Vancouver Community College

Board of Governors
Public Meeting Agenda
March 26, 2025, at 5:30 p.m.

VCC Broadway Campus, Building A, Room 5025

GUESTS & PUBLIC: MS TEAMS ACCESS

Join here

Meeting ID: 265 719 550 258

Passcode: oc987d9J

ATTENDANCE

Board Members

Mahin Rashid (Chair, Board/HRC)
Jeffrey Yu (Vice Chair/Chair, FAC)
Chi Lo
Christie Sparklingeyes
Dilraj Sandhu
Harleen Kaur
Jennifer Cummins
Joey Hartman
Libby Davies
Michele Guerin
Paul Yeung REGRETS
Seung Oh

Senior Team

David Wells	VP, Academic & Applied Research
Ian Humphreys	VP, Admin & International Development
Kate Dickerson	VP, People Services
Jane Shin	VP, Students & Community Development
Elmer Wansink	AVP, IT & CIO
Clayton Munro	AVP, Student & Enrolment Services
Tannis Morgan	AVP, Academic Innovation
Jamie Choi	ED, Finance & CFO
Surinder Aulakh	ED, Safety, Security & Risk Management
Charnelle McClure	ED, Marketing & Communications
Deborah Lucas	EA, Board of Governors

Ex-Officio

Ajay Patel	President & CEO
Natasha Mandryk	Chair, Education Council/GC

Guests

Frank Cosco	President, VCCFA
Deanne Bates	Chief Shop Steward, CUPE Local 4627
Melissa Chirino	Organizer & Advocate, Governance, SUVCC

We acknowledge that Vancouver Community College (VCC) is located on the traditional and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səlilwətaɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial.

Item	Topic	Action	Speaker	Time	Attach	Page
1.	**CALL TO ORDER, LAND ACKNOWLEDGEMENT/ OPENING REMARKS**		M. Rashid / A. Patel / H. Kaur	7 min		
2.	**APPROVAL OF AGENDA/CONSENT AGENDA**	Decision	M. Rashid	2 min		
	2.1 Minutes: Feb 5, 2025, Public Meeting				✓	4
	2.2 Course Deactivations				✓	10
	2.3 Board Correspondence & Activity				✓	12
	2.4 News and Events				✓	13
	2.5 VCCFA Report				✓	17
3.	**ACTION TRACKER**		M. Rashid	1 min		
	No items	Info			--	--

Item	Topic	Action	Speaker	Time	Attach	Page
4.	**CONSTITUENCY GROUP REPORTS**	Info	Constituency Reps			
	4.1 CUPE Local 4627			5 min	--	--
	4.2 SUVCC			5 min	--	--
	4.3 VCCFA			5 min	✓	17
5.	**EDUCATION COUNCIL REPORT**		N. Mandryk	35 min		
	5.1 Chair's Report	Info			✓	18
	5.2 Enrolment Plan 2025-26	Decision			✓	42
	5.3 Program Discontinuance: Acute Care for Health Care Assistants Short Certificate	Decision			✓	49
	5.4 Program Discontinuance: Health Care Assistant Certificate (EAL Cohort)	Decision			✓	51
	5.5 Program Name Change: Bachelor of Hospitality Management	Decision			✓	53
	5.6 New: 3 Associate Degree Specializations within the Associate of Science and Associate of Arts Degree: Associate of Arts in Psychology, Associate of Science in Data Science, and Associate of Science in Environmental Science	Decision			✓	55
	5.7 New Program & 5 Courses: Digital Learning for Innovative Teaching Short Certificate	Decision			✓	58
	5.8 Revised Program: Paralegal Diploma	Decision			✓	65
	5.9 New program: Digital Communication, Social Media & Multimedia Post-Degree Diploma	Decision			✓	75
6.	**FINANCE AND AUDIT COMMITTEE REPORT**		J. Yu	35 min		
	6.1 Chair's Report	Info			--	--
	6.2 2024/25 Forecast to Budget	Info			✓	82
	6.3 2025/26 Operating Budget	Decision			✓	87
	6.4 2025/26 Capital Budget	Decision			✓	92
	6.5 Tuition: Paralegal Diploma	Decision			✓	95
	6.6 Tuition: Digital Learning for Innovative Teaching Short Certificate	Decision			✓	98
	6.7 Tuition: New: 13 University Transfer courses within Associate Degree Specializations: Associate of Arts in Psychology, Associate of Science in Data Science, and Associate of Science in Environmental Science	Decision			✓	102
	6.8 Tuition: New program: Digital Communication, Social Media & Multimedia Post-Degree Diploma	Decision			✓	107
7.	**GOVERNANCE COMMITTEE REPORT**					
	7.1 Chair's Report	Info	N. Mandryk	2 min	--	--
	7.2 G.1.0 Board Conduct – Annual Oath of Office Affirmation	Info	M. Rashid	6 min	✓	109
8.	**HUMAN RESOURCES COMMITTEE REPORT**					
	8.1 Chair's Report	Info	M. Rashid	5 min	--	--
9.	**INDIGENIZATION AT VCC**	Info	C. Sparklingeyes	10 min	--	--

Item	Topic	Action	Speaker	Time	Attach	Page
10.	**VCC FOUNDATION**	Info	J. Yu	5 min	--	--
11.	**NEW BUSINESS**					
	11.1 Strategic Innovation Plan Update	Info	A. Patel	15 min	--	--
12.	**NEXT MEETING & ADJOURNMENT**	Info	M. Rashid	1 min	--	--
	Next regular meeting: May 28, 2025					

Board of Governors
Public Meeting DRAFT MINUTES
February 5, 2025, at 5:45 p.m.
Zoom

ATTENDANCE

Board Members	
Mahin Rashid (Chair, Board/HRC)	
Jeffrey Yu (Vice Chair/Chair, FAC)	
Chi Lo	
Christie Sparklingeyes	
Dilraj Sandhu	
Harleen Kaur	
Jennifer Cummins	
Joey Hartman REGRETS	
Libby Davies	
Michele Guerin	
Paul Yeung	
Seung Oh	

Senior Team & Staff Resources	
David Wells	VP, Academic & Applied Research
Ian Humphreys	VP, Admin & International Development
Kate Dickerson	VP, People Services
Jane Shin	VP, Students & Community Development
Elmer Wansink	AVP, IT & CIO
Clayton Munro	AVP, Student & Enrolment Services
Tannis Morgan	AVP, Academic Innovation
Jamie Choi	ED, Finance & CFO
Surinder Aulakh	ED, Safety, Security & Risk Management
Charnelle McClure	ED, Marketing & Communications
Deborah Lucas	EA, Board of Governors
Moira Gookstetter	ED, VCC Foundation
Dennis Innes	Dean, Hospitality, Food Studies & Applied Business

Ex-officio	
Ajay Patel	President & CEO
Natasha Mandryk	Chair, Education Council/GC

Guests	
Frank Cosco	President, VCCFA
Deanne Bates	Chief Shop Steward, CUPE Local 4627
Melissa Chirino	Organizer - Advocacy and Governance, SUVCC

We acknowledge that Vancouver Community College (VCC) is located on the traditional and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səlilwətaɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial.

1. CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS

The meeting was called to order at 5:48 p.m. with regrets from J. Hartman. M. Rashid provided background on the meeting being held via Zoom due to weather conditions and campus closures, thanking everyone for their flexibility. D. Sandhu presented the land acknowledgement.

Chair's Opening Remarks:

The annual Board Retreat took place on Jan 16-17, 2025. Key highlights included a session by Pari Johnston, President & CEO of Colleges and Institutes Canada, an update on the Campus Plan, insights from the VCC Foundation campaign for the new Center of Clean Energy and Auto Innovation, and a session on decolonizing the boardroom. MLAs representing VCC's campus ridings—Minister Terry Yung, Parliamentary Secretaries Sunita Dhir, and Joan Phillip—joined for an evening social, contributing to the event's success. The retreat was a valuable opportunity for connection, collaboration, and reflection.

Advocacy efforts remain ongoing with local and federal governments regarding VCC's LINC program. MP Jenny Kwan raised concerns in the House of Commons, and she will continue to follow-up on funding

allocation issues when the House returns. Additionally, on Jan 30, the President and Board Chair met with the Honourable Anne Kang, Minster Post-Secondary Education & Future Skills, during her visit to the Broadway Campus, accompanied by Parliamentary Secretaries, Joan Phillip and Sunita Dhir. They discussed key issues affecting VCC.

The Ministry has acknowledged VCC's submission of the Institutional Accountability Plan and Report for 2023-2024, commending the institution's strong performance in key areas, particularly in nursing and allied health programs. M. Rashid gave a special recognition to the entire VCC team, emphasizing the substantial effort required to both compile the report and to achieve the outcomes it reflects.

