend the Faculty Association update the handbook for new IRAs.</li> <li>• Look at the alignment of our current curriculum and what job areas are in higher demand in the coming years.</li> </ul>
<b>Faculty and Staff</b>	<ul style="list-style-type: none"> <li>• Provide recommendations to the EAL Area Hiring Committee to revise the criteria, such as adding “Master’s Degree preferred” and changing the description to address potential inequities in our hiring practices.</li> <li>• Support professional development by informing faculty of opportunities and sources of funding.</li> <li>• Find ways to support faculty who are serving on boards at VCC as well as externally and therefore have increased workloads.</li> <li>• Reduce the number of assessments but maintain integrity in other ways, such as by giving feedback on practice tasks.</li> <li>• Reduce the number of units per ESL Pathways course.</li> <li>• Create A and B versions of each ESL Pathways course, with students still able to complete a course in a single term.</li> <li>• Complete the class size study with a goal to reducing maximum class size.</li> <li>• Review IRA duties and find ways to streamline some of them or refer them to other college service areas, such as to the Help Desk for technical assistance.</li> <li>• Create a handbook and mentorship system to help new instructors teaching in the ESL Pathways program.</li> </ul>
<b>Student Support Services</b>	<ul style="list-style-type: none"> <li>• Communicate changes or updates to curriculum to all student areas in a timely way.</li> <li>• Communicate registration dates clearly and add to the academic calendar.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work with the Registrar to arrange registration dates for the full academic year.</li> <li>• Offer to attend meetings in Student Support Services area to explain and answer questions about our program.</li> <li>• Invite presenters from these areas to describe their services at department meetings.</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• Continue to apply for capital funding to update the audio and computer labs.</li> <li>• Continue to offer online learning opportunities for students since we have built the capacity over the year and a half to effectively deliver our program online.</li> <li>• Look at ways to effectively integrate online learning skills into the curriculum to support students in fully utilizing the online learning environment (ie. Communication Skills for Online Learning as a pre-requisite for blended learning).</li> <li>• Review template shells for consistency, relevance, user-friendliness, and accessibility.</li> <li>• Provide additional training opportunities to faculty on how to make updates and design online learning exercises.</li> </ul>

### 3 External Review Report Summary

On November 26<sup>th</sup>, 2021, the external review team (ERT) consisting of Amea Wilbur (Assistant Professor, University of the Fraser Valley), Lisa Robertson (Instructor, English Language Development Department, Camosun College), and Nathan Devos (Program Head, Professional English Language Development, BCIT), convened to review the self-study report and meet with ESL Pathways faculty, students, department leaders, and members of the Program Renewal Steering Committee. The ERT also toured the EAL department facilities and reviewed some of the curriculum materials.

The ERT wholly agree that recommendations highlighted in the self-study report are supported by the data collected. They did point out, however, that survey response rates from some stakeholders were low, and that any program changes based solely those responses should be done cautiously. The ERT endorse the self-study recommendations and feel that the self-study report reflected what they experienced during their site visit and interviews with faculty and students.

Based on their site visit and reading of the self-study report, the ERT identified the following **strengths** of the program:

- Strong and engaged faculty and leadership that is student-centred in their pedagogical approach
- Strong community of practice and collaboration within the program
- Highly impactful program that meets the needs of many of the students
- Well-developed curriculum with adult education principles and future target language use in mind
- Well-developed assessments that tie into practice activities and curriculum
- Flexible and accessible study options



The ERT applaud the self-study team for addressing program needs and recognizing the limitations of the program through the self study. The ERT have noted the following **areas for improvement**:

- More consideration of trauma-informed approaches to assessment and pedagogical practices
- More outreach and connections to the settlement sector
- Building settlement support into the program/curriculum
- Outreach and collaboration with other subjects / programs (e.g., more post-Pathways support of EAL students in other programs at VCC)
- More outreach to employers, develop more industry liaison
- Increased access to tech support and equipment for online students

The ERT made 13 recommendations in their report, which are organized by KPI in Table 2 below. The ERT recognize that some of their recommendations repeat those of the self-study but have outlined them again to underscore their importance.

**Table 2 External Review Report Recommendations Organized by KPI**

KPI	EXTERNAL REVIEW REPORT RECOMMENDATIONS
<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>• Review pedagogical practices and systems in light of Justice, Equity, Diversity and Inclusion (JEDI) principles.</li> <li>• Update curriculum to include material on Indigenous Education with decolonizing practices</li> <li>• Review curriculum for currency of materials and create a links map so that older materials can be delinked and replaced more easily</li> <li>• Build trauma-informed approaches and principles in pedagogy and assessment.</li> <li>• Revise assessment framework to reduce the number of PBLAs and fully incorporate experiential learning tasks into course learning outcomes.</li> <li>• Revise PBLAs to add variety, give instructors more flexibility, and allow for more “low-stakes” practice and peer/self-reflection.</li> <li>• Consider a process for preparing students for PBLAs that clarifies the formative assessment purpose to reduce test resistance, test anxiety, and the “high-stakes” nature of assessment (i.e., focus on the process not the product of PBLAs).</li> </ul>
<b>Student Outcomes</b>	<p><i>Student Advancement:</i></p> <ul style="list-style-type: none"> <li>• Propose experiential learning component for articulation through the BC EAL Articulation Committee</li> </ul> <p><i>Student Satisfaction:</i></p> <p>None</p>

<b>Program Planning and Administration</b>	None
<b>Faculty and Staff</b>	<ul style="list-style-type: none"> <li>• Provide training and support for faculty in light of Justice, Equity, Diversity and Inclusion principles.</li> <li>• Support instructors in PD and research opportunities through reducing instructional hours (“backfilling hours”). This may minimize possible burnout as instructors don’t have to do additional projects “off the sides of their desks.”</li> <li>• Find ways to support faculty who are serving on boards or engaged in practitioner research at VCC as well as externally and therefore have increased workloads.</li> <li>• Consider creating a “student profile” (e.g., persona) that outlines characteristics of a “typical” Pathways student (e.g., goals, strengths, weaknesses, language ability levels). This would allow instructors to have a shared mental function of successful Pathways students.</li> </ul>
<b>Student Support Services</b>	None
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• Upgrade language labs with more up-to-date technology to prepare students for the technological workplace</li> </ul>

Overall, the ERT appreciated the opportunity to learn more about the program and feel that the work invested in the renewal process will lead to improvements in the program that will benefit students and their professional and academic goals.

## 4 Response to External Review Report

### 4.1 Department Response

The recommendations from the External Review Team (ERT) appear to be very much aligned with those prepared by the steering committee’s self-study and include several complementary points. In general, the ERT report confirms the need to renew the ESL Pathways curriculum, with special emphasis on principles of indigenization, decolonization justice, equity, diversity and inclusion (JEDI), as well as remapping the curriculum and re-envisioning the PBLA approach. One new recommendation is to build trauma-informed and principles in pedagogy and assessment, which certainly reflects a student demographic that may encounter disadvantages with the intensive nature of the curriculum.

### 4.2 Dean’s Response

The recommendations offered by the ERT are insightful and invaluable for identifying specific areas to renew and improve the EAL Pathways curriculum. They are both practical, drawing upon the self-

study, data, and feedback from students, as well as aspirational, challenging us to move the programs into new areas of practice such as Indigenization and incorporating trauma-informed practices. The quality of their recommendations is an outcome of the tremendous groundwork that was done by the Renewal Steering Committee to provide the reviewers the full history and current context of our program. I want to acknowledge the leadership of Francesco Barillaro, Instructional Associate who chaired this committee and the committee members who, from the beginning, were highly engaged in the process. The richness of this final report reflects their dedication, knowledge and care for this program and its students.

## 5 Final Recommendations

KPI	FINAL RECOMMENDATIONS
<b>Curriculum and Instruction</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Review pedagogical practices and systems in light of Justice, Equity, Diversity and Inclusion (JEDI) principles.</li> <li>• Update curriculum to include material on Indigenous Education with decolonizing practices.</li> <li>• Review and update curriculum for currency of materials.</li> <li>• Revise assessment framework to add variety, give instructors more flexibility, allow for more “low-stakes” practice and peer/self-reflection, and fully incorporate experiential learning tasks into course learning outcomes while maintaining the integrity of the curriculum and learning outcomes.</li> <li>• Consider a process for preparing students for PBLAs that clarifies the formative assessment purpose to reduce test resistance, test anxiety, and the “high-stakes” nature of assessment (i.e., focus on the process not the product of PBLAs).</li> <li>• Review embedded competencies for alignment and relevance. For example, the Essential Skills inventory has recently been revised (See <a href="https://www.skillsforsuccess.ca/">Skills for Success - Canada.ca</a>).</li> <li>• Set up a formal process for updated PBLAs to ensure that assessments are reliable and valid.</li> <li>• Look at integrating technology skills into learning outcomes or course orientation; consider making the Communications for Online Learning course (or PLAR equivalent) required to participate in blended/online learning options.</li> <li>• Create Term A and Term B versions of each course, reducing the length to 5 Activities each with incorporation of experiential learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Create and/or update course maps to reflect the changes that have been made to the curriculum to date, ensuring alignment with the CLBs.</li> </ul> <p><u>Medium Priority</u></p> <ul style="list-style-type: none"> <li>• Explore and incorporate trauma-informed approaches and principles in pedagogy and assessment.</li> </ul> <p><u>Low Priority</u></p> <ul style="list-style-type: none"> <li>• Review corpus-based vocabulary instructional strategy for updates and revisions. For example, re-evaluate the value of using AWL and Mid-Frequency word lists to teach students vocabulary.</li> </ul>
<b>Student Outcomes</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Propose Experiential Learning Courses for articulation through the BC EAL Articulation Committee.</li> </ul> <p><u>Low Priority</u></p> <ul style="list-style-type: none"> <li>• Clarify the certification application process for students. The data indicates that even when students complete the higher-level courses required for the credential, they do not apply for the credential.</li> </ul>
<b>Program Planning and Administration</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Form an internal PAC at VCC with key partners.</li> <li>• Look at ways to increase marketing support for our program, including marketing to attract applicants with lower language levels. Marketing our program has been difficult with limited support. Currently most marketing strategies are implemented by IRAs and Departmental and Program Assistants.</li> </ul> <p><u>Medium Priority</u></p> <ul style="list-style-type: none"> <li>• Update succession plans and include resources on JEDI and anti-racism.</li> <li>• Continue to use Program Reviews and Department Planning to support the development of the program and advocate for resources.</li> <li>• Expand outreach and connections to the settlement sector.</li> </ul> <p><u>Low Priority</u></p> <ul style="list-style-type: none"> <li>• Expand outreach to employers and develop more industry liaison.</li> </ul>
<b>Faculty and Staff</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Provide training and support for faculty in light of Justice, Equity, Diversity and Inclusion principles.</li> <li>• Support instructors in PD and research opportunities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Complete the class size study with a goal to reducing maximum class size.</li> </ul> <p><u>Medium Priority</u></p> <ul style="list-style-type: none"> <li>• Provide recommendations to the EAL Area Hiring Committee to revise the criteria, such as adding “Master’s Degree preferred” and changing the description to address potential inequities in our hiring practices.</li> <li>• Review IRA duties and find ways to streamline some of them or refer them to other college service areas, such as to the Help Desk for technical assistance.</li> <li>• Create a handbook and mentorship system to help new instructors teaching in the ESL Pathways program.</li> </ul> <p><u>Low Priority</u></p> <ul style="list-style-type: none"> <li>• Encourage and support faculty who are serving on boards or engaged in practitioner research at VCC as well as externally.</li> <li>• Consider creating a “student profile” (e.g., persona) that outlines characteristics of a “typical” Pathways student (e.g., goals, strengths, weaknesses, language ability levels). This would allow instructors to have a shared understanding of successful Pathways students.</li> </ul>
<b>Student Support Services</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Communicate changes or updates to curriculum to all student support services areas in a timely way.</li> <li>• Communicate registration dates clearly and add to the academic calendar.</li> <li>• Work with the Registrar to arrange registration dates for the full academic year.</li> <li>• Offer to attend meetings in student support services areas to explain and answer questions about our program and the demographics of our students.</li> <li>• Invite presenters from these areas to describe their services at department meetings.</li> </ul> <p><u>Low Priority</u></p> <ul style="list-style-type: none"> <li>• Inform students about student services in between terms</li> <li>• Collaborate with the VCC Library on materials that are available on a subscription model</li> </ul>
<b>Learning Environment</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Continue to apply for capital funding to update the audio and computer labs.</li> <li>• Continue to offer online learning opportunities for students since we have built the capacity over the year and a half to effectively deliver our program online.</li> <li>• Look at ways to effectively integrate online learning skills into the curriculum to support students in fully utilizing the online learning environment (ie.</li> </ul>

	<p>Communication Skills for Online Learning as a pre-requisite for blended learning).</p> <ul style="list-style-type: none"><li>• Review template shells for consistency, relevance, user-friendliness, and accessibility.</li><li>• Provide additional training opportunities to faculty on how to make updates and design online learning exercises.</li></ul>
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## Program Renewal: [ESL Pathways] Education Council Report (February 2022)

### Action Plan

Based on the findings from the Program Renewal Self-Study Report, and the feedback from the External Review, the program has identified the following final key projects and initiatives.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
1	Complete CD Funds Proposal (Year 1)	February 11 <sup>th</sup> , 2022	EAL Department Leadership Team, Shirley Lew	CD Proposal
2	Create an EAL Departmental Indigenization Plan	TBD	CTRL, IECE, EAL Dept	Draft Indigenization Plan
3	Create an EAL Departmental JEDI Plan	JEDI Plan Draft – April 2022  The EAL Dept recognizes that JEDI work is an ongoing process and dialogue	EAL JEDI Committee, College EDI Committee	Draft plan that is reviewed/updated regularly
4	Begin an anti-racism response			
5	Develop Term A and B courses (remapping curriculum and course maps)	Year 1: Levels 6LS, 6RW, 7LS, 8LS  Year 2: 5LS, 5RW, 9LS, 9RW (7RW and 8RW currently being worked on through other college funding sources)	ESL Pathways Faculty, CTRL, eLearning	Completion of mapping and curriculum documentation
6	Update ESL Pathways Curriculum and Materials (including a revision of the assessment framework) (2-year project)	Done concurrently with #5	ESL Pathways Faculty, CTRL, eLearning	Completion of mapping and curriculum documentation



## Program Renewal: [ESL Pathways] Education Council Report (February 2022)

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
7	Articulate ESL Pathways Experiential Courses and Level 9 with EAP IV (English 12 equivalent)	Start in 2022 and bring to EAL Articulation Committee in 2023	EAL Department Leadership Team	BC EAL Articulation Guide
8	Engage with marketing for support on attracting potential new students	Engage with marketing end of February	EAL Department Leadership Team	Marketing strategy
9	Request capital funding for audio and computer labs and breakout rooms	October 2022	EAL Department Leadership Team, LINC Leadership Team, Shirley Lew, Ops Manager	Approved capital request proposal
10	Begin review of EAL hiring criteria and practices	Begin May 2022	EAL Department Leadership Team, LINC Leadership Team, EAL AHRC Committee, Shirley Lew, Faculty Association, People Services	Draft revised EAL job description
11	Renew CD Funding (Year 2)	February 2023	EAL Department Leadership Team, Shirley Lew	CD Funds Proposal





## **PROGRAM RENEWAL**

### **Final Report**

#### **Hospitality Management Program**

**Submitted to**

**Dennis Innes, Dean, School of Hospitality, Food Studies, and Applied Business**

**David Wells, Vice President Academic and Research**

**Todd Rowlett, Chair, Quality Assurance Committee**

**Natasha Mandryk, Chair, Education Council**

**Vancouver Community College  
1155 East Broadway, Vancouver  
British Columbia Canada V5T 4V5**

**On February 14<sup>th</sup>, 2022**

#### **Hospitality Management Program Renewal Steering Committee**

Francesco Barillaro, Instructional Associate, Centre for Teaching, Learning, & Research (Chair)

Dennis Innes, Dean, School of Hospitality, Food Studies, and Applied Business

Monique Paassen, Hospitality Management Department Head

Willy Aroca Aguirre, Hospitality Management Assistant Department Head

Belinda Kaplan, Faculty, Hospitality Management Diploma

Michael Tunnah, Faculty, Hospitality Management Diploma

Karen Law, Faculty, Hospitality Management Diploma

Nesha Milicevic, Faculty, Hospitality Management Diploma

Laurie Barnes, Faculty, Hospitality Management Degree

Shawna Zenti, Faculty, Hospitality Management Degree

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Kalli Cartwright, Operations Manager, School of Hospitality, Food Studies, and Applied Business

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## 1 Executive Summary

The VCC Hospitality Program is a strong and flexible program that has grown substantially since its inception in the 1990s. Its mission is to provide professional business management skills and practices for careers in hotels, cruise ships, convention centres, and dining establishments. The hospitality industry is one of British Columbia's fastest growing industries, and this has created a need for professionally trained and educated hospitality people. There are two credentials within the program: Hospitality Management Diploma and Bachelor of Hospitality Management. The program is fully accredited and has a current enrolment of over 200 new students each year. Entry to the diploma is relatively straightforward and would be considered a low barrier entry with minimal requirements for high school graduates.

The program is designed to provide the hospitality industry with future management personnel. It is based on the provincially articulated Hospitality Management Diploma Program Guidelines. The program aims to balance theory and hands-on practice. Upon graduation, Hospitality Management Diploma students are ready for employment in front line positions in hotels, restaurants, and other industry related jobs, while Bachelor of Hospitality Management students are ready for employment in supervisory positions within the industry. Some graduates of the program are now operating their own hospitality businesses in the areas of hospitality training, restaurants, catering, coffee retail, and bars, to mention a few.

The Steering Committee for this renewal was struck in April 2021 by David Wells, the VP Academic and Research, to conduct a review of the Hospitality Management Program. The self-study was completed between May and October 2021 and involved data collection from several sources such as departmental records, institutional data, labour market data, annual program reviews, and surveys. The Hospitality Management Program Renewal Committee discussed and analyzed the data in relation to the six key performance indicators (KPIs):

1. Curriculum and Instruction
2. Student Outcomes
3. Program Planning and Administration
4. Faculty and Staff
5. Program and Student Support Services
6. Learning Environment (Physical and Online)

A total of 41 recommendations were put forward by the Hospitality Management Program Renewal Steering Committee related to the above KPIs. Key recommendations include updating the curriculum for both the diploma and degree programs, raising the English language entrance requirements, redesigning the work experience component of the diploma program, aligning the diploma and degree learning outcomes, exploring part-time and continuous options, intentionally designing online and blended learning environments to ensure students have an interactive and flexible learning experience, conducting research into industry needs and aligning program outcomes with this, and strengthening connections with industry.

The external review team (ERT) met on November 15<sup>th</sup>, 2021, to review the self-study report and conduct a site visit. The ERT submitted its report on December 6<sup>th</sup>, 2021, in which they fully supported the recommendations made in the self-study. They strongly supported raising the English language entrance requirement, connecting with industry and aligning program design

and learning resources with industry needs, and reviewing the departmental blended delivery model to ensure active and flexible learning.

The Hospitality Management Program Renewal Steering Committee met to review and discuss the self-study and external review reports and prioritize recommendations for the curriculum development work resulting from this program renewal. A separate action plan, submitted alongside this final report, presents the key initiatives generated by the Hospitality Management administrative team based on the prioritized recommendations.

## 2 Self-Study Report Summary

### 2.1 Overview

This section provides a summary of the findings and conclusions from the self-study report. The self-study team analyzed data sources, identified key findings, and provided recommendations related to the six KPIs in its resultant self-study report. The report was sent to Hospitality Management faculty and staff for review and feedback before it was finalized and sent to the external review team. The external review team received the self-study report on October 25<sup>th</sup>, 2021.

### 2.2 Program Strengths

Throughout the self-study process, the following strengths of the program were identified.

- *Reputation*  
Survey results show that students attend the program because of its strong reputation in the hospitality industry and the quality of education and workplace preparation that students receive.
- *Program Design*  
The program is designed to provide the hospitality industry with future management personnel by combining hands-on practical experience with academic courses. Students admitted to the 2-year diploma program have the option of applying for the 2-year degree program upon completion of the diploma. This 2+2 model allows for different entry and exit points between the credentials.

The key features of the program design include an emphasis on the following:

- Effective communication and leadership skills for the hospitality sector
- Financial decision-making in the context of a hospitality enterprise
- Ethical practices and legal frameworks within the hospitality industry
- Hands-on food and beverage service
- Front-of-house and back-of-house hotel and restaurant operations
- Human relations management in a hospitality setting
- Marketing and communications strategies
- Hospitality industry trends and sustainability practices
- Customer service principles

- *Program Faculty*  
Instructor and graduate survey results show that faculty background and their connections to industry are assets to the program. These diverse background and industry connections give weight to the curriculum and add to the reputation of the program in the industry.
- *Student Support Instructors*  
The role of the Hospitality Management Student Support Instructors is to provide additional supports to address the challenges faced by students and faculty due to language, sociocultural and academic skills differences. The position is a 1.0 FTE faculty position currently shared by two EAL faculty working at 0.5 FTE each.

## 2.3 Key Performance Indicators (KPIs) – Key Findings

### 2.3.1 Curriculum and Instruction

#### Program Structure

##### Diploma

The diploma program mirrors the traditional hospitality industry in that its curriculum focuses on hotels and restaurants. The program does see students struggle with English and Math. 62% of faculty surveyed believe program entrance requirements are not adequate for student success (English entry requirement is a C- in English 12 or Academic IELTS 6.0 (no band lower than 5.5 or TOEFL iBT 80, or equivalent). The Student Support Instructors have been supporting the language needs of students since 2017.

Diploma students have struggled with work-life balance as the program only offers a full-time study option with three intakes per year. As a result, some students are lost to industry as they cannot balance both work and study. 67% of respondents in the graduate survey felt that the program should offer a part-time option. (Note: graduate survey responses are for diploma and degree graduates combined. There was also a very low response rate of 14% with only 10% fully completing the survey.)

Prior Learning Assessment Recognition (PLAR) is limited to only a few courses in the program. Expanding PLAR opportunities and promoting more flexible admissions may increase enrollment from people already working in the industry.

A key difference between the VCC Hospitality Management Diploma and similar programs at other BC public colleges is that other institutions offer elective courses and courses related to Indigenous ways of being, knowing, and doing, while VCC offers more “number driven” courses such as Business Math and Economics.