President Opening Remarks:

M. Rashid and J. Yu were welcomed to their new roles as Board Chair and Vice Chair. Appreciation was expressed for the smooth transition, made possible by the succession plan created by former Chair Joey Hartman and Vice Chair Libby Davies.

On Jan 30, the Honourable Anne Kang, Minister of Post-Secondary Education and Future Skills visited the Broadway Campus. She was joined by Sunita Dhir, Parliamentary Secretary for International Credentials and MLA for Vancouver-Langara, and Joan Phillip, Parliamentary Secretary for Community Development and Non-Profits, and MLA for Vancouver-Mt. Pleasant. During the visit, they met with union representatives, him, and the Board Chair, and toured the School of Health Sciences. This marks Minister Kang's second appointment to this role, and he looks forward to continuing to build on the strong relationship VCC has established. He also noted the positive interactions with local and provincial politicians, including the engagement of MP Jenny Kwan in addressing LINC funding, and international student issues and the federal government's policies.

2. **APPROVAL OF AGENDA & CONSENT AGENDA**

MOTION: THAT the VCC Board of Governors approve the Feb 5, 2025, public meeting agenda; and approve/acknowledge receipt of the following items on the consent agenda:

   2.1 Minutes: Nov 27, 2024, Public Meeting
   2.2 Minutes: Dec 17, 2024, Special Public Meeting
   2.3 Board Correspondence & Activity
   2.4 News and Events
   2.5 VCCFA Report

Moved, Seconded & CARRIED

3. **ACTION TRACKER – ITEMS BROUGHT FORWARD FROM FEB 5, 2025**
No actions.

4. **CONSTITUENCY REPORTS**

Student Union of Vancouver Community College (SUVCC) – Presented by M. Chirino, SUVCC Organizer - Advocacy and Governance

M. Chirino provided an update on the SUVCC's recent activities. SUVCC executive met with Minister Kang, and Parliamentary Secretaries Joan Phillip, and Sunita Dhir, during which concerns about the funding review were raised and the need to revisit changes in post-secondary funding. She emphasized the SUVCC's ongoing advocacy efforts for students, faculty, and staff, affected by the closure of the LINC program, and expressed interest in further collaboration.

Vancouver Community College Faculty Association (VCCFA) – Presented by F. Cosco, President

The VCCFA Report was included in the meeting materials. At the meeting, F. Cosco congratulated M. Rashid and J. Yu on their new leadership roles, and he acknowledged outgoing VCCFA president Taryn Thomson's contributions. It was reported that the closure of the LINC program has affected approximately 30 long tenured and contract faculty. He advocated for a thorough government review of funding to ensure long-term stability for VCC.

CUPE Local 4627 – Presented by D. Bates, Chief Shop Steward

D. Bates addressed the Board. The report included the meeting between CUPE 4627 Executive and Minister Kang and Parliamentary Secretaries Joan Phillip and Sunita Dhir, where they raised concerns regarding the funding review and accessible education, with a particular focus on the unique nature of VCC's programs and the closure of the LINC program.

5. EDUCATION COUNCIL (EDCO) REPORT – Presented by N. Mandryk, EdCo Chair

5.1 Chair's Report

The EdCo Chair's report outlines key changes to the approval processes, including the Board regaining authority over course creation and deactivation, and the new Accelerated Program Change pathway, which allows for faster approvals of credentials and program implementations before full curriculum development. These changes are being introduced as part of the recommendations for consideration at the current meeting. The report also highlights that, due to these changes, there may be a higher degree of uncertainty regarding program details before curriculum is fully finalized. Additionally, some trial and error can be expected with how these recommendations are presented for consideration, as these new procedures are implemented.

5.2 Health and Wellness Professional Cosmetology Diploma

The Health and Wellness Professional Cosmetology Diploma evolved from existing certificate programs and meets the growing demand from international students for a combined esthetics and hairstyling program. The program is being submitted for formal approval under the accelerated program change procedure. The international tuition for the program will remain at $42,978.40, as approved on Sept 18, 2024.

> **MOTION:** WHEREAS the Program Development and Approvals Policy and Procedures (409) grants the Board the authority to approve new credentials, program implementation, and/or tuition prior to the approval of the curriculum through the Accelerated Program Change procedure;
>
> BE IT RESOLVED THAT, on the recommendation of the President, and on the advice of Education Council, the Board of Governors approves the Health & Wellness Professional – Cosmetology Diploma credential and program implementation; and
>
> THAT, as approved by the Board on September 18, 2024, the international tuition for the Health & Wellness Professional – Cosmetology Diploma will remain unchanged at $42,978.40.
> **Moved, Seconded and CARRIED**

5.3 Credential: IT Project Management Post-Degree Diploma and;
Nine New Courses: IT Project Management Post-Degree Diploma

The new IT Project Management Post-Degree Diploma is an expansion of an existing project management diploma and addresses the need for specialized project management skills in the tech sector. The program follows the accelerated program change process. EdCo will approve the curriculum once fully built-out, and it was clarified that the courses will be ready for the September launch.

MOTION: WHEREAS the Program Development and Approvals Policy and Procedures (409) grants the Board the authority to approve new credentials, program implementation, and/or tuition prior to the approval of the curriculum through the Accelerated Program Change procedure;

BE IT RESOLVED THAT, on the recommendation of the President, and on the advice of Education Council, the Board of Governors approves the IT Project Management Post-Degree Diploma credential and program implementation, and;

THAT, on the advice of Education Council, Board of Governors approve the creation of nine (9) new courses to be offered as part of the IT Project Management Post-Degree Diploma.

Moved, Seconded and CARRIED

5.4 Course Deactivations

The Registrar's Office is cleaning up VCC's curriculum inventory, which includes deactivating courses that are no longer taught. Policy 409, approved in December 2024, reverted the authority for course deactivations to the Board. N. Mandryk clarified that although there are a number of music courses being deactivated, they do not impact the department as the courses were no longer being offered, and the program content had evolved.

MOTION: THAT, on the advice of Education Council, the Board of Governors approves the deactivation of eighty-eight (88) courses listed in the appendix.

Moved, Seconded and CARRIED

5.5 Program Change: New Name – Hospitality Management Diploma

In November 2024, a series of name change recommendations were presented and subsequently approved by the Board. Among these recommendations, the renaming of the Hospitality Management Post-Degree Diploma was included. This was not part of the intended list of programs for name changes, and its inclusion was an oversight.

MOTION: THAT, on the advice of Education Council, the Board of Governors approve changing the name of the Hospitality and Food Service Systems Management Post-Degree Diploma back to Hospitality Management Post-Degree Diploma.

Moved, Seconded and CARRIED

5.6 Program Change: New Courses: Accounting Diploma

The creation of course ACCT 2004 Data Analysis and Databases is part of the realignment of the Accounting Diploma program to focus more on technology and align with the PGWP eligibility. There were also other curriculum changes, such as swapping out a business analysis course and removing business ethics courses, with related ethics coverage remaining in the program content.

MOTION: THAT, on the advice of Education Council, the Board of Governors approve the creation of the new course ACCT 2004 Data Analysis and Databases.

Moved, Seconded and CARRIED

5.7 Program Change: New Courses: Hospitality and Food Service Systems Management Diploma

As part of the renaming and realignment of the Hospitality and Food Service Systems Management Diploma program, three courses have been created. Curriculum changes reflect the shift in focus towards food service systems in an institutional context. Final course outlines are pending EdCo approval. There was a clarification about the use of the accelerated program change procedure, which did not apply in

this case. D. Innes clarified that international students would likely not take the new courses due to visa implications, but domestic students could potentially enroll in the new courses on a case-by-case basis.

> **MOTION:** THAT, on the advice of Education Council, the Board of Governors approve the creation of three (3) new courses to be offered in the Hospitality and Food Service Systems Management Diploma program.
> HOSP 1120 Guest Service Management
> HOSP 1220 Principles of Food Production and Nutrition
> HOSP 2225 Trends in Global Hospitality and Food Services
> **Moved, Seconded and CARRIED**

6. FINANCE AND AUDIT COMMITTEE (FAC) REPORT - Presented by J. Yu, FAC Chair

7.1 Chair's Report

The Finance and Audit Committee (FAC) met Dec 11, 2024, and Jan 27, 2025. The committee received the first draft of the 2025-26 operating budget, as well, the external audit plan for 2024-25. The next FAC meeting is Mar 12, 2025.

7.2 2023/24 Forecast to Budget

The 2024/25 January forecast (9 months actual + 3 months forecast) is projecting a small surplus at end of fiscal year. There was a slight increase in domestic tuition. Expenses have risen due to several factors, including ECCE program's transition from Continuing Studies to the academic area, and severance costs associated with the closure of the LINC program. While enrolment trends suggest a softer outcome than anticipated, more data will be available in the coming weeks to provide a clearer picture. Looking ahead to the 2025-26 operating budget, a deficit is projected. Efforts will be made to address this shortfall.

7.3 International Tuition: IT Project Management Post-Degree Diploma

The new IT Project Management Post-Degree Diploma is a 42-credit post-degree diploma. The program aligns with the post-graduate work permit CIP codes.

> **MOTION:** WHEREAS the Program Development and Approvals Policy and Procedures (409) grants the Board the authority to approve new credentials, program implementation, and/or tuition prior to the approval of the curriculum through the Accelerated Program Change procedure;
>
> BE IT RESOLVED THAT, on the recommendation of the Finance and Audit Committee, for the new Post-Degree Diploma IT Project Management program, the Board of Governors approve the international tuition rate at $631.65/credit or $26,529, effective January 2026.
> **Moved, Seconded and CARRIED**

7. GOVERNANCE COMMITTEE (GC) REPORT - Presented by N. Mandryk, GC, Chair

8.1 Chair's Report

The Governance Committee (GC) has not formally met since the board meeting in November 2024. An informal meeting occurred in December, but there was no quorum. The informal meeting discussion included revisions to Policy 410 on curriculum development and new Policy 409 on program development approval, both were subsequently approved at a Special Board Meeting on Dec 17, 2024.

The next GC meeting is scheduled for Feb 24, 2025.

8. **HUMAN RESOURCES COMMITTEE (HRC) REPORT - Presented by M. Rashid, HRC Chair**

8.1 Chair's Report

There has been no formal meeting since the last board meeting.

9. **INDIGENIZATION AT VCC**

M. Rashid introduced the topic of Indigenization at VCC, reflecting on the recent board retreat. She highlighted a session by Dean, Jessie Williams on decolonizing the boardroom, noting its positive impact based on retreat survey feedback.

Musqueam Elder, and board member, sXalusat – M. Guerin, shared her reflections on the retreat, touching on several themes including the significance of land acknowledgments, the importance of indigenous ways of knowing, and VCC's growing commitment to indigenization. She spoke of her own experiences with cultural unsafety in post-secondary education and noted her preference for action over symbolic gestures of reconciliation, praising VCC for its genuine efforts.

She also addressed the challenges Indigenous people face in connecting to their land in urban settings and acknowledged VCC for its thoughtful integration of Indigenous perspectives into campus design.

Lastly, she reflected on breaking the cycle of intergenerational trauma and its link to decolonization, concluding by commending the board's leadership in their work, stating, "VCC is leading the way."

10. **VCC FOUNDATION UPDATE – Presented by J. Yu, Board Representative on VCC Foundation Board**

J. Yu emphasized the significance of the Campus Plan expressing excitement about upcoming initiatives, including the VCC Foundation Capital Campaign for the construction of the CCEAI. Additionally, he encouraged everyone to participate in the "Flourish" event on Mar 5, 2025, recognizing it as an important opportunity to engage with the VCC community and contribute to supporting VCC's goals.

11. **NEW BUSINESS**

No new business.

12. **NEXT MEETING & ADJOURNMENT**

M. Rashid thanked everyone for their participation and thoughtful reflections, particularly acknowledging M. Guerin for her insightful remarks. She encouraged all to attend the upcoming "Flourish" event and emphasized the importance of the VCC Foundation's work in creating a sustainable future for the college.

The next regular public board meeting is scheduled for Mar 26, 2025. The meeting adjourned at 7:11 p.m.

DECISION NOTE

PREPARED FOR:	Board of Governors
DATE:	March 26, 2025
ISSUE:	**RECOMMENDATION FOR APPROVAL:**
	Course Deactivations

BACKGROUND:

The Registrar's Office is working on the next edition of the College calendar (catalogue). To prepare for this publication, a clean-up of VCC's curriculum inventory is in progress. A number of courses that are no longer taught are proposed for deactivation as part of this clean-up.

DISCUSSION:

Recent revisions to the Curriculum Development and Approval policy (410) and the new Program Development and Approval policy (409), approved on December 17, 2024, return approval authority for course deactivations to the Board of Governors. Course deactivations had previously been approved by Education Council through its Curriculum Committee. Generally, recommendations about course deactivations will be brought to the Board with advice from Education Council.

The courses being recommended for deactivation are no longer taught. This recommendation is not associated with any program suspension or discontinuance.

The list of courses was presented to Curriculum Committee on February 18, 2025 and to Education Council on March 11, 2025. There were no concerns.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approves the deactivation of 18 courses listed in the attached appendix.

PREPARED BY:	Natasha Mandryk, Chair, Education Council
ATTACHMENT:	Appendix A – Full List of Courses

APPENDIX A

Courses for deactivation:

ENSK 0916 Reading and Study Skills 12
ICST 1120 Safety, Sanitation & Equipment
ICST 1121 Basic Kitchen Skills
ICST 1122 Hot and Cold Sandwiches
ICST 1124 Hot & Cold Breakfast Cooking
ICST 1125 Kitchen Mgmt & Health Care
ICST 1126 Stocks, Soups & Sauce Cooking
ICST 1127 Cold Kitchen
ICST 1130 Vegetable and Starch Cooking
ICST 1131 Meat and Poultry Cooking
ICST 1132 Seafood Cooking
ICST 1133 Veg Entrees, Pastas & Soups
ICST 1134 Culinary Practicum 1
STAC 0101 Skills for College Success
VCDP 2120 Brand Identity Design 1
VCDP 2360 Brand Identity Design 2
WRSK 0802 Writing Skills 11 for Health Sciences
WRSK 1076 Writing Skills

Board of Governors Public Meeting
March 26, 2025

Board correspondence and activities since February 5, 2025:

BOARD OF GOVERNORS CORRESPONDENCE

DATE	TO	FROM	DETAIL
Feb 26, 2025	Board Chair	Elenore Arend, Associate Deputy Minister, Crown Agencies Secretariat	Office of the Auditor General (OAG) Report - Oversight of Public Sector Board Appointment Process.
Mar 17, 2025	Board Chair	Jenny Kwan, MP, Vancouver East	Letter to Minister Immigration, Refugee & Citizenship Canada - Funding cuts to settlement service providers.

BOARD OF GOVERNORS ACTIVITY

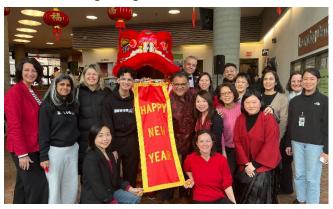| DATE	EVENT
Mar 5, 2025	VCC Flourish Gala Attended by: M. Rashid, J. Yu, J. Hartman, H. Kaur

VCC NEWS AND EVENTS

January 2025 – March 2025

Jan 27 (DTN) and **Jan 29 (BWY) – Lunar New Year:** Both VCC campuses came alive with festive energy to embrace the Year of the Wood Snake. The events featured delicious snacks, refreshments, and an incredible traditional lion dance, and celebrated wisdom, transformation, and new beginnings.

Feb. 13 – West Vancouver Police Department (WVPD) visit: Sergeant Bigland visited VCC to share his insights on law enforcement and community safety. His session covered important topics like Charter Rights vs. police action, crime trends affecting minority groups, and the impact of social and economic factors on criminal behavior. Students had the chance to engage in an interactive Q&A, where they could ask real questions and explore career opportunities in law enforcement. Bringing real-world experiences into the classroom helps students connect their education to the world around them.

Feb. 24 – Black History Month: VCC's Equity, Diversity, and Inclusion Committee hosted Valerie Jerome in honour of Black History Month, who spoke of her lifelong advocacy for youth, conservation, and social justice. A trailblazer in sports and advocacy, Valerie is the granddaughter of Canada's first Black Olympian, John "Army" Howard, and sister of legendary athlete Harry Jerome. She represented Canada at the 1960 Olympics, Commonwealth Games, and Pan Am Games, winning bronze in the 4x100-metre relay.

Feb. 27, 28 – CredX 2025: This inaugural event brought together an incredible group of educators, industry leaders, and policymakers to dive deep into the evolving landscape of micro-credentials, digital badges, and recognition. Discussions explored key challenges and opportunities in aligning education with industry needs, from incremental credentialing and competency alignment to the growing role of digital recognition in today's workforce. BCcampus, PebblePad, and DigiBC also participated in the event.

VCC NEWS AND EVENTS

January 2025 – March 2025

Mar. 5 – Flourish Gala: The VCC Foundation hosted its annual fundraising experience, bringing together our community to celebrate real learning and hands-on education. The night was a showcase of culinary excellence, fine wine, and inspiring conversations—all in support of our students and their futures. The success of the evening was supported by the event sponsors, participating wineries, food booths, VCC departments, and volunteers who made contributed their efforts.

Mar. 6 – International Women's Day: VCC hosted a fireside chat in celebration of International Women's Day, featuring Senator Yonah Martin and Councillor Alison Gu, with Charnelle McClure as the moderator. Together, they led an inspiring conversation on leadership, advocacy, and the evolving role of women. As we reflect on the progress made and the work that still lies ahead, VCC continues to drive conversations that shape a brighter future for all women and girls.