Here is the structure of **VCC Hospitality Management Diploma Program**:

TERM	COURSE	#	COURSE NAME	CREDITS
<b>Term 1</b>	HOSP	1310	Introduction to Tourism	3.0
	HOSP	1410	Principles of Service Management	3.0
	HOSP	1610	Business Communication	3.0
	HOSP	1620	Hospitality Computer Applications	3.0
	HOSP	1810	Business Mathematics	3.0

<b>Term 2</b>	HOSP	1360	Food and Beverage Operations	3.0
	HOSP	1370	Accommodations / Lodging Industry	3.0
	HOSP	1660	Technical Writing	3.0
	HOSP	1860	Financial Accounting	3.0
	HOSP	1960	Introduction to Economics	3.0
<b>Term 3</b>	HOSP	2310	Food Production Principles	3.0
	HOSP	2410	Human Resources Management	3.0
	HOSP	2620	Introduction to Marketing	3.0
	HOSP	2810	Management Accounting	3.0
	HOSP	2820	Cost Controls	3.0
<b>Term 4</b>	HOSP	2360	Restaurant Operations	3.0
	HOSP	2370	Management Principles	3.0
	HOSP	2380	Industry Work Experience	0.0
	HOSP	2460	Hospitality Law	3.0
	HOSP	2470	Organizational Behaviour	3.0
	HOSP	2660	Hospitality Sales Management	3.0
				<b>60 credits total</b>

### Degree

The degree program has two intakes per year. The admission requirement is a 2-year diploma in hospitality or a related field. Instructors feel the admission requirement is adequate.

Compared to BC Colleges with similar programming, other institutions offer elective courses, while VCC offers more revenue management and business-focused courses.

Graduates who responded to the graduate survey find the program structure effective, with 81% responding they were either very satisfied or satisfied with the program structure. (Important to note again that the response rate in the graduate survey was low.)

Here is the structure of the **VCC Bachelor of Hospitality Management Program**:

<b>TERM</b>	<b>COURSE</b>	<b>#</b>	<b>COURSE NAME</b>	<b>CREDITS</b>
<b>Term 1</b>	HOSP	3310	Contemporary Canadian Business	3.0
	HOSP	3320	Operations Management	3.0
	HOSP	3820	Hospitality Financial Management	3.0
	HOSP	3910	Statistical Decision Making	3.0
	GNER	3210	Multiculturalism in Business	3.0
<b>Term 2</b>	HOSP	3360	Decision Making Analysis	3.0
	HOSP	3460	Canadian Labour Relations	3.0
	HOSP	3860	Capital and Asset Management	3.0
	HOSP	3670	Service Marketing	3.0
	HOSP	3960	Research Methods for Business	3.0

<b>Term 3</b>	HOSP	4320	Strategic Hospitality Management	3.0
	HOSP	4330	Hospitality Capstone I	3.0
	HOSP	4610	Entrepreneurship	3.0
	HOSP	4620	New Media in Hospitality	3.0
	HOSP	4810	Hospitality Revenue Management	3.0
<b>Term 4</b>	HOSP	4360	Hospitality Capstone 2	3.0
	HOSP	4370	Revenue Management Analysis	3.0
	HOSP	4460	Leadership in Organizations	3.0
	HOSP	4660	Business Innovation	3.0
	GNED	4260	Sustainability in Business	3.0
				<b>60 credits total</b>

### Program Learning Outcomes

The diploma and degree program learning outcomes (PLOs) were last updated over 5 years ago. PLOs between the two programs have not been intentionally aligned.

The majority of faculty surveyed say they are satisfied with the education students receive and agree that the content is relevant to industry. However, they have noted areas for improvement such as more connection with industry to make content more relevant. In fact, some faculty members feel the department has lost its connection to industry.

Faculty were split down the middle when asked whether the department has explicitly defined what students should be able to know and do. Similar results were found when faculty were asked whether students are graduating with the skills/knowledge desired by industry. Furthermore, almost three quarters of faculty surveyed felt there is some training, knowledge, and skill missing in the courses or program.

### Curriculum Alignment

Instructors were asked to complete alignment maps for their courses to identify which course learning outcomes (CLOs) from the VCC governance-approved course outlines are being covered in their courses. Here are the key findings:

#### Diploma

- Alignment maps were completed for 14 out of the 20 diploma courses (70% response rate).
- In 10 of the assessed courses, there are VCC governance-approved CLOs that are not being covered, and/or CLOs that instructors feel are not relevant to the future of the course.
- In some courses, instructors suggested collapsing certain CLOs
- In some courses, additional CLOs not found in the VCC approved course outlines are being covered

#### Degree

- Alignment maps were completed for 12 out of the 20 degree courses (60% response rate).

- In all courses assessed, there are VCC governance-approved CLOs that are not being covered, and/or CLOs that instructors feel are not relevant to the future of the course.
- Some courses include CLOs that are being covered in other degree courses.

Most courses in both programs include too many CLOs in the official course outlines for a 45-hour course, with one course having 18. The diploma courses last went through VCC's governance process in 2014, while the degree courses went through governance in 2016.

Both credentials comply with C.1.3 Granting of Credentials [Policy](#) and [Procedures](#). However, some courses do not comply with C.1.4 Assignment of Credits to Courses [Policy](#) and [Procedures](#).

### **Curriculum Quality**

There have been no substantive changes to the program for over 5 years. Some themes to improve and update the curriculum that came up in survey responses include more leadership training and co-op experiences, more training on industry-specific technology such as Opera PMS, and an increased focus on customer service fundamentals. As already mentioned in the *Program Learning Outcomes* section above, faculty were split when asked whether students were graduating with the skills required by industry and whether the department has explicitly defined what students should be able to know and do when they exit the program.

### **Teaching, Learning, and Assessment**

#### Diploma

Diploma courses vary between applied vocational courses and academic courses. Faculty leverage their industry connections and take students on field trips or bring in industry guest speakers. Multiple choice and written exams are common assessment methods in many courses. The applied vocational courses include observation and demonstration to authentically assess whether a student has mastered a skill.

#### Degree

More authentic assessment is needed in the degree program. Student evaluation methods at present include midterm and final examinations, research papers, oral presentations, individual and group projects, quizzes, homework assignments, case studies, and simulations.

There was high agreement in the graduate survey that in class materials, activities, assignments, and assessments were helpful, but again it is important to note that the response rate in the survey was low: 14% with only 10% fully completing the survey. Graduate survey results also reflect both diploma and degree students combined.

### **Curriculum Delivery**

#### Diploma

The program is traditionally delivered face-to-face; however, due to the Covid-19 pandemic the delivery mode has shifted to blended or fully online. Findings from the instructor survey show that instructors have a favourable view of blended learning (81% of survey respondents support a blended approach). Courses focusing on the Food & Beverage aspect of the program are



delivered in a lab-type environment offering an authentic learning experience, and thus the shift to online learning has been a challenge.

Many of the courses in the program follow a 1-hour lecture + 2-hour seminar model where all 125 students attend a 1-hour lecture each week together then break out into smaller sections of 25 students for their 2-hour seminars. Promoting an active learning environment is a challenge in the large lecture format. The smaller seminars are more conducive to active learning. Some courses follow a 3-hour seminar format with no lecture.

The Student Support Instructor role is embedded in the Business Communication and Technical Writing courses.

### Degree

Similar to the diploma program, the degree program is traditionally delivered face-to-face, but students have had to shift to blended or online learning as result of Covid-19. Courses in the degree are also structured using the 1-hour lecture + 2-hour lab model. Labs are divided into sets of less than 23 students for more effective higher-level learning.

In the degree end-of-course evaluation surveys (collected since 2019), 87% strongly agree or agree with the effectiveness of online learning. As mentioned above, 81% of faculty that responded to the instructor survey agree that blended learning should be used as a delivery method for the program. These findings align with the 2019 Hospitality Management Degree Annual Review Action Plan: *Adapt as many courses as possible for online delivery in order to make our degree more accessible to working professionals.*

Some faculty favour face-to-face learning with the justification that hospitality students require human interaction. As the department moves forward with flexible delivery models, it will need to integrate an intentional design focus for the options of face-to-face, blended, and online delivery modes.

## **2.3.2 Student Outcomes**

### **Student Advancement**

#### Diploma Key Findings

- 3 intakes per year: Jan (3 sets of 25 students), May (2 sets of 25 students), September (5 sets of 25 students).
- May cohort added in 2020 due to high demand.
- 4.5% increase in enrollment during the 5-year period between 2015-19.
- 4% attrition in Year 1, 1% attrition in Year 2 during the 2019-20 fiscal year
- A 60% decrease in domestic enrollment from 2016-17 to 2019-20, which is offset by a 72% significant increase in international student enrollment during the same period.
- Most recent figures show up to 90% of diploma students are international.
- Student Support Instructors provide curriculum and assessment support to the Business Communication and Technical Writing instructors as well as formative/summative feedback, one-on-one support, and group workshops to the students.

- Covid-19 has negatively affected employment opportunities for students, and the 500-work experience component has been adapted to accept volunteer work and work in other sectors on a case-by-case basis.

### Degree Key Findings

- 2 intakes per year: January (1 set), September (2 sets).
- September 2020 enrollment in the degree program doubled with growth expected to continue due to articulation agreements with private institutions (the lack of employment opportunities in the past 1.5 years due to Covid-19 has resulted in an increase in degree students).
- Degree attrition is very low.
- Degree enrollment for domestic students has remained higher vs. international. Percentage seems to level out in 2020-2021 with 53% domestic and 46% international.

### **Student Satisfaction**

The following are key findings from the Diploma, Associate Degree, Certificate Student Outcomes Survey (DACSO) 2016-2020 report (48% response rate).

- 2% of graduates identify as aboriginal.
- 65% of respondents were female.
- The median age of graduates is 25.
- 22% of graduates pursued further studies, 85% of whom felt the diploma program prepared them well.
- For graduates that pursued further studies, 72% were studying disciplines that were very or somewhat related to the hospitality program.
- 90% were employed in training-related jobs.
- 90% found the skills and knowledge gained in the diploma useful or very useful in performing their job.
- 87% said overall skill development was helpful or very helpful.
- 90% reported satisfied or very satisfied with the education they received.
- Qualitative data from DACSO suggests that the program needs to prepare students with more practical, hands-on training through practical courses and a co-op work experience. Graduate comments also show that students want to learn the hotel property management system (PMS). Comments were also made about the validity of certain courses not related to hospitality.

The following are key findings from the Baccalaureate Graduate Survey (BGS) 2015-2019 report (51% response rate).

- 4% of graduates identify as aboriginal
- 59% of respondents were female
- The median age of graduates is 33
- 82% were employed in a program-related job
- 93% found skills and knowledge gained in the degree useful or very useful in performing their job
- 93% reported satisfied or very satisfied with the education they received

- 91% reported quality of education was very good or good
- 78% said that they would choose the same program again
- No qualitative data in the BGS report

### 2.3.3 Program Planning and Administration

#### Articulation – External

The VCC Hospitality Management Program has numerous articulation agreements with other post-secondary institutions. Agreements last for a 3-year period. The department is currently liaising with other institution for further agreements.

#### Accreditation

Accreditation is confirmed by membership and active participation in the British Columbia Council on Admissions and Transfer (BCCAT).

#### Affiliations and Partnerships

The program leadership team meets regularly with industry professionals, PAC members, and leaders at other post-secondary institutions that offer hospitality programming. They are also actively involved in the British Columbia Hospitality Management Articulation Committee and have developed relationships with The Tourism Industry Association of BC, the BC Hotel Association, and Go2HRBC Hospitality Foundation. Program faculty are members of professional associations and regularly attend industry events.