VCC NEWS AND EVENTS

January 2025 – March 2025

GOVERNMENT RELATIONS

Jan 30 – Broadway Campus visit: VCC hosted Minister of Post-Secondary Education, Anne Kang, Parliamentary Secretary for International Credentials, Sunita Dhir, and MLA Joan Phillip (Vancouver-Mount Pleasant) at the Broadway campus. Our students, faculty, and staff had the opportunity to showcase the School of Health Sciences, highlighting how hands-on learning plays a crucial role in preparing future healthcare professionals. From medical labs to Pharmacy Technician, PN/HiFi Lab, Medical Lab Assistant, and Occupational & Physical Therapy Assistant programs, our guests explored the incredible training that happens at VCC every day.

VCC IN THE NEWS (HIGHLIGHTS)

- **BC Business**: Anthony Green, VCC's cybersecurity instructor, makes 2025 BC 30 under 30 list.
- **BC Gov News**: Notes B.C. provincial government has released $315 million for the construction of the Centre for Clean Energy and Automotive Innovation at VCC, as part of its $4.7 billion investment in capital funding for post-secondary institutions.
- **CBC News:** VCC alumni Chef Keith Pears represents Canada at the gastronomy Olympics.
- **CBC News**: Notes impact of colleges' reduction in programs, including at VCC, since the federal government announced measures to reduce the number of international students.
- **Coast Reporter:** Profiles Indigenous design consultant, noting his contribution to VCC's new brand identity.
- **CourseCompare:** Ranks Canadian institutions. VCC ranked 11th for best colleges for international students and 16th for best hair schools.
- **District Local and others:** Reported on VCC Foundation's Flourish Gala.
- **Gov.bc & others:** A new provincial committee, including Ajay Patel, has begun work to remove systemic barriers that make access to government programs and services challenging for racialized people in British Columbia.
- **Government of Canada:** Announces it is funding skills training opportunities for over 10,000 Canadian workers in key sectors, including at VCC.
- **Education News Canada:** highlighted international summer camp scholarships organised with University Mobility in Asia and the Pacific that allow VCC students to broaden their perspectives
- **Vancouver magazine:** Ajay Patel listed #8 in Vanmag's 2025 Power 50 List for 'thinking beyond the campus'

VCC NEWS AND EVENTS

January 2025 – March 2025

UPCOMING EVENTS

- **Mar. & Apr.** *Multiple Dates* – **Music concerts** including Gamelan ensemble, Indigenous Vocal Ensemble, VCC Concert Choir, Willan Choir, Great Northern Way Brass, Mount Pleasant Brass, New Music Ensemble, etc.
- **Apr. 1 & 2 – Eid al-Fitr Celebrations**

Please visit the events page for a complete listing of upcoming events.

PREPARED BY: VCC Marketing & Communications
DATE: March 20, 2025

Report to the VCC College Board, March 26, 2025

Excerpts from VCC Budgeting Policy (B.1.7) up to 2004

Policy
The process of developing a balanced budget will have a broad base of input from all stakeholders.....

Procedures
...
3 VCC's budgeting philosophy is to address any shortfall by (in sequence):

1. Searching for additional revenues
2. Reducing non-salary expenses
3. Reducing non-core activities and salaries
4. Applying the criteria ... (listed) ... for program reduction; and
5. Reducing on a proportional basis non-core activities.

4....

Excerpts from the Association of Neighbourhood Houses BC Media Release, March 14, 2025, which was s
sent the hours after the new federal cabinet led by Mark Carney and new Immigration Minister, Rachel Bendayan, were sworn in. Quotes are from Betty Lepps of Collingwood Neighbourhood House, Chris Friesen of ISSBC, and Jenny Kwan, NDP Critic for Immigration:

BL: "In the face of an alarming rise in anti-immigrant rhetoric and deepening concerns about our econmic security, this is a critical time to help Canadians recognize the value that newcomers bring to our economy and to the social fabric that makes Canada such a special place in the world." Federal parties need to "provide long-term vision that provides stability and certainty for newcomers and the organizations that support their success. Their success is our success."

CF: Studies project in BC over the next 10 years, "a labour force gap of 1,120,000...as more people age out of the workforce...Almost 50% are expected to come through new immigrants. We urgently need political leadership to bring us together as a country to develop a renewed long term vision for immigration. Our economic prosperity, our pension plans and our collective future depend on it."

JK: Recent cuts "are dismantling invaluable infrastructure that the community took decades to build up to help integrate newcomers. .. It is shortsighted and will only do more harm than good."

Frank Cosco
VCCFA

INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: March 26, 2025

ISSUE: Education Council Chair Report to Board of Governors

CONCEPT PAPERS

Following 409 Program Development and Approval procedures, concept papers are provided to both the Board of Governors and Education Council for information. Education Council has received three concept papers for new programs:

- Digital Communication, Social Media and Multi-Media Post-Degree Diploma
- Virtual Environment and Simulation Design Diploma
- Wind Turbine Maintenance Technician

The full concept papers are attached in the appendix.

ENROLMENT PLAN REFLECTION

In recent years, discussion of the enrolment plan at EdCo has not been easy. We have uncovered challenges in communication about the plan's assumptions. At times, we have had low confidence in the draft plan's accuracy or our own ability to interpret the plan.

This year, things feel smoother. I believe that past years' discussions are paying off, and that we have a better shared understanding of how the plan is used and what the ongoing challenges are in creating, communicating, or interpreting the plan. I would like to thank Education Council members for their commitment to learning about the plan and to a collegial, engaged process. Special thanks also go to the Registrar's Office for their timely help in providing information and support to EdCo.

EDUCATION COUNCIL BY-ELECTION

A by-election was held in February/March 2025 to fill the remaining vacant student seat on Education Council. Marcus Ng was elected. We warmly welcome back Marcus, who has served on EdCo before.

PREPARED BY: Natasha Mandryk, Chair, Education Council

ATTACHMENTS: APPENDIX A – Concept Paper, Digital Communication, Social Media and Multi-Media Post-Degree Diploma

APPENDIX B – Concept Paper, Virtual Environment and Simulation Design Diploma

APPENDIX C – Concept Paper, Wind Turbine Maintenance Technician

DATE: March 19, 2025

New Concept Paper Proposal

Digital Communication, Social Media and Multimedia

Name of Program:
Digital Communication, Social Media and Multimedia

School/Centre:
Trades, Technology & Design

Credential Level:
Post-Degree Diploma

Anticipated Start Date:
September 2025

If this is a joint educational offering, name of other institution (refer to Educational Affiliations policy 407):

Contact(s)

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-682-2577
Brett Griffiths	bgriffiths@vcc.ca	604-871-7012
Feras Ghesen	fghesen@vcc.ca	604-871-7110

PART 1: CONCEPT

Purpose and Context

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

The program is designed to prepare bachelor's degree holders for creative careers in digital communication, media creation, and multimedia design. Through comprehensive training and practical experience, graduates will be equipped to pursue careers as content creators, digital media specialists, multimedia designers, social media managers, and digital marketing specialists. The program emphasizes both theoretical knowledge and practical application, ensuring graduates are ready to meet the demands of the evolving digital media landscape.

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

The program strongly aligns with VCC's strategic priorities and core values. It demonstrates commitment to student success through hands-on, practical training with direct industry application. The program upholds excellence by delivering high-quality education in emerging digital technologies, while exercising responsible stewardship by responding to clear labour market demands in the digital sector. Through its focus on cutting-edge technologies and practices in digital media, the program exemplifies innovation. The curriculum's emphasis on inclusive design principles and diverse representation supports VCC's commitment to reconciliation and diversity.

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

This program serves as a natural complement to existing offerings within the School of Trades, Technology, and Design. It provides advanced specialization opportunities for graduates of related programs while maintaining its distinct focus on digital communication and multimedia design. The program's structure allows for potential collaboration and resource sharing with existing programs while filling a unique niche in VCC's educational offerings.

Needs Assessment

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

The program addresses a critical gap in professional education by providing comprehensive training in digital content creation and management across multiple platforms. By combining theoretical knowledge with practical skills, the program prepares graduates to meet the evolving demands of the digital media industry. The curriculum's focus on emerging technologies and professional practices ensures graduates are equipped with relevant, current skills.

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

The BC Labour Market Outlook 2023-2033 indicates strong growth in sectors and occupations relevant to digital communication and multimedia design. The Professional, Scientific and Technical Services sector will generate 142,400 job openings (14% of total provincial job openings) over the next decade, with Computer Systems Design and Related Services being a major driver of this growth. This subsector alone is expected to create 62,420 job openings in the Mainland/Southwest region.

Natural and Applied Sciences occupations will expand their workforce faster than other occupational groups, with employment expected to rise by 2.1% annually compared to the provincial average of 1.2%. This growth is driven by increasing demand for artificial intelligence, automation, and other digital technologies. Specific occupations relevant to program graduates show strong prospects:

Digital design-related occupations show significant projected openings, with Graphic Designers and Illustrators expected to see 5,770 job openings through 2033. Web Designers and Developers are projected to have over 7,000 combined job openings during the same period. The Technical Sales Specialists category, which includes digital media specialists, is forecasted to have 3,110 openings.

The Art, Culture, Recreation and Sport occupational category, which encompasses many multimedia and digital content creation roles, will generate significant job openings through 2033. Additionally, the Business, Finance and Administration category, which includes many digital marketing and social media management positions, will account for 175,900 job openings (18% of total provincial openings).

This data indicates strong and sustained demand for professionals with digital media skills across multiple sectors. The program's focus on digital communication, social media, and multimedia design directly aligns with these projected labour market needs, positioning graduates to take advantage of these employment opportunities.

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

This program aligns with the CIP code 09.0702 - Digital communication and media/multimedia, which is part of the approved codes eligible for post-graduate work permits (PWGP), which will enable international students to enter this in-demand area.

The digital media sector continues to experience significant growth, creating sustained demand for professionals who can work effectively across multiple digital platforms. Similar programs at other British Columbia institutions maintain strong enrollment numbers, indicating robust student interest in this field. The program's post-degree diploma format offers an efficient pathway for degree holders to acquire specialized skills in this growing sector.

Competitive Analysis

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

The local educational landscape includes several related programs, each with distinct characteristics. Emily Carr University offers a Bachelor of Design in Communication Design, a four-year program with tuition ranging from $5,506 to $18,000 per year. The University of the Fraser Valley provides a Graphic and Digital Design Diploma, structured as a two-year program with semester tuition between $4,500 and $7,500. BCIT offers a Graphic Design Certificate, available in 30 or 45-week formats, with total tuition ranging from $9,100 to $18,170.

VCC's program distinguishes itself through its post-degree diploma format, completed in 16 months, along with its focused emphasis on emerging technologies, integration of AI and

digital marketing, and strong emphasis on practical, hands-on experience. This unique positioning addresses a specific market need while complementing existing educational options in the region.

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

An articulation group for Visual Arts & Design is part of BCCAT and Sigrid Albert (department head), is an integral part of the committee.

Student Profile

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

The program is designed to serve a diverse student population, including bachelor's degree holders seeking specialized digital media skills, professionals looking to transition into digital communications, working professionals aiming to upgrade their digital capabilities, international students with relevant undergraduate degrees, and recent graduates seeking to enhance their employability in the digital sector. This broad appeal ensures a rich learning environment where diverse perspectives and experiences contribute to the educational experience.

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

Student recruitment will be accomplished through a comprehensive strategy encompassing digital marketing campaigns, regular information sessions, strategic industry partnerships, targeted international student recruitment efforts, engagement with alumni networks, and an active social media presence. This multi-faceted approach will ensure broad reach and visibility to potential students across various demographics and locations. Most students will be recruited through the International Education department.

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

The program incorporates a strong commitment to equity through the implementation of universal design principles, accessible learning materials, and inclusive content creation practices. Support for diverse learning styles, incorporation of Indigenous perspectives, and flexible learning options ensure the program is accessible and welcoming to all students. These considerations are integrated throughout the curriculum and program delivery methods.

Quality

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

This program will be articulated through BCCAT and leverage any existing transfer arrangements.

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

Current faculty are qualified to deliver this new program

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

The program incorporates significant practical experience through client projects, industry collaborations, portfolio development, and professional networking opportunities. These components provide students with real-world experience and industry connections while building their professional portfolios.

Admission, Delivery, and Design

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

The program is structured as a 16-month post-degree diploma delivered over four terms. Two intakes per year are planned for January and September, with a target capacity of 25 students per intake. This structure allows for optimal use of resources while maintaining high-quality instruction and support for students.

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

The program welcomes students with bachelor's degrees in any discipline who meet English language requirements and possess basic computer literacy. Upon completion, graduates will be prepared for positions in the digital media industry, freelance opportunities, or further specialization studies. This flexibility in both entry and exit pathways maximizes accessibility and career opportunities for students.

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

The program employs a diverse range of delivery methods including face-to-face lectures, hands-on lab work, online components, hybrid delivery options, and industry projects. This mixed delivery approach provides flexibility while ensuring students receive appropriate hands-on experience with current technologies and practices.

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

The program is designed with a single entry point per intake and continuous progression through the program, ensuring cohesive skill development and strong cohort relationships throughout the learning journey.

Operational Needs

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

This program will leverage existing faulty, staff, and facilities

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

No additional funding will be needed

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

Without internal support for this program it will be unable to run.

Phase In/Phase Out Plan

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

As a new program, no phase-out plan is required. Implementation will follow standard procedures for new program implementation at VCC.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

See attached costing.

New Concept Paper Proposal

Virtual Environment and Simulation Design Diploma

Name of Program:
Virtual Environment and Simulation Design

School/Centre:
Trades, Technology & Design

Credential Level:
Diploma

Anticipated Start Date:
September 2025

If this is a joint educational offering, name of other institution (refer to Educational Affiliations policy 407):

Contact(s)

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

PART 1: CONCEPT

Purpose and Context

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

The Diploma in Virtual Environment and Simulation Design program aims to prepare graduates to create content for virtual environments, simulations, extended reality (XR), and interactive digital experiences. Graduates will be prepared for the following roles:

- Virtual Environment Designer
- 3D Asset Creator
- XR Developer
- Simulation Designer
- Interactive Experience Developer
- Technical Artist
- Virtual Production Specialist

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

This program directly aligns with VCC's Strategic Innovation Plan 2022-25 priorities:

- Academic Innovation: The program delivers sustainable programming responsive to changing learner, community, and employer needs in emerging technologies
- Engaged Communities: Develops strategic partnerships with industries including healthcare, education, engineering, and entertainment
- Operational Excellence: Advances digital transformation through cutting-edge technical training
- Empowered People and Inclusive Culture: Creates accessible pathways into technology careers

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

This program will complement and support:

- Digital and creative technology programs
- Healthcare simulation training
- Trades visualization needs
- Architecture and design programs
- Educational technology initiatives

Needs Assessment

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

The program addresses several key educational needs:

- Growing demand for XR and simulation specialists across industries
- Need for hands-on technical training in emerging visualization technologies
- Skills gap in real-time 3D development and virtual production
- Industry demand for professionals who combine technical and creative capabilities

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

- Technology sector continues to show strong growth with 2.5% annual employment growth
- 116,900 job openings projected in Science, Technology, Engineering and Mathematics (STEM) occupations
- High demand for software developers, interactive media developers, and digital designers
- Growing adoption of XR technologies across healthcare, education, and industry creates new opportunities
- Hanover Research indicates this program is a high demand for employers and emerging demand for students
  - CIP Code 11.0804 is on the PWGP eligible list

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

Strong student demand is anticipated due to:

- Hanover research states this CIP has emerging demand for students
- Growing interest in XR and immersive technology careers
- Expanding applications of virtual environments across industries
- Increasing adoption of simulation-based training
- Rising demand for visualization specialists

Competitive Analysis

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

Institution Credential Program Name Credits Cost
SFU BSc or BA Interactive Arts and Technology 120 $29,440
Carlton Bachelor of IT Interactive Multimedia & Design 120 $25,020
Sheridan Bachelor of Game Design Bachelor of Game Design 126 $38,441
VFS Diploma VR/AR Design and Development $33,250

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

Currently no formal articulation committee exists for this specific field. As the program develops, articulation opportunities will be explored with other institutions offering related programs.

Student Profile

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

Target students include:

- Recent high school graduates with strong technical and creative interests
- Career changers seeking to enter the technology sector
- Working professionals looking to upgrade skills in visualization technologies
  - Those with prior education in related fields (design, technology, media)

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

Recruitment strategies will include:

- Industry partnership promotions
- Technology sector outreach
- High school engagement programs
- Career fair participation
- Digital marketing campaigns
- Information sessions and demos
- Social media engagement

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

To address potential underrepresentation:

- Active outreach to women in technology initiatives
- Partnerships with Indigenous education organizations
- Accessible entry requirements
- Flexible delivery options
- Inclusive curriculum design
- Targeted financial aid opportunities
- Mentorship programs

Quality

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

While no direct accreditation exists, the program will:

- There is potential for a partnership and/or transfer agreement into the Centre for Digital Media Master of Digital Media program.
- Seek industry recognition and partnerships
- Explore articulation agreements with related programs
- Align with relevant technology certification paths
- Maintain currency with industry standards

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

Some existing faculty may be present at VCC, however our strong connection with the Centre for Digital Media will help increase our reach for recruitment of faculty.