#### Program Planning

Industry leaders are optimistic about the continued growth of the hospitality industry post-pandemic. As the recovery continues, there will be opportunities to expand programming into niche markets (e.g., retirement communities, tourism) and explore microcredential offerings.

The addition of the May cohort in 2020 has been a success. In May 2020 there was a cohort of 17 students (of which 16 will soon graduate). This grew to two cohorts in May 2021 (60 students). The department is considering adding a third cohort for the next May intake as the demand is strong.

Data indicate that attrition is highest in the first term of the diploma. This could be due to the challenges students face with Business Communication and Business Math.

International student numbers have grown significantly throughout the program, and this will continue to impact program planning and student support initiatives.

#### Program Advisory Committee (PAC)

The PAC has identified several desired student outcomes related to intercultural awareness, communicative competency, and soft skills, which the department plans to incorporate into the program.

#### Marketing and Recruitment

Marketing generally happens via word-of-mouth, through VCC recruitment activities such as VCC Info Nights and VCC Info Sessions, and through the Hospitality Department's Information

Week where students build connections with industry. The Hospitality Management Department does not have a current marketing strategy, other than what is dictated by VCC Marketing. The department has specific recruitment strategies it feels can enhance student enrollment, such as developing more flexible programming, partnering with hotels to develop leadership programs, offering microcredentials targeting niche markets, developing a co-op option, creating an alumni group to celebrate and connect, and maintaining departmental social media sites (e.g., Facebook, Instagram).

### **Succession Planning**

Currently the department does not have a succession planning strategy for department leaders.

### **Labour Market Demand**

According to the 2019 BC Labour Market Report, BC is expected to have 861,000 job openings from 2019 to 2029, of which 6.8% will be in the food and accommodations industry. The reports forecasts that about 63% of all job within the industry will require some form of post-secondary education. The report points to a strong demand for people skills, critical thinking, and the need for further education to learn new skills and competencies while gaining higher proficiency levels in existing ones.

## **2.3.4 Faculty and Staff**

### **Area Hiring Criteria**

Diploma hiring areas have not been updated in 15 years, and the Degree hiring areas were last revised in 2015. However, there was a recent joint process between the Faculty Association and the College to be sure that faculty were named in areas that they are qualified to teach in.

### **Professional Development**

Faculty and staff take part in a range of PD activities such as taking courses/workshops in content-specific areas, attending conferences, working in industry, coordinating guest speakers and workshops, participating in activities related inter-/intra-personal development, enhancing their knowledge of intercultural competencies and indigenous ways of learning, and pursuing graduate studies. Currently there are no faculty members engaged in research or scholarly activity.

### **Connections and Engagement in Industry/Professional Associations**

Instructors are connected to industry, and many are currently working in the industry. The department is a member of the following key industry associations: Tourism Industry Association of Canada – TIAC, Go2HRBC Hospitality Foundation, British Columbia Hotel Association, and British Columbia Restaurant and Food Service Association. Membership in these organizations allows the department to build and maintain industry connections and keep track of the hospitality industry job market.

### **Workload**

Hospitality Management faculty have a 16/9 workload profile for an instructor working 100% (16 contact hours + 9 hours of assigned duty per week). Assigned duty includes things such as preparations, marking, and office hours. Restaurant Operations does not follow the 16/9 workload profile. It follows the applied model of 25 contact hours per week.

Hospitality Management faculty are also required to complete one month of additional assigned duty as per the collective agreement. This typically happens in May. During this time, faculty prepare lessons, mark assignments, and complete other course administrative tasks primarily outside of the assigned hours.

### **Support Staff Concerns**

Departmental support staff raised concerns related to working space and the program. The Hospitality Management leadership team will meet with them to identify which concerns they can address in the short and medium term.

### **2.3.5 Program and Student Support Services**

The types of program and student support services which are provided to the Hospitality Department include:

- Interpreting and Typewell services
- Student conduct and academic integrity support issues
- Sign language interpreting
- Academic advising
- Advising and assessments (if needed)
- Individual counselling sessions
- Orientation workshops
- Student success workshops
- Faculty consultation
- Tutoring

Survey respondents suggested further support could be provided to students in academic integrity, stress and coping, team building, and interpersonal communication skills. Several Hospitality Management instructors highlighted the need for further support especially for international students and students with EAL or cultural differences.

Since 2017, the Student Support Instructor role has been responsive to the language and sociocultural needs of Hospitality Management Diploma students and has also supported Hospitality faculty/department needs. The Student Support Instructors' work does not replace the services provided by other college departments. The goal of this work is to provide embedded support in the diploma program and bridge to other supports and services at the college. The Student Support Instructors support the department in the following areas:

- English Language skills
- Sociocultural Competencies (SCCs) Support
- Academic skills/Learning Culture support
- Job Search and Career

### **2.3.6 Physical and Learning Environments**

Classes are mostly held on the 4<sup>th</sup> floor of the downtown campus. The Food Production Principles and Restaurant Operations courses use the bar lab in room 210 and the Bistro restaurant on the third floor. Prior to Covid-19, the department's largest rooms (420 and 240)

would often be booked for college meetings (e.g., EDCO, Board of Governors). Post-pandemic this may impact the future needs of the physical space requirements for the Hospitality Management Department.

Instructors have a favourable view of Moodle and use it in a variety of ways to deliver content, communicate with students, and assess students.

Feedback from both students and instructors on the physical space and learning environments have generally been positive; however, some suggestions made for improvement include:

Physical classroom:

- Bar Labs enhancements to meet industry standards
- Moveable tables & chairs to allow for breakout spaces and discussion
- USB charging stations for student devices
- Access to computer labs or ability for students to power laptops
- Laptops availability to loan to students
- Updated adjustable lighting
- New projectors/smart screens
- Regularly scheduled classroom cleaning

Asynchronous Online Learning:

- Web Cam, Speaker, Smart Pen, Video Editor for a HyFlex environment option
- Software memberships: Videoscribe, Kahoot!, Padlet, Camtasia available on instructors' own computers
- Technology allowance to purchase professional equipment such as microphone, monitors etc.
- Recording room with professional equipment – Green Screen, mic., etc.

Synchronous Online Learning:

- Hy-flex delivery equipment
- Reliable and fast Wi-Fi
- Fade to black data projector option.

## 2.4 Self-Study Recommendations

Table 1 below contains the recommendations made by the Hospitality Program Renewal Steering Committee.

**Table 1 Self-Study Recommendations**

KPI	SELF-STUDY RECOMMENDATIONS
<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>• Conduct a comprehensive review of our program and curriculum design.</li> </ul>

	<ul style="list-style-type: none"> <li>• Align our program- and course-level curricula with college’s indigenization and decolonization initiatives.</li> <li>• Revise program learning outcomes to remove redundancy, increase relevance, and ensure that they reflect our increasingly diverse student demographic.</li> <li>• Explore part-time and continuous intake program options.</li> <li>• Design and delivery of online and blended learning environments to satisfy the needs of our students.</li> <li>• Include authentic and alternative assessment methods, which would include e-Portfolios, to support student success.</li> <li>• Expand face-to-face interaction to achieve broader program outcomes and achieve a stronger connection with industry while ensuring the “human element” is not lost.</li> <li>• Offer PLAR options for all courses so students may validate their professional experience.</li> <li>• Align program learning outcomes that ladder from the diploma to the degree program to ensure consistent development during the 4 (2+2) year program.</li> <li>• Ensure that Student Support Instructors are permanently embedded in our program to support students with English and Math courses.</li> <li>• Evaluate the program entrance requirements for the diploma program.</li> </ul>
<b>Student Outcomes</b>	<p><i>Student Advancement:</i></p> <ul style="list-style-type: none"> <li>• Analyze student progression and program advancement and attrition within the program to determine where there are issues.</li> <li>• Analyze whether more resources are required to support the growth in students.</li> <li>• Attract more domestic students into our programs to grow domestic enrolment.</li> <li>• Review our work experience requirement during COVID.</li> </ul> <p>Develop online delivery options to appeal to those prospective students seeking a more flexible delivery model.</p> <p><i>Student Satisfaction:</i></p> <ul style="list-style-type: none"> <li>• Revise the program curriculum to support and align with the qualitative data taken from the Graduate survey and DASCO report on how to improve the program.</li> <li>• Re-design our program stream to make it more enticing for our diploma graduates to transition into our degree program.</li> </ul>
<b>Program Planning and Administration</b>	<ul style="list-style-type: none"> <li>• Work with the Marketing Department to create a recruitment strategy to enhance student enrollment.</li> <li>• Work with VCC International Education to strengthen communication regarding a joint strategy for recruiting international students. This would include</li> </ul>

	<p>messaging, information given to agents and prospective students around the world.</p> <ul style="list-style-type: none"> <li>• Strengthen partnerships and collaboration between VCC Hospitality and Industry.</li> <li>• Develop a mentorship and leadership succession plan.</li> <li>• Increase affiliation agreements with other academic institutions, industry associations, international partnerships.</li> <li>• Review the Math requirement for the program.</li> <li>• Ensure PAC desired outcomes are reflected in the curriculum.</li> </ul>
<b>Faculty and Staff</b>	<ul style="list-style-type: none"> <li>• Review and update hiring criteria for both the diploma and degree programs.</li> <li>• Review industry and professional memberships the department holds to evaluate the value they bring to the department.</li> <li>• Ensure the industry and professional memberships we choose to be involved with have representation from the Hospitality Dept at VCC.</li> <li>• Work with the Dean and Department Leaders to ensure that membership fees and costs to attend events for industry and professional associations are included in departmental budget.</li> <li>• Meet with the departmental support staff to identify which concerns we can address in the short and medium term.</li> <li>• Support faculty professional development activities that help to improve instructional strategies and course materials.</li> </ul>
<b>Student Support Services</b>	<ul style="list-style-type: none"> <li>• Communicate changes or updates to curriculum to all student areas in a timely way.</li> <li>• Work with the learning center on co- developing information on academic integrity.</li> <li>• Work with student support service areas to build In-class workshops on stress and coping, team building, and other interpersonal communication skills.</li> <li>• Continue to liaise with Counselling delegate.</li> <li>• Revisit Sociocultural Competencies (SCCs) curriculum support and expand SCC into the Hospitality Management Diploma curriculum (from Semester 1 through to Semester 4) in order to provide a scaffolded approach.</li> <li>• Gather broad input on the role of Student Support Instructor and build a transparent mandate for future programs.</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• Confirm maximum capacity for each classroom with facilities management and consider reviewing the number of students allowed if the course is delivered online</li> </ul>



	<ul style="list-style-type: none"> <li>• Investigate educational technology requirements for instructor-student use in classroom, bar lab, Bistro restaurant, and the possibility of a <i>HyFlex</i> model of learning.</li> <li>• Consider looking at online teaching tools and a recording lab for instructors preparing and teaching online</li> <li>• Upgrade technology functionality in the Bistro restaurant to meet current instructional demands</li> <li>• Review classroom needs based not only on instructor needs but also technology that would make the VCC hospitality classrooms current.</li> </ul>
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### 3 External Review Report Summary

On November 15<sup>th</sup>, 2021, the external review team (ERT) team consisting of Bernie Johnson, Darren Simpson, Morgan Westcott, and John Kearns, convened to review the self-study report and meet with Hospitality Management faculty, students, department leaders, and several members of the program renewal steering committee. The ERT also toured the downtown campus and Hospitality Management facilities.

The ERT fully support the recommendations made in the self-study. However, they did note that industry was underrepresented in the self-study and that future endeavors will need to engage industry more significantly.

Based on their reading of the self-study report and visit to the downtown campus and Hospitality Management department, the ERT identified the following **strengths** of the program:

- Location – the downtown campus is located at the heart of Vancouver’s hospitality industry
- Facilities – students are provided with hand-on front-of-house and back-of-house experience through the Bistro and bartending classroom
- Faculty – highly engaged and passionate about student success
- Industry experience – faculty have practical industry experience
  - \* The ERT noted that there is an opportunity to ensure greater recency and relevance of experience
- International presence – strong connections with immigration consultants and strong reputation in the international community
- Student support – the student support instructors that have been well received

The ERT believe the department is aware of its own limitations and have noticed following **areas for improvement**:

- The program now has reputation as an easy pathway to permanent residency for international students.
- The entrance requirements for the diploma are lower than other 2-year applied programs (e.g., the English 12 requirement for BCIT’s Tourism Management Diploma is 67%. VCC’s Hospitality Management Diploma requires 55%). The lower English requirement impacts student success and program delivery.

- The program no longer seems oriented to industry in terms of outcomes, experiences, and audience
- The current program was designed primarily for a domestic audience; however, the student population now consists of almost 90% international enrollment. No significant changes to the program have been made to reflect the increase in international students.
- There are opportunities to enhance the learning environment (e.g., new instructional technology to record a podcast or instructional videos).
- Online and blended delivery models have not fully been realized to ensure a strong interactive student experience (e.g., some students still sitting through 3-hour PowerPoint lectures.)
- The department does not have autonomy regarding their alumni connections and relationships and thus face challenges in securing industry feedback and engagement and marketing the program domestically.
- Students commented that some materials are outdated (e.g., 20-year-old videos) or underused (e.g., only a few chapters from expensive textbooks).
- There is sometimes a mismatch between an instructor’s industry experience and the class they are teaching.
- Faculty do not seem to have holistic knowledge of the program outside the class they teach.
- The work experience component in the diploma is unstructured, making it difficult for students to find a meaningful industry work.
- Diploma-level learning outcomes do not align with the education students receive.

The ERT made 20 recommendations in their report, which are organized by KPI in Table 2 below.

**Table 2 External Review Report Recommendations Organized by KPI**

KPI	EXTERNAL REVIEW REPORT RECOMMENDATIONS
<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>• Raising English language entrance requirements to align with other institutions (e.g., 67% in English 12; 6.5 for IELTS; or 86 on TOEFL based on BCIT’s 2-year tourism diploma); as well as incorporate a mandatory pre-course English assessment to flag students in need of additional support on the ground (students must complete a course prior to term start to raise their English language skills).</li> <li>• Connect with industry to help inform future as well as ongoing curriculum development; alignment with industry needs to become a top priority for program design and learning resources.</li> <li>• Recraft the program based on who the students are (e.g., develop a Term 1 Class called “Welcome to Canada”) to better support their transition into hospitality careers.</li> <li>• Redesign the work experience component (e.g., structured work experience in every term); as well as industry partnering for a co-op or practicum ‘capstone’ experience.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop rigor around participation marks to ensure students are being evaluated accurately for participation and engagement (e.g., develop a rubric to assess participation and apply consistently across classes regardless of delivery model); while ensuring 50% face-to-face requirement for international students.</li> <li>• Develop for-credit applied site visit and field study experiences to take advantage of VCC's downtown campus (bring students to the industry); as well as invite industry to visit classrooms and campus (bring industry to the students) through guest speaking (and other) opportunities.</li> <li>• Resurrect courses from the diploma that were performing well for students and industry including the Silent Shopper course to tie back to industry and partnership and integration.</li> <li>• Investigate a capstone element for the diploma (e.g., resurrect the catering/events course).</li> <li>• Rewrite the program learning outcomes for the diploma; converting #6 and #7 from "supervise ... and manage" language to "familiarization with industry roles and responsibilities at the frontline, supervisory, management and executive level", "exposure to a variety of human relations issues within a hospitality setting"; as well as revisit the use of the word 'sustainability' (either provide more instructional time around this; or remove it from the learning outcomes).</li> <li>• Invest in redevelopment of materials and learning resources (e.g. case studies, videos, assignments, Open Text resources) as well as provide students with the opportunities to train on systems like Opera, Micros, Squirrel, OpenTable, TripAdvisor (e.g. Hospitality Computer Applications currently doesn't cover hospitality-specific applications) – with the caveat that these components should be vetted by industry prior to implementation.</li> </ul>
<b>Student Outcomes</b>	<p><i>Student Advancement:</i></p> <ul style="list-style-type: none"> <li>• As the Hospitality Management program lends itself well to blended delivery models, ensure that students have a flexible learning experience (e.g., by prioritizing hands-on/practical components for in-person and deliver other content online)</li> <li>• Conduct more research into student pathways (e.g., why diploma students are not continuing to the degree; what degree students need in terms of flexibility and ability to work outside of class hours); as well as more research into industry outcomes for diploma grads (e.g., jobs, roles, and titles) and align program learning outcomes with this.</li> </ul> <p><i>Student Satisfaction:</i></p> <ul style="list-style-type: none"> <li>• Create a better mechanism for students to offer feedback on learning experience (incorporate qualitative feedback rather than just checkboxes on course evaluations), also develop a way for students to offer anonymous feedback similar to a 'whistleblower hotline' (e.g., <a href="mailto:StudentExperience@vcc.ca">StudentExperience@vcc.ca</a> email).</li> </ul>

<b>Program Planning and Administration</b>	<ul style="list-style-type: none"> <li>• Make more effective use of alumni relations for work experience placements as well as word-of-mouth marketing of the program.</li> <li>• Invest in domestic marketing to enhance enrolment as well as reposition the program as a “recruitment opportunity of choice” with industry.</li> <li>• Begin faculty visits to high schools to promote future careers in hospitality alongside industry partners and to position VCC’s program as a domestic pathway to a worthwhile career.</li> <li>• Where changes to program structure are not possible (e.g., recommendations from students around electives), ensure these are communicated with faculty, students and industry as there are some constraints to block registered, cohort programs; conversely communicate the benefits of a block registered program to students (e.g. no waitlists).</li> </ul>
<b>Faculty and Staff</b>	<ul style="list-style-type: none"> <li>• Create a mechanism where faculty can articulate their concerns; and have these concerns be heard and actioned.</li> <li>• Ensure alignment between instructor expertise and classes assigned such that the instructor with the most relevant and current industry experience is teaching a class.</li> </ul>
<b>Student Support Services</b>	None
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• Make capital investments that ensure the program faculty and students can produce current materials (e.g., podcasts).</li> </ul>

In their concluding comments, the ERT acknowledged the hard work that was put into the self-study. They hope that the observations and recommendations outlined in their report will assist the department as they champion higher entrance requirements, reorient the program to industry, and develop a stronger applied experiential education for students.

## 4 Response to External Review Report

### 4.1 Department Response

The Hospitality Management Diploma and Degree faculty were granted access to the External Review Report on December 22<sup>nd</sup>, 2021, for comments, recommendations, and additional content to be provided to the Program Renewal chair for review.

The document was presented for a second time on January 17<sup>th</sup>, 2022, and additional directions were provided to faculty with a deadline of January 24<sup>th</sup>, 2022. The following recommendations and comments were presented to the Assistant Department Leader to be submitted to the committee for a final evaluation.

There were specific areas in the External Review Report for which the faculty were not in full agreement:

1. *Raise the English language entrance requirements to align with other institutions.*

Rather than raising the entrance requirements, faculty feel it would be better to provide additional supports to students such as communication and academic success support classes or workshops that students take while completing the program. The steering committee still feel that a review of the entrance requirements is still warranted and have kept the recommendation, "Evaluate the program entrance requirements for the diploma."

2. *Develop rigor around participation marks to ensure students are being evaluated accurately.*

Faculty feel this recommendation may have been a response to a student complaint. Instructors are professional enough to explain to students how participation marks are assessed, and/or put this into the course outline and then followed through.

3. *Create a better mechanism for students to offer feedback on learning experience. In particular, the idea of having a "whistleblower hotline".*

Faculty feel students have plenty of opportunities to offer feedback directly to their instructors or the department leadership team. They feel it is inappropriate to provide a "whistleblower" type mechanism where students are free to say what they want, anonymously, with no explanation or room for solution-focused dialogue.

4. *Create a mechanism where faculty can articulate their concerns.*

Faculty feel they already have a process for this. This is done through regular faculty meetings in which faculty are asked to contribute items to the meeting agenda for discussion. The department leadership team has always been supportive and available to listen to any concerns faculty may have.

## 4.2 Dean's Response

I believe this was a very effective renewal. The Hospitality Management faculty are very committed in this process and are looking forward to engaging in the curriculum development for the diploma and degree. The program renewal committee had good participation and the work of this renewal was spread throughout the team.

The feedback from the external review committee reinforced many of the recommendations made in the self-study report and brought forward some additional areas for improvement.

I agree with the recommendations that we are moving forward. In particular, the entire department should work together to:

- Align on the program learning outcomes
- Ensure all course learning outcomes align with the program learning outcomes
- Ensure there is a smooth transition from the diploma to the degree.
- Ensure consistency of assessment

- Scaffold learning activities
- Obtain industry feedback on the program learning outcomes and courses
- Build blended courses where appropriate

I want to highlight some additional feedback from our external review committee that I am recommending the department pay attention to:

- Increasing connections with industry
- Ensuring program learning outcomes align with industry needs
- Scheduling on expertise in subject area and not only on seniority
- Administering student surveys to ensure quality and build a culture of continuous improvement

## 5 Final Recommendations

**Table 3 Final Recommendations Organized by KPI**

KPI	FINAL RECOMMENDATIONS
<b>Curriculum and Instruction</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Conduct a comprehensive review of our program and curriculum design.</li> <li>• Revise program learning outcomes to remove redundancy, increase relevance, and ensure that they reflect our increasingly diverse student demographic.</li> <li>• Explore part-time and continuous intake program options.</li> <li>• Design and deliver online and blended learning environments to satisfy the needs of our students, the program, and industry.</li> <li>• Expand face-to-face interaction to achieve broader program outcomes and achieve a stronger connection with industry while ensuring the “human element” is not lost.</li> <li>• Offer PLAR options for all courses so students may validate their professional experience.</li> <li>• Align program learning outcomes that ladder from the diploma to the degree program to ensure consistent development during the 4 (2+2) year program.</li> <li>• Ensure that Student Support Instructors are permanently embedded in our program to support students with English and Math courses.</li> <li>• Evaluate the program entrance requirements for the diploma program.</li> <li>• Connect with industry to help inform future as well as ongoing curriculum development; alignment with industry needs to become a top priority for program design and learning resources.</li> <li>• Develop for-credit applied site visit and field study experiences to take advantage of VCC’s downtown campus (bring students to the industry); as well</li> </ul>