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

The program includes:

- Three internship courses (VESD 1220, 2115, 2215)
- Industry-aligned projects
- Client project work
- Field trips
- Guest speakers
- Professional networking opportunities

Admission, Delivery, and Design

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

- Length: 16 months (4 terms)
- Intakes: One intake per year (September)
- Cohort Size: 25 students

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

Entry pathways:

- High school completion with required prerequisites
- Related technology or design programs
- Industry experience with PLAR options

Exit pathways:

- Direct employment in industry
- Further specialization through additional certifications
- Potential transfer to related degree programs

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

The program will offer:

- Full-time in-person or online delivery
- Hands-on lab work
- Online learning components
- Hybrid project work
- Industry engagement opportunities

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

- Single entry point annually
- Students must complete all courses in sequence
- Exit with diploma upon successful completion
- No formal exit points with credentials before completion

Operational Needs

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

General requirements are listed below, however leveraging DaaS will reduce the need for specialized labs and would provide the ability to delivery fully online.

Facilities:

- Dedicated computer lab with VR capabilities
- Virtual production space
- Project workspace
- Storage for equipment

Technology:

- High-performance workstations
- VR/AR hardware
- Visualization software licenses
- Specialized input devices

Human Resources:

- Department head
- Specialized instructors
- Lab technician support
- Industry liaison

21. Development Resources

Required resources include:

- Curriculum development funding for online courses
- Subject matter expert consultation
- Industry advisory input
- Faculty hiring and training

22. Implementation Impact

Critical success factors:

- Adequate funding for technology infrastructure
- Qualified faculty recruitment
- Industry partnership development
- Marketing and student recruitment
- Technical support systems
- Professional development programs

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

The curriculum has been developed using a program from the Mississippi Community College Board. Additional development time will be needed for LMS components

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

Program launch date would be pushed back until completed.

Phase In/Phase Out Plan

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

This is a new program and would be phased in this year if there is sufficient student demand.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Domestic and International tuition fees will fund this program, see attached costing.

Attach Initial Business Case
Virtual Environment and Simulation Design - Rapid costing - Jan 8 2025.pdf

New Concept Paper Proposal

Wind Turbine Maintenance Technician Certificate

Name of Program:
Wind Turbine Maintenance Technician

School/Centre:
Trades, Technology & Design

Credential Level:
Certificate

Anticipated Start Date:
September 2025

If this is a joint educational offering, name of other institution (refer to Educational Affiliations policy 407):

Contact(s)

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

PART 1: CONCEPT

Purpose and Context

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

The **Wind Turbine Technician Program** prepares students for careers in the rapidly expanding renewable energy sector, specifically focusing on wind turbine maintenance and operations. Graduates will be equipped for roles such as:

- Wind Turbine Maintenance Technician
- Wind Farm Service Technician
- Renewable Energy Systems Technician
- Wind Energy Operations Specialist

Program objectives include:

- Developing comprehensive knowledge of wind turbine systems and components
- Building practical skills in maintenance, troubleshooting, and repair
- Understanding safety protocols, regulatory requirements, and industry standards
- Gaining hands-on experience with industry-standard equipment and procedures

- Developing project management and documentation skills

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

The proposed program aligns closely with VCC's commitment to student success, innovation, and sustainability, as outlined in the **VCC Strategic Plan**. In particular, it supports:

- **Sustainability and Clean Energy Initiatives**: Contributing to provincial and national targets for reducing greenhouse gas emissions, in line with BC's CleanBC plan.
- **Industry-Relevant Skilled Trades Training**: Meeting labor market needs and preparing graduates with in-demand technical competencies.
- **Hands-on, Applied Learning**: Reflecting VCC's focus on practical, industry-responsive education that leads directly to employment.
- **Equity, Diversity, and Inclusion (EDI)**: Creating targeted outreach and support for underrepresented groups in trades, aligning with VCC's commitment to accessible education and Indigenous engagement.

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

This program complements and may provide pathways or cross-training opportunities for students in existing VCC programs, including:

- Electrical Trades - Clean Energy Technology
- Mechanical Trades - Transportation Trades
- Electronics Technology - Electronics Repair Technology

Needs Assessment

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

There is a recognized need for specialized, hands-on training in the renewable energy sector, particularly in wind energy operations. This program addresses:

- **Technical Maintenance Skills**: Focused instruction on wind turbine operation, diagnosis, and repair.
- **Safety and Regulatory Compliance**: Emphasizing safety standards and regulatory frameworks specific to large-scale wind energy installations.
- **Practical Experience with Industry Equipment**: Equipping students to be workforce-ready through extensive lab and field simulations.
- **Integrated Electrical and Mechanical Knowledge**: Bridging the gap between mechanical and electrical systems expertise.

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

British Columbia Labour Market Analysis indicates strong growth in the clean energy and renewable sectors. Key drivers include:

- **Provincial CleanBC Goals**: The government's plan to reduce greenhouse gas emissions by 40% by 2030 has sparked increased investment in renewable energy projects, including onshore and offshore wind farms.
- **Expanding Renewable Energy Installations**: As wind farm operations grow, the demand for qualified technicians who can maintain, troubleshoot, and repair wind turbines is rising.
- **Aging Workforce**: Many skilled trades professionals are nearing retirement, creating additional vacancies for new entrants.
- **BC Labour Market Outlook**: Projects thousands of job openings in trades and technology by 2030; renewable energy trades are among the high-opportunity occupations.
- **Federal and Industry Initiatives**: Canada's focus on environmental sustainability and net-zero goals has led to further local and regional incentives for wind energy development.

The **WorkBC** website and other labour market resources highlight that renewable energy careers, particularly those involving specialized technical skills, are among the top emerging fields in BC. This program positions VCC graduates to fill these emerging roles.

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

Evidence of robust student demand for this specialization includes:

- **Increased Public Interest in Green Careers**: Students and career-changers are seeking programs that offer sustainable, future-focused pathways.
- **Industry Requests**: Wind farm operators and renewable energy companies have expressed the need for locally trained, qualified technicians.
- **Limited Program Availability**: Few post-secondary institutions in Western Canada offer comprehensive wind turbine technician programs.
- **Strong Employment Prospects**: High employability in a growing sector supports continued and sustained student interest.

Competitive Analysis

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

Within BC and across Canada, there are limited institutions offering wind turbine technician training. Comparable or related programs:

- **Northern Lights College**: Currently offers specialized clean energy programs, including updates to existing wind energy curriculum.
- **Other Trades Colleges**: May offer partial or related trades training, but not a comprehensive wind-specific program.
- **Nationally**: Few extensive wind technician programs, making VCC's proposed program a potential leader in this field in BC's Lower Mainland.

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

No specific articulation committee exists for wind turbine technician programs in BC. However, VCC will explore the potential for creating an articulation committee under BCCAT to facilitate transferability and collaboration within the province.

Student Profile

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

Target Students

- Recent high school graduates with a strong mechanical/electrical aptitude
- Trades workers seeking specialization in renewables
- Career changers interested in green and sustainable energy solutions
- Individuals with mechanical, electrical, or industrial backgrounds looking for advanced, specialized training
- Physically fit students capable of working at heights and in variable weather conditions

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

To recruit a diverse and capable student body, VCC will:

- Partner with **industry** to host information sessions and site visits
- Conduct **high school outreach** through career fairs and co-op programs
- Engage in **trade show participation** and **online marketing**
- Showcase the program at **open houses** and **career info sessions**
- Promote via **VCC's Indigenous Education & Community Engagement** channels to encourage participation from Indigenous communities

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

In support of VCC's commitment to **equity, diversity, and inclusion**, the program will:

- Develop targeted recruitment strategies for **women in trades**, Indigenous learners, and newcomers to Canada
- Provide enhanced **student support services**, including tutoring and mentoring
- Incorporate culturally responsive teaching and references to Indigenous knowledge, where applicable (e.g., land stewardship perspectives on renewable energy)

Quality

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

- Alignment with **industry certifications** (e.g., safety, Working at Heights, confined space certifications)
- Compliance with **WorkSafeBC** regulations
- Potential for **block transfer agreements** with related degree programs in sustainable energy, technology, or engineering

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

Faculty that will be part of Clean Energy Technology department will be qualified to deliver this program

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

- **Hands-on lab work** with industry-standard equipment
- **Simulated workplace scenarios** that replicate wind farm environments
- Comprehensive **safety procedure** instruction and practice
- **Documentation and reporting** practice aligned with industry standards

Admission, Delivery, and Design

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

10-month full-time program

- Two intakes per year (September, January)
- 24 students per intake

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

- High school completion with a focus on Math 11 and Physics 11 (or equivalent)
- Trades foundation program graduates
- Applicants with relevant work experience in mechanical or electrical fields

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

- **Full- and part-time, blended** delivery
- Combination of **online instruction** and **simulation-based, hands-on training**
- Use of **industry-standard equipment** and simulation technology
- Potential **industry site visits** to operational wind farms for real-world context