	<p>as invite industry to visit classrooms and campus (bring industry to the students) through guest speaking (and other) opportunities.</p> <ul style="list-style-type: none"> <li>• Resurrect courses from the diploma that were performing well for students and industry to tie back to industry and partnership and integration.</li> <li>• Investigate a capstone element for the diploma (e.g., resurrect the catering/events course).</li> <li>• Invest in redevelopment of materials and learning resources (e.g. case studies, videos, assignments, Open Text resources) as well as provide students with the opportunities to train on systems like Opera, Micros, Squirrel, OpenTable, TripAdvisor (e.g. Hospitality Computer Applications currently doesn't cover hospitality-specific applications) – with the caveat that these components should be vetted by industry prior to implementation.</li> </ul> <p><u>Medium Priority</u></p> <ul style="list-style-type: none"> <li>• Align our program- and course-level curricula with college's indigenization and decolonization initiatives.</li> <li>• Include authentic and alternative assessment methods, which would include e-Portfolios, to support student success.</li> </ul> <p><u>Low Priority</u></p> <ul style="list-style-type: none"> <li>• Develop rigor around participation marks to ensure students are being evaluated accurately for participation and engagement (e.g., develop a rubric to assess participation and apply consistently across classes regardless of delivery model); while ensuring 50% face-to-face requirement for international students.</li> </ul>
<b>Student Outcomes</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Analyze student progression and program advancement and attrition within the program to determine where there are issues.</li> <li>• Attract more domestic students into our programs to grow domestic enrolment.</li> <li>• As the Hospitality Management program lends itself well to blended delivery models, ensure that students have a flexible learning experience (e.g., by prioritizing hands-on/practical components for in-person and deliver other content online)</li> <li>• Improve the capture and retention rates of diploma students moving into the degree through analysis of why the rate is so low at present.</li> <li>• Create a better mechanism for students to offer feedback on learning experience</li> </ul>
<b>Program Planning and Administration</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Strengthen partnerships and collaboration between VCC Hospitality and Industry.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work with the Marketing Department to create a recruitment strategy to enhance student enrollment as well as reposition the program as a “recruitment opportunity of choice” with industry.</li> <li>• Develop a mentorship and leadership succession plan.</li> <li>• Make more effective use of alumni relations for work experience placements as well as word-of-mouth marketing of the program</li> <li>• Increase our social media presence to promote future careers in hospitality and to position VCC’s program as a domestic pathway to a worthwhile career.</li> </ul> <p><u>Medium Priority</u></p> <ul style="list-style-type: none"> <li>• Work with VCC International Education to better understand the strategy for recruiting international students into the Hospitality Management program.</li> <li>• Increase affiliation agreements with other academic institutions, industry associations, international partnerships, and inform the department of these agreements.</li> </ul>
<b>Faculty and Staff</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Review and update hiring criteria for both the diploma and degree programs.</li> <li>• Work with the Dean and Department Leaders to ensure that membership fees and costs to attend events for industry and professional associations are included in departmental budget.</li> <li>• Meet with the departmental support staff to identify which concerns we can address in the short and medium term.</li> <li>• Support faculty professional development activities that help to improve instructional strategies and course materials.</li> </ul> <p><u>Medium Priority</u></p> <ul style="list-style-type: none"> <li>• Review industry and professional memberships the department holds to evaluate the value they bring to the department.</li> <li>• Ensure the industry and professional memberships we choose to be involved with have representation from the Hospitality Dept at VCC.</li> </ul>
<b>Student Support Services</b>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Revisit intercultural competency curriculum support and expand this into the Hospitality Management Diploma curriculum (from Semester 1 through to Semester 4) in order to provide a scaffolded approach.</li> </ul> <p><u>Low Priority</u></p> <ul style="list-style-type: none"> <li>• Communicate changes or updates to curriculum to all student areas in a timely way</li> </ul>



<p><b>Learning Environment</b></p>	<p><u>High Priority</u></p> <ul style="list-style-type: none"> <li>• Review classroom needs based not only on instructor needs but also technology that would make the VCC hospitality classrooms current. Make accommodations and/or capital requests as needed.</li> <li>• Upgrade technology functionality in the Bistro restaurant to meet current instructional demands.</li> </ul> <p><u>Medium Priority</u></p> <ul style="list-style-type: none"> <li>• Investigate educational technology requirements for instructor-student use in classroom, bar lab, Bistro restaurant, and the possibility of a HyFlex model of learning.</li> <li>• Consider looking at online teaching tools and a recording lab for instructors preparing online materials and teaching online.</li> </ul> <p><u>Low Priority</u></p> <ul style="list-style-type: none"> <li>• Confirm maximum capacity for each classroom and the number of students allowed for courses delivered online</li> </ul>
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## Program Renewal: [Hospitality Management Diploma and Degree Programs] Education Council Report (February 2022)

### Action Plan

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

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
1	Complete CD Funds Proposal	February 11 <sup>th</sup> , 2022	HM Department Leadership Team, Dean	Approved CD Proposal
2	Apply for SIEF funding	February 2022	HM Faculty	Approved SIEF Application
3	Engage with industry to help inform curriculum development	April 2022	HM Department Leadership, CTRLR (to facilitate industry engagement), HM Faculty, Industry Representatives	Program design and curriculum development plan that clearly aligns with industry needs
4	Update HM curriculum and materials as per program renewal recommendations	March 2023	Faculty, CTRLR, HM Department Leadership (HM Faculty will use AD Month 2022 in addition to CD Funds)	Governance-approved curriculum documentation
5	Use AD month for materials development	May 2023 (HM Faculty will use AD month 2023 to continue work on curriculum materials coming out of the curriculum development in #3)	Faculty, Dean, Dept Leadership	Curriculum materials
6	Review/revise online and blended delivery model in the HM Department	May 2022 to March 2023	HM Faculty, HM Department Leadership, CTRLR Online Developers	HM Online and Blended Learning Strategy (Design and Delivery)



## Program Renewal: [Hospitality Management Diploma and Degree Programs] Education Council Report (February 2022)

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
7	Positioning of VCC Hospitality Management Programs looking at recruitment, alumni relations, social media	Ongoing	HM Department Leadership, VCC Marketing, Dean, VCC International Education	Department Social Media Strategy HM Alumni Relations Strategy
8	Review and update hiring criteria for diploma and degree	March 31, 2023 (To be done upon completion of program redesign as new courses may impact hiring areas)	Dean, Faculty, HR, Faculty Association, Department Leadership	Draft revised HM diploma and degree job descriptions
9	Renew CD Funds	February 2023	HM Department Leadership Team, Dean	Approved CD Proposal



# PROGRAM RENEWAL Summary Report

Certificate: Medical Office Assistant  
School of Hospitality, Food Studies & Applied Business Applied Business

**Submitted to**

**Dennis Innes, Dean, School of Business and Hospitality**

**David Wells, Vice President Academic, Students & Research**

**Todd Rowlatt, Chair, Program Review & Renewal Committee**

**Natasha Mandryk, Chair, Education Council**

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**Steering Committee Members:**

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## 1 Executive Summary

The Vancouver Community College (VCC) Medical Office Assistant (MOA) Certificate program is well-regarded within the health care community. VCC MOA graduates are preferred graduates, and many are offered employment prior to completion of their practicum experience. The program has a strong cohort of industry partners, and the department consistently receives more job postings than the number of graduating students.

The Renewal process revealed several themes that were validated by data from students, graduates and external reviewers. Results of this Program Renewal will contribute to an improved student experience and program outcomes that will further contribute to the quality health care in BC.

The Steering Committee for this program renewal was struck in April 2021, by the VP of Academic, Students, and Research, to conduct a review the Medical Office Assistant Certificate program as per [Policy C.3.2 Program Review and Renewal](#)

Work of the Steering Committee, within the renewal process, focused on the key strengths, challenges and opportunities for improvement related to the following six (6) key performance indicators:

1. Curriculum and Instruction
2. Student Outcomes
3. Program Planning and Administration
4. Faculty and Staff
5. Program and Student Support Services
6. Learning Environment

Data from a variety of sources, spanning the five years prior to this report, was collected and analyzed by the Steering Committee members. Data was reviewed in relation to the key performance indicators, data sources include enrollment and graduation trends, student outcomes, graduate, student and faculty surveys, focus groups, curriculum materials, and employer feedback. A self-study report was written and reviewed as part of the renewal process.

The external review was conducted virtually and included interviews with the MOA Program Renewal Steering Committee, MOA Faculty and Staff members, students, graduates and a

virtual tour of the site. The External Review team developed a report based on the review of the MOA Self-Study and the Site Visit.

The MOA Program Renewal Self Study notes that this program is relevant to today's job market and highly regarded by students, graduates, industry, VCC faculty and staff. However, there is recognition of the need for curriculum enhancement to reflect current institutional, educational, industry and practice expectations.

Conclusions from the External Review team indicate that the students were satisfied with the program and skills gained in preparation for the role of Medical Office Assistant. The instruction in the program is identified as a strength. Main recommendations from this report indicate a need to update curriculum to current standards such as computer software experience and typing skills, professional communication, responsibility and accountability and enhanced experiential learning opportunities in lab and practicum settings.

Summaries of the Self-Study and External Review reports are provided below. The Steering Committee has reviewed both reports and offered final recommendations as identified in this summary report.

## 2 Self-Study Report Summary

### Overview

This section provides a summary of the MOA Self-Study as finalized by the Steering Committee in November 2022. The study examines the six key performance indicators, program background and strengths. This review culminates in a list of 40 recommendations for program improvement.

### Program Strengths

The Vancouver Community College (VCC) Medical Office Assistant (MOA) certificate program is well regarded within the health care community and has a strong cohort of industry partners that share a respectful, involved relationship between their practices and our department and students. Hosts and partners enthusiastically receive MOA students for practicum and send the department notices of job opportunity for our graduates.



VCC MOA graduates are preferred graduates, and many are offered employment prior to completion of their practicum experience. Prior to the Covid-19 Pandemic, the Department has consistently received more job postings than the number of graduating students over the past five years. The industry challenge presently is weighted slightly more to retaining employees rather than attracting them, despite increased need.

The VCC MOA program exists in the biggest publicly funded college in BC, is well subscribed to, and reasonably priced. Students and employers alike seek our program and graduates out and continue to support our practicum needs.

This renewal is overdue for many reasons, not least of which was Covid-19. The department is pleased to finally look at the entirety of the MOA program in such a comprehensive manner. The process revealed several themes that, while we knew them by experience, we didn't have the data to validate them. Results of this Program Renewal will contribute to an improved student experience and program outcomes that will further contribute to the quality health care in BC.

## Key Findings

### *Curriculum and Instruction*

The MOA scope of practice has expanded the responsibilities of the role and career opportunities. To maintain its relevance, MOA curriculum needs to reflect the current practices, cultural dynamics and expanded functions that make up the MOA role in today's world.

Feedback indicates reviewing the curriculum design with a look to weighting content according to current practice demands. Specifically, a reduction in typing skills and enhanced Medical Terminology and Billing content.

Students and industry cite the need for additional knowledge and skill development in Human Relations Skills with focus on diversity, intercultural communication, and difficult interpersonal interactions. The addition Mental Health theory is recommended for relevancy to current practice.

A review of curriculum design and delivery with attention to student-centred learning activities and experiential learning opportunities tied together will better support knowledge translation from theory to practice

Taken as a whole, the feedback suggests the need for a longer work practicum. This expanded practicum would allow for more time for students learning challenging content and an opportunity for students to have more time to consolidate their education in the practicum setting.

### *Student Outcomes*

The medical office assistant program has a high completion rate, low attrition, and a high employment rate upon graduation from the program.

Generally, the satisfaction rate of student, end of program, and graduate feedback indicates 75% overall satisfaction. This rate should align more closely to the overall college rate of 95%. The periodic low response rate to surveys sent to students and graduates by IR affects the validity of the data.

### *Program Planning and Administration*

MOA is classified as a “high opportunity” employment stream with increase in growth predicted until 2029. Students continue to seek out the VCC brand of the MOA program as preferred (if geographic location and scheduling is compatible to their situation).

The financial status of the program has been stable and within prescribed fiscal limits for past reviewed years. However, faculty complement is not currently sustainable as noted in the difficulties adequately covering unexpected absences. This gap has the potential to significantly impact student learning.

Moving forward, the feedback strongly indicates that the program integrate more robust competencies reflecting communication skills pertinent to healthcare, critical thinking skills, problem solving and presenting information so that it can be received and understood.

### *Faculty and Staff*

As a result of the move to remote delivery in March 2020, the staff and faculty have now worked separately from their colleagues and students. The faculty have provided quality delivery of this program through this difficult time.

The staffing complement must be enhanced to build sustainability in the face of instructor absences; this has been a great challenge for the department and students in recent years. With this, the Area Hiring Criteria for faculty should also be updated to reflect current industry skillsets.

### *Program and Student Support Services*

Feedback from Student Support Services indicated no discrepancies of referral appropriateness. The issue of early notification to the service area was mentioned by Advising and Disabilities, with the caveat understood that students also had the responsibility for disclosing (disability) or following through and attending (advising). Although two departments, Counselling and Disabilities, indicated that they are lacking sufficient resources, that has never come across to the MOA students or the faculty. The Learning Centre works to update our department on changes or opportunities available to our students. Faculty works frequently with the Disabilities Department; mutual feedback has been very positive and student success was achieved. Continued communications with these departments will enhance faculty knowledge of the services available and help to further promote student success.

Physical learning space is inadequate for experiential learning. Classroom space is small and there is no designated lab space for practicing clinical procedures. Updated equipment would enhance student readiness for the workplace. Furthermore, current temperature control challenges do not promote a comfortable learning environment.

The move to online learning has been successful as reported by students and instructors. The ability to balance work-life demands has reduced stress for students. Student success and course completion rates were not negatively affected by the move to online learning. Moving forward, students will be surveyed for their experience in the online or blended learning environment.

Recommendations from Self-Study according to Key Performance Indicators

KPI	Recommendations
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<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>• Evaluate whether substituting hours in certain courses will give enough time to courses that are to be lengthened</li> <li>• Evaluate the need to lengthen the 6-month program to 7- or 8-months in addition to alteration of course hours</li> <li>• Consider intake of 3 cohorts a year with intake every 4 months (as AP program runs)</li> <li>• Extend 3-week practicum to 4 weeks for increased consolidation of theory</li> <li>• Lengthen and enhance Medical Terminology courses</li> <li>• Consider offering a prep-course covering the foundations of medical word construction and Medical Speed and Accuracy Level 1</li> <li>• Lengthen Medical Billing course</li> <li>• Provide current, comprehensive course resources for Medical Billing</li> <li>• Review course learning and assessment activities to strengthen translation of theory to practice</li> <li>• Reduce keyboarding course content and time.</li> <li>• Consider increasing entrance requirements for keyboarding skill or offer a prep-course to get students to an advanced level before they begin the fulltime program</li> <li>• Increase content and concepts in Human Relations Skills to address diversity, cultural safety, and humility</li> <li>• Integrate knowledge and skills related to communication in difficult situations typically found in medical practices</li> <li>• Add concepts of mental health to the curriculum (relevant to medical terminology, communication, clinical skills, etc.)</li> <li>• Survey students re: online learning experience</li> <li>• Develop a Departmental Online Learning Strategy</li> <li>• Analyze student success in learning in the online / blended classroom</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Work with IR to determine processes and strategies that will ensure a higher response rate for program evaluation</li> <li>• Review and respond to qualitative data gathered formatively from course evaluation surveys</li> <li>• Have faculty be informed of dates IR is sending out survey and inform students about the email address they will receive containing the questionnaires and encourage them to participate</li> <li>• Specifically address gaps in new or acquired knowledge and perceived value to increase student satisfaction</li> </ul>

	<ul style="list-style-type: none"> <li>• Additional outside speakers to help consolidate relevance to industry</li> <li>• Reconfiguring the time allotted to changes in curriculum for certain courses, and program</li> </ul>
<b>Faculty and Staff</b>	<ul style="list-style-type: none"> <li>• Encourage faculty to use their PD time/monies to enhance their knowledge, skills, and interests with an emphasis to e-Learning, online delivery, and cultural sensitivity and humility</li> <li>• Faculty hiring for auxiliary use should be continued, ideally candidate would have MOA and Transcription credentials</li> <li>• If a 3<sup>rd</sup> MOA intake was added, a review of staffing needs would be assessed, and new hiring undertaken</li> <li>• Area Hiring Criteria reviewed and renewed</li> </ul>
<b>Student Support Services</b>	<ul style="list-style-type: none"> <li>• Periodic reminders to faculty of the departments and services that are available to support their students</li> <li>• Approach the topic early with students who may be in need with an emphasis on normalizing the use of services</li> <li>• Include mention of student support services at Information Sessions and on first day greeting/orientation</li> <li>• Quarterly review of any changes in program, scheduling, course content, etc., to report to Advising in particular</li> <li>• Agenda item service departments to present at faculty meetings</li> </ul>
<b>Program Planning and Administration</b>	<ul style="list-style-type: none"> <li>• Continued collaboration with the Doctors of BC (Family Practice) group and employment organizations</li> <li>• Hosting pop-up information videos with former graduates now working in industry</li> <li>• Build pool of guest speakers from last several years to assist in connecting course content with practice environment</li> <li>• Continue paced acquisition of clinical equipment and learning tools</li> <li>• Continue to recruit for auxiliary faculty for unexpected absences and illness</li> <li>• Continue proven successes with department marketing strategies and explore further ideas identified above</li> <li>• Maximize program profile and student accessibility to MOA program to correlate with the "high opportunity" employment trend</li> <li>• Consider, acknowledge, and include in course delivery the societal factors guarantee the increasing requirement for roles in health care, the baby boom demographic that is becoming the largest</li> </ul>

	<p>group of health care consumers, and the burgeoning age group of 55 and older that are entering retirement</p> <ul style="list-style-type: none"> <li>• Strategize enrolment and delivery with the changing demographic of students as a background guide</li> <li>• Maximize the impact points of potential students seeking out the VCC MOA program with FQA virtual sessions, participation in high school job fairs, employment organizations, college social media pages, etc.</li> <li>• Include the specific skills requested by stakeholders to all courses, not just Human Relations Skills. These would include communication pertinent to healthcare, professional behaviour, critical thinking skills, problem solving and presenting information to be heard and understood</li> <li>• A more structured collaboration with the Doctors of BC group would be a benefit to the program and increase the employability options of VCC graduates</li> <li>• Obtaining former graduates now working in industry for PAC inform delivery and guest speaker appearances help students understand relevance of content delivery and the workplace</li> </ul>
<p><b>Learning Environment</b></p>	<ul style="list-style-type: none"> <li>• Improve thermostat/temperature control in classrooms</li> <li>• Provide larger classroom space</li> <li>• Provide adequate desk/table space</li> <li>• Regular addition of equipment for student clinical skills</li> <li>• Provide a dedicated lab space for clinical skills, possibly at BWY, which includes sink(s)</li> <li>• Survey students regarding online learning experience</li> <li>• Develop a Departmental Online Strategy</li> </ul>

### 3 External Review Summary Report

The external review team conducted a site visit on Friday December 3, 2021. This site visit was conducted virtually, with Zoom web conferencing.

The meeting was attended by the VP Academic, MOA Program Renewal Steering Committee members, program faculty and staff, current students and graduates of the DRC program. The external review team was provided with the opportunity to meet privately with the various

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groups and the Instructional Associates facilitated provided clarifications and support as required during this virtual site visit.

External review team members included:

1. Academic Representative from Post-Secondary Institution: **Alicia Miller**, Instructor, Douglas College
2. Industry Representative: **Charmaine Paragas**, Program Assistant, Transcatheter Heart Valve Clinic, Providence Health
3. Industry Representative: **Katie Nutbrown**, Office Manager for Cambie Village Family Practice
4. Industry Representative: **Nicki Ordano**, MA, Patient Care Manager, Heart Centre Clerical, Healthy Heart Prevention and Cardiac Rehab Clinics, Cardiology Lab, General Cardiology, Heart Centre, Providence Health Care

In the site visit wrap-up session, the external reviewers expressed positive impressions of the program from their discussions with students, faculty, staff and graduates. Their written report and findings were submitted to the DRC Program Renewal Steering Committee December 12, 2021. The brief report provided by the external reviewers mirrored many of the self-study findings. The report provided a summary stating that each KPI was currently being met by the program.

Program strengths identified noted that the program instructors are very well qualified, and the scope of the program was relevant to requirements for entry to industry. The program is accessible to students regarding tuition cost and duration. Students enjoy the practicum experience and the graduates felt program completion opened doors to employment opportunities. The external review team notes that the VCC MOA program is a comprehensive and efficiently packaged program serving a broad student demographic and spectrum of health care facilities.

Recommendations suggest that a review of the curriculum for currency and relevancy be completed. This includes recalibrating keyboarding requirements to current industry standards and enhance student use of software programs common to health care practices. Altering the curriculum to increase student demonstration of professional communication, accountability and reliability. Regarding readiness to enter the work field, the reviewers suggested that students have two practice opportunities in the different health care type settings, i.e., Physicians' Offices and Hospital Clinics. The reviewers also suggest alternate learning labs / classrooms environments

that provide a variety of learning opportunities for the diverse student base, this includes providing access to adequate classroom facilities, education materials and computer software.

The external reviewers did make key recommendations in their conclusion. Below is the full list of External Reviewers' recommendations, and response from the DRC Program Renewal Steering Committee. The full External Reviewers' report can be viewed in Appendix 1.

## 4 Self-Study Team Response to External Review Report

The DRC Program Renewal Steering Committee met on January 11, 2022, to review the External Review Report. The committee members noted that the points made were generally in alignment with the findings of the self-study report. The external report supports the program and provides some valid recommendations. The recommendations from the self-study report and the external review were compared and discussed, resulting in the final report recommendations for the program renewal.

### Responses to External Report

Dennis Innes, Dean School of Business and Hospitality

The external review committee supported the findings in the self-study report. They made additional comments on the strength of the faculty, the practicum, employment outcomes and length/tuition/content of the Medical Office Assistant program. This program has strong domestic enrollment and employment outcomes and will benefit from recommendation made in the self-study report.

I am recommending that this curriculum development work be spaced over the next two years for the following reasons:

- To complete year 1 of the Medical Transcriptionist Renewal before beginning the detailed development work in both MOA and MT.
- For the department to continue discussions the faculty teaching the Health Unit Coordinator program to investigate any possible sharing of curriculum or combined offerings.
- To conduct research across Canada on programs that integrate MOA/MT/HUC in one program.

This is an opportunity for VCC to research and respond to the changing health care environment and required competencies of employees in these areas. We will then have the opportunity to create improved graduate pathways.



## 5 Final Comments and Recommendations

The final recommendations made are a combination of those from the self-study and the external reviewers' report. These recommendations are also represented in the Program Renewal Action Plan with projected timeline and deliverables. There is some repetition between recommendations as items are noted in more than one KPI, however this will assist in prioritizing action plan items.