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

- **Single entry** point each intake; a structured cohort model ensures safety training and teamwork skills are embedded throughout
- No multiple exit points due to rigorous safety and technical requirements that must be met in sequence

Operational Needs

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

- **Specialized Lab Space**: Turbine components, mechanical/electrical testing stations
- **Training Equipment**: Turbine mock-ups, nacelle components, blade sections
- **Safety Equipment**: Harnesses, fall arrest systems, personal protective equipment (PPE)
- **Simulation Technology**: Virtual reality (VR) or augmented reality (AR) systems for high-risk scenarios
- **Computer Lab Access**: Monitoring, diagnostic software, SCADA systems

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

Existing faculty from the Clean Energy Technology department can be leveraged to develop this program

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

Insufficient resources would directly affect:

- **Program Quality** (inadequate hands-on training, outdated or insufficient equipment)
- **Safety Training Capability** (lack of proper safety gear and certified instructors)
- **Industry Relevance** (equipment not matching current market needs)
- **Student Experience** (reduced access to modern technology and real-world scenarios)
- **Graduate Employment Readiness** (employers seeking well-trained, safety-conscious technicians)

Phase In/Phase Out Plan

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

Not applicable, as this is a new program proposal. The program will be **phased in** once facilities, equipment, and curriculum are fully developed and approved.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Funding for this program would come from domestic tuition.

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: March 26, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**

Vancouver Community College Enrolment Plan 2025-26

BACKGROUND:

The annual enrolment plan describes budgeted course registrations projected by Finance; these registrations are a measure of prospective enrolment. The plan informs the budget process and is used to guide the number and size of course or cohort offerings in departments and program areas. Although it is a plan and subject to change, the snapshot of data provides an overall picture of program enrolment. The resulting plan incorporates significant input from a broad range of constituents.

In order to streamline the report, the plan includes projected registrations only, omitting projected full-time equivalent (FTE) student numbers. Registrations are the authoritative measure used in enrolment planning, and FTE calculations are not standardized between programs.

DISCUSSION:

The initial draft of the Enrolment Plan 2025–26 was presented to Education Council by Vice President Academic and Research David Wells at its February 11, 2025 meeting. A revised draft was presented to EdCo on March 11, 2025. Through the Registrar, schools shared additional comments on enrolment trends and changes to program structure with Education Council in advance of the March meeting.

Overall, the plan projects a decline of approximately 24% in enrolment numbers compared with the 2024—25 actuals. Much of the decline is explained by federal changes to policies affecting international students and the loss of the Language Instruction for Newcomers to Canada (LINC) contract. Additionally, last year's enrolment was higher than projected thanks to the provincial Future Skills Grant, which is not expected to be offered again this year.

There is a modest increase in domestic demand for hospitality and culinary programs, most likely related to the current economic climate. University Transfer has seen stable student interest post-pandemic, and despite some fluctuations, demand for Health Sciences programs overall is stable. The College is working on increasing domestic enrolment next year, including through entrance awards and rapid new program development. There is interest from high school students in new programs in clean energy and transportation trades.

Responding to questions, D. Wells noted that budgeted registration numbers may not account for recent trends or new program approvals, since calculations are often made in October, when there are limited data points available for the current fiscal year.

A member asked about the significant increase in projected numbers for the Health Care Assistant (HCA) program. The reason for the increase is that targeted seats for the Health Career Access Program (HCAP) used to be counted separately, but following discussions with the ministry, are now rolled into the HCA numbers for easier reporting. The HCAP is an entry-level provincial opportunity for people interested in joining the health care sector and train as a health care assistant; 100 percent of wages, tuition and books are paid while students go through an accelerated training program.

Discussion at the March EdCo meeting could be characterized as inquisitive and technical. Members focused on better understanding how the plan is made, discussing the level of confidence in the data's accuracy and validity, challenges in capturing accurate registration numbers in the correct fiscal year for VCC's complex mix of programming, and the limitations of the plan to respond to or incorporate new information. \

There were several questions about projections made for specific programs or areas, but EdCo had no major concerns with the plan.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, the 2025–2026 Enrolment Plan.

PREPARED BY: Natasha Mandryk, Chair, Education Council

ATTACHMENT: APPENDIX A – 2025–2026 Enrolment Plan

DATE: March 19, 2025

Prepared by: Institutional Research
2025-02-25

APPENDIX A

2025-26 Enrolment Plan			Final FTE - CDW					2024-25								2025-26		
								Actual FTE Forecast*			Budgeted Registrations	Actual Registrations*			Seat Utilization to Budget	Budgeted Registrations		
			2019-20	2020-21	2021-22	2022-23	2023-24	Domestic	International	Total		Domestic	International	Total		Domestic	International	Total
CCS	3,4,5	Centre for Continuing Studies	593.64	507.02	775.42	856.36	1,038.69	416.95	574.39	991.34	8,171	5,012	6,676	11,688	143%	3,080	1,971	5,051
CTT	1,4,5	Trades, Technology & Design	1,262.28	1,220.25	1,309.68	1,191.14	1,228.27	894.22	482.59	1,376.81	9,947	7,081	3,712	10,793	109%	6,432	2,426	8,858
LLTL	4	Library, Language, Teaching & Learning[6]	419.66	928.25	146.97	150.12	219.26	213.80	0.41	214.21	1,780	2,511	10	2,521	142%	1,548	-	1,548
SAS	2,4	Arts and Sciences	1,721.50	917.66	1,500.13	1,763.99	1,985.65	2,152.26	80.83	2,233.09	13,023	14,344	1,002	15,346	118%	12,176	3,020	15,196
SHP	1,4	Hospitality, Food Studies & Applied Business	1,088.38	1,050.97	1,047.64	1,215.28	1,319.41	525.54	837.63	1,363.17	13,283	4,817	8,830	13,647	103%	4,952	5,910	10,862
SHS	3,4	Health Sciences	750.05	704.75	876.95	856.39	755.94	762.19	20.67	782.86	9,388	9,739	281	10,020	107%	10,055	270	10,325
SIE	4	Instructor Education[7]	199.29															
CIN		International Education	780.01	743.57	867.47	1,136.30	1,714.25	0.60	1,988.05	1,988.65	20,085	7	20,706	20,713	103%	5	12,453	12,458
			6,814.83	6,072.47	6,524.25	7,169.58	8,261.49	4,965.56	3,984.57	8,950.13	75,677	43,511	41,217	84,728	112%	38,248	26,050	64,298

*as of February 24, 2025

FTEs are allocated in this report to Schools in order to reflect department performance. FTEs for government reporting are allocated by student

LINC reported in Actuals, not included in Budgeted

Actual and Budgeted Registrations include sections where the census/freeze date for the course activity falls within the 2024-25 (for Actuals) and 2025-26 (for Budgeted) Fiscal Years.

1. Contributes to SkilledTradesBC target.
2. Contributes to AVED ABE/ESL/ASE targets
3. Contributes to AVED Health target.
4. Contributes to AVED target.
5. Contributes to Expansion target
6. LLTL was new in 2019-20 and not active during the 2020-21 budget process. ESL moved back to SAS in 2021-22
7. SIE moved to LLTL