	<b>KPI: Curriculum and Instruction</b>
1	Review and adjust distribution of curriculum hours to match content relevance and weighting requirements.
2	Extend 3-week practicum to 4 weeks for increased consolidation of theory.
3	Increase and provide a variety of practicum opportunities either two clinics to work with or 1 hospital ambulatory clinic and 1 family practice providing students a means to experience and understand expectations from both settings.
4	Lengthen, enhance, and redistribute Medical Terminology courses/hours.
5	Review and reconfigure typing curriculum to enhance student experience and goal achievement
6	Increase Medical Billing content and add current, comprehensive course resources
7	Review course learning and assessment activities to strengthen translation of theory to practice
8	Increase content and concepts in Human Relations Skills to address diversity, cultural safety, and humility.
9	Integrate knowledge and skills related to communication in difficult situations typically found in medical practices/clinics
10	Add concepts of mental health to the curriculum (relevant to medical terminology communication and clinical skills)
11	Develop a departmental online learning strategy

12	Increase strategies to enhance student professionalism and accountability in theory and practice settings.
<b>KPI: Student Outcomes</b>	
13	Work with Institutional Research to determine processes and strategies that will ensure a higher response rate for program evaluation.
14	Analyse and respond to course evaluation surveys, qualitative and quantitative data, in Annual Program Review and departmental meetings.
15	Specifically address gaps in new or acquired knowledge and perceived value to increase student satisfaction.
16	Additional outside speakers to help consolidate relevance to industry.
17	Reconfiguring the time allotted to changes in curriculum for certain courses, and program.
18	Along with the recommendations found in the Self-Study Report, the External Committee suggests considering alternate learning labs/classrooms environments.
19	Provide a variety of learning opportunities for the diversity of the students. Incorporate Principles of UDL.
<b>KPI: Faculty and Staff</b>	
20	Encourage faculty to use their PD time/monies to enhance their knowledge, skills, and interests with an emphasis to e-Learning, online delivery, and cultural sensitivity and humility (Dept. to present / share learning opportunities).
21	**Enhance faculty number by hiring for auxiliary instructors. Candidate would ideally have MOA and Transcription credentials.
22	Review and renew Area Hiring Criteria.
<b>KPI Student Support Services</b>	

23	Provide reminders to faculty of the Student Support Services that are available to support their students' success.
24	Introduce Student Services early with students who may be in need with an emphasis on normalizing the use of services. Include this information at information sessions, and on the first day of orientation.
25	Review any changes in program, scheduling, course content, etc., on a quarterly basis and report to Advising Department.
26	Include service departments to present at faculty meetings.
<b>KPI Program Planning and Administration</b>	
27	Continue collaboration with the Doctors of BC (Family Practice) group and employment organizations
28	Create information videos with former graduates now working in industry
29	Build pool of guest speakers from last several years to assist in connecting course content with practice environment.
30	Continue paced acquisition of clinical equipment and learning tools.
31	Continue to recruit for auxiliary faculty for unexpected absences and illness
32	Continue proven successes with department marketing strategies and explore further ideas as identified above. Maximize program profile and student accessibility to MOA program to correlate with the "high opportunity" employment trend.
33	Strategize a plan for enrolment and delivery that considers the changing demographic of students.
34	Increase contact with potential students with FAQ virtual sessions, participation in high school job fairs, employment organizations, college social media pages, etc. Consult VCC Marketing.
35	Integrate communication and professional skills through all courses. These skills are to include communication pertinent to healthcare, professional behaviour, critical thinking skills, problem solving and presenting information to be heard and understood.

36	Recruit graduates for PAC and guest speaker appearances.
	<b>KPI Learning Environment</b>
37	Improve thermostat/temperature control in classrooms.
38	Provide larger classrooms and more desk space.
39	Provide a dedicated lab space for clinical skills, possibly at BWY, which includes sink(s).



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### Medical Office Assistant Renewal Action Plan

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

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
KPI	Curriculum and Instruction			
1	Review and adjust distribution of curriculum hours to match content relevance and weighting requirements.	December 2022 (Governance Feb 2023)	Faculty release time CTLR support	Completion of Course Outlines
2	*Extend 3-week practicum to 4 weeks for increased consolidation of theory.	December 2022	Faculty release time CTLR support	Completion of Course Outlines
3	Increase and provide a variety of practicum opportunities either two clinics to work with or 1 hospital ambulatory clinic and 1 family practice providing students a means to experience and understand expectations from both settings.	December 2022	Faculty release time CTLR support	Completion of Course Outlines
4	Lengthen, enhance, and redistribute Medical Terminology courses/hours.	December 2022	Faculty release time CTLR support	Completion of Course Outlines



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#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
5	Review and reconfigure typing curriculum to enhance student experience and goal achievement	December 2022	Faculty release time CTLR support	Completion of Course Outlines
6	Increase Medical Billing content and add current, comprehensive course resources	December 2022	Faculty release time CTLR support	Completion of Course Outlines
7	Review course learning and assessment activities to strengthen translation of theory to practice	June 2022	Faculty release time CTLR support	Completion of Course Outlines
8	Increase content and concepts in Human Relations Skills to address diversity, cultural safety, and humility.	December 2022	Faculty release time CTLR support	Completion of Course Outlines
9	Integrate knowledge and skills related to communication in difficult situations typically found in medical practices/clinics	December 2022	Faculty release time CTLR support	Completion of Course Outlines
10	Add concepts of mental health to the curriculum (relevant to medical terminology communication and clinical skills)	December 2022	Faculty release time CTLR support	Completion of Course Outlines
11	Develop a departmental online learning strategy	December 2022	Faculty release time CTLR support	Completion of Course Outlines



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#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
12	Increase learning strategies to enhance student professionalism and accountability in theory and practice settings.	March 2023	Faculty release time CTLR support	Completion of Course Outlines
<b>KPI</b>	<b>Student Outcomes</b>			
13	Work with Institutional Research to determine processes and strategies that will ensure a higher response rate for program evaluation.	June 2022	Institutional Research	Completion of Evaluation strategy with IR and Faculty
14	Analyse and respond to course evaluation surveys, qualitative and quantitative data, in Annual Program Review and departmental meetings.	June 2022	Institutional Research	Completion of Evaluation strategy with IR and Faculty
15	Specifically address gaps in new or acquired knowledge and perceived value to increase student satisfaction. (Teaching and learning strategies and learning outcomes)	December 2022	Faculty release time CTLR support	Learning Outcome added to program, concentrated in certain courses
16	*Additional outside speakers to help consolidate relevance to industry.	March 2022	Industry partners, faculty, graduates	Repository of guest speakers



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#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
17	Reconfiguring the time allotted to changes in curriculum for certain courses, and program.	Dec. 2022	Faculty release time CTLR support	Completion of Course Outlines
18	Along with the recommendations found in the Self-Study Report, the External Committee suggests considering alternate learning labs/classrooms environments.	Dec. 2022	Dean, Facilities, Faculty	Access to BWY Health Sciences space. Collaboration with SHS programs. Access to alternate classroom space
19	Provide a variety of learning opportunities for the diversity of the students. Incorporate Principles of UDL.	June 2023	CTLR (Online developers)	UDL integration throughout design and delivery of re-designed program.
<b>KPI</b>	<b>Faculty and Staff</b>			
20	Encourage faculty to use their PD time/monies to enhance their knowledge, skills, and interests with an emphasis to e-Learning, online delivery, and cultural sensitivity and humility (Dept. to present / share learning opportunities).	Ongoing	Faculty and PD	Faculty to record / share updated knowledge and skills with department and colleagues.  Integrate knowledge into course design and delivery.
21	*Enhance faculty number by hiring for auxiliary instructors. Candidate would ideally have MOA and Transcription credentials.	Ongoing	Dept. Leader People Services Faculty	Stable appropriate staffing levels





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#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
22	Review and renew Area Hiring Criteria.	Dec. 2022	People Services VCCFA Dean	Updated AHC reflects current industry and program skills and abilities.
<b>KPI</b>	<b>Student Support Services</b>			
23	Provide reminders to faculty of the Student Support Services that are available to support their students' success.	Ongoing	Student services	Process for identifying and referring students in need of support.
24	Introduce Student Services early with students who may be in need with an emphasis on normalizing the use of services. Include this information at information sessions, and on the first day of orientation.	Sept. 2022	Student Services	Inclusion of SS in orientation and early weeks of program
25	Review any changes in program, scheduling, course content, etc., on a quarterly basis and report to Advising Department and RO as a priority	Sept. 2023	Department generated	Dept process for identifying and reporting changes to student involved services
26	Include service departments to present at faculty meetings.	Ongoing	Student services	Student services rep.s attendance at faculty meetings
<b>KPI</b>	<b>Program Planning and Administration</b>			



## Program Renewal: Medical Office Assistant Education Council Report March 2022

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
27	Re-establish and continue collaboration with the Doctors of BC (Family Practice) group and employment organizations	Ongoing	Department and Program generated	Resumption of partnership
28	Create information videos with former graduates now working in industry	December 2022	Program and Department generated	Completion of video's incorporated into Info-Sessions and classes
29	*Build pool of guest speakers from last several years to assist in connecting course content with practice environment.	Ongoing	Faculty and Department Leader	Repository of Guest speakers
30	Continue paced acquisition of clinical equipment and learning tools.	Ongoing	Department	Sufficient level of equipment and learning tools to provide efficient learning opportunities
31	*Continue to recruit for auxiliary faculty for unexpected absences and illness	Ongoing	DH-Faculty-People Services	Increased and available Auxiliary roster of faculty
32	Continue proven successes with department marketing strategies and explore further ideas as identified above. Maximize program profile and student accessibility to MOA program to correlate with the "high opportunity" employment trend.	Ongoing	Department Program DH Marketing	Enrolment cap reached in 2 cohorts with waiting list. Viability demonstrating a potential 3 <sup>rd</sup> cohort



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#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
33	Strategize a plan for enrolment and delivery that considers the changing demographic of students.	December 2022	Program Faculty Marketing	Changes in advertising and delivery strategies
34	*Increase contact with potential students with FAQ virtual sessions, participation in high school job fairs, employment organizations, college social media pages, etc. Consult VCC Marketing.	Ongoing	Program Faculty Marketing	
35	Integrate communication and professional skills through all courses. These skills are to include communication pertinent to healthcare, professional behaviour, critical thinking skills, problem solving and presenting information to be heard and understood.	December 2022	Program Department Faculty CLTR	Learning outcomes enhanced to incorporate these skills
36	Recruit graduates for PAC and guest speaker appearances.	October 2022	PAC members  Dean  Department	PAC member numbers adequate and regular meeting schedule agreed to
KPI	<b>Learning Environment</b>			



## Program Renewal: Medical Office Assistant Education Council Report March 2022

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
37	Improve thermostat/temperature control in classrooms.	September 2022	Facilities Department Faculty	Stable temperature and student learning environment
38	Provide larger classrooms and more desk space.	September 2022	Room Booking Department	Students express satisfaction with learning space
39	*Provide a dedicated lab space for clinical skills, possibly at BWY, which includes sink(s).	Sept. 2022	Dean Facilities Faculty	Stable and dedicated learning environment for hands-on course

Note: \* indicates that these action items were identified in more than one KPI, this fact identifies their importance or priority.