2025-26 Enrolment Plan		2024-25								2025-26		
		Actual FTE Forecast*			Budgeted Registrations	Actual Registrations*			Seat Utilization to Budget	Budgeted Registrations		
		Domestic	Intl	Total		Domestic	Intl	Total		Domestic	Intl	Total
1901	Visually Impaired Adult Program	9.60	0.00	9.60	56	60	0	60	107%	83	-	83
1902	Deaf & Hard of Hearing	23.31	0.00	23.31	148	143	0	143	97%	232	-	232
1903	Community & Career Education	37.03	0.00	37.03	362	384	0	384	106%	403	-	403
1909	CCED Part Time Courses	12.11	0.00	12.11	33	43	0	43	130%	43	-	43
1951	ASL and Deaf Studies	35.63	0.00	35.63	458	471	0	471	103%	507	-	507
1952	ASL and Deaf Studies - Part time	9.34	0.00	9.34	120	54	0	54	45%	72	-	72
1954	Sign Language Interpretation	18.12	0.00	18.12	294	192	0	192	65%	205	-	205
2001	Access to Careers & Education	4.16	0.00	4.16	112	26	0	26	23%	51	-	51
2003	ABE Intermediate Youth	16.96	0.00	16.96	135	113	0	113	84%	100	-	100
2004	College & Career Access	235.38	0.16	235.54	1,182	1,506	1	1,507	127%	1,226	-	1,226
2005	Basic Education	60.03	0.00	60.03	286	255	0	255	89%	250	-	250
2006	CF - Humanities	29.44	0.00	29.44	174	184	0	184	106%	174	-	174
2007	CF - Mathematics	42.88	0.00	42.88	361	268	0	268	74%	308	-	308
2008	CF - Science	115.75	0.00	115.75	660	724	0	724	110%	800	-	800
2016	UT Humanities	106.30	21.30	127.60	956	1,063	213	1,276	133%	961	4	965
2017	UT Mathematics	39.80	15.50	55.30	448	398	155	553	123%	423	20	443
2018	UT Science	115.20	4.10	119.30	903	907	35	942	104%	901	-	901
2019	ABE Lab	9.58	0.00	9.58	40	60	0	60	150%	40	-	40
2022	UT Engineering	5.80	1.90	7.70	90	58	19	77	86%	54	-	54
2023	UT Computing Science&Software	4.40	11.40	15.80	185	44	114	158	85%	58	10	68
2026	VR and AR	0.00	1.12	1.12	4	-	2	2	50%	-	-	-
2027	ECCE Certificate	8.26	0.68	8.94	2263	191	14	205	9%	1,111	2,956	4,067
3350	LINC	561.48	0.00	561.48	0	2,470	0	2,470		-	-	-
3366	ESL Pathways	576.55	0.40	576.95	2,956	3,540	2	3,542	120%	3,464	-	3,464
4204	Music	46.51	4.32	50.83	545	796	72	868	159%	504	-	504
4206	Music Degree	12.71	2.25	14.96	163	149	27	176	108%	164	-	164
4208	Dance Diploma	1.59	3.40	4.99	89	27	59	86	97%	42	30	72
4209	Dancing Diploma - Arts Umbrella	6.67	14.17	20.84	-	134	288	422		-	-	-
A314	ORFF Teacher Train 2223 Aug'22	1.87	0.13	2.00	-	19	1	20				-
A340	2324 - ECCE Program Exp 2	2.05	0.00	2.05	-	55	0	55				-
A373	2425 GPS - Gateway to PS	3.75	0.00	3.75		10	0	10				
Total		2,152.26	80.83	2,233.09	13,023	14,344	1,002	15,346	118%	12,176	3,020	15,196
1500	Provincial instructor Diploma	196.02	0.41	196.43	1,636	2,250	6	2,256	138%	1,468	-	1,468
1531	Trades Instructor	14.18	0.00	14.18	72	202	0	202	281%	80	-	80
1535	Online/eLearning Instruction	0.00	0.00	0.00	72	-	0	-	0%			-
A354	2425 BC Hydro PIDP 3210	1.00	0.00	1.00	0	10	0	10	-			-
A355	2425 BC Hydro PIDP 3230	1.60	0.00			16	0					
A363	2425 LNG Canada	0.00	0.00	0.00	0	18	4	22	-			-
A364	2425 BC Hydro PIDP 3351	1.00	0.00	1.00	0	15	0	15	-			-
Total		213.80	0.41	214.21	1,780	2,511	10	2,521	142%	1,548	-	1,548

School of Arts and Sciences

School of Library, Language, Teaching & Instruction

2025-26 Enrolment Plan		2024-25								2025-26		
		Actual FTE Forecast*			Budgeted Registrations	Actual Registrations*			Seat Utilization to Budget	Budgeted Registrations		
		Domestic	Intl	Total		Domestic	Intl	Total		Domestic	Intl	Total
School of Health Sciences	4610 Health Unit Coordinator	38.57	0.00	38.57	423	465	0	465	110%	423	-	**423**
	5004 Practical Nursing	131.31	0.00	131.31	2,264	1,968	0	1,968	87%	2,163	-	**2,163**
	5005 Pharmacy Technician	26.40	0.00	26.40	498	374	0	374	75%	453	-	**453**
	5017 Access to Practical Nursing	35.29	0.00	35.29	594	614	0	614	103%	582	-	**582**
	5031 Baccalaureate Nursing	140.27	0.00	140.27	1,262	1,368	0	1,368	108%	1,267	-	**1,267**
	5076 Occup/Physical Therap Assist	30.43	4.50	34.93	390	373	55	428	110%	521	84	**605**
	5078 LPN Bridging to BSN	20.00	0.00	20.00	96	96	0	96	100%	120	-	**120**
	5101 Dental Hygiene	55.04	0.00	55.04	388	482	0	482	124%	396	-	**396**
	5102 Dental Assisting	62.97	0.00	62.97	1,093	1,100	0	1,100	101%	1,092	-	**1,092**
	5103 Dental Technology	14.00	15.60	29.60	345	177	198	375	109%	198	186	**384**
	5104 Dental Reception Coordinator	27.47	0.00	27.47	266	248	0	248	93%	312	-	**312**
	5106 Dental Radiography	4.88	0.00	4.88	19	43	0	43	226%	33	-	**33**
	5115 Distance Dental Assisting	25.28	0.00	25.28	442	436	0	436	99%	651	-	**651**
	5116 Health Care Assistant	38.33	0.29	38.62	806	563	3	566	70%	1,332	-	**1,332**
	5117 Medical Lab Assistant	49.27	0.00	49.27	432	441	0	441	102%	432	-	**432**
	5120 CDA Directed Studies DAST 1600	0.66	0.28	0.94	70	55	25	80	114%	80	-	**80**
	A288 HCA Pathways Apr 21-Jun 22	60.19	0.00	60.19	-	901	0	901				**-**
	A368 2425 Pharmacy Technician	1.83	0.00	1.83	-	35	0	35				**-**
	Total	**762.19**	**20.67**	**782.86**	**9,388**	**9,739**	**281**	**10,020**	**107%**	**10,055**	**270**	**10,325**
School of Hospitality, Food Studies & Applied Business	4601 Legal Administrative Assistant	20.21	0.00	20.21	270	336	0	336	124%	400	-	**400**
	4602 Medical Office Assistant 15/16	49.23	0.00	49.23	520	599	0	599	115%	510	-	**510**
	4614 Admin Professional 1 & 2	37.54	6.60	44.14	909	720	124	844	93%	742	23	**765**
	4820 Accounting Diploma	11.10	107.70	118.80	1,349	125	1,189	1,314	97%	82	585	**667**
	4830 Marketing Technology Diploma	3.10	108.60	111.70	1,428	34	1,206	1,240	87%	49	920	**969**
	5301 Baking & Pastry Arts	74.29	8.82	83.11	1,065	952	113	1,065	100%	985	24	**1,009**
	5302 Baking Intn'l 5 month program				14							**-**
	5305 Baking Apprenticeship	15.00	3.00	18.00	20	15	3	18	90%	20	-	**20**
	5406 Culinary Arts - Satellite Program	60.29	0.17	60.46	588	478	1	479	81%	546	-	**546**
	5410 Culinary Arts (Blended)	92.44	212.85	305.29	2,994	855	1,940	2,795	93%	1,145	2,074	**3,219**
	5501 Asian Culinary Arts	13.94	2.39	16.33	242	186	33	219	90%	170	7	**177**
	5701 Hospitality Management	33.20	379.50	412.70	3,678	360	4,133	4,493	122%	227	2,277	**2,504**
	5702 Hospitality Management App Deg	4.20	8.00	12.20	110	46	88	134	122%	-	-	**-**
	5708 Culinary Arts Apprenticeship	111.00	0.00	111.00	96	111	0	111	116%	76	-	**76**
	Total	**525.54**	**837.63**	**1,363.17**	**13,283**	**4,817**	**8,830**	**13,647**	**103%**	**4,952**	**5,910**	**10,862**

| 2025-26 Enrolment Plan | | 2024-25 | | | | | | | | 2025-26 | | |
| | | Actual FTE Forecast* | | | Budgeted Registrations | Actual Registrations* | | | Seat Utilization to Budget | Budgeted Registrations | | |
		Domestic	Intl	Total		Domestic	Intl	Total		Domestic	Intl	Total
School of Trades, Technology & Design	4110	Electronics Repair Technology	6.00	60.83	66.83	629	63	624	687	109%	60	369	**429**
	4202	Jewellery Art & Design	26.75	3.17	29.92	358	290	40	330	92%	346	3	**349**
	4203	Drafting	48.66	55.91	104.57	2,116	585	618	1,203	57%	635	219	**854**
	4301	Automotive Collision Repair	41.74	0.0	41.74	476	512	0	512	108%	514	-	**514**
	4303	Automotive ServiceTechnician	57.90	0.0	57.90	668	696	0	696	104%	736	-	**736**
	4304	Heavy Duty/Commercial Transport	75.58	0.0	75.58	2,136	2,809	0	2,809	132%	2,918	-	**2,918**
	4314	Auto Collision Apprentice	97.00	4.0	101.00	84	97	4	101	120%	88	-	**88**
	4316	Automotive Tech Apprenticeship	205.00	2.0	207.00	168	205	2	207	123%	168	-	**168**
	4322	Auto Paint - Apprentice	16.00	1.00	17.00	14	16	1	17	121%	14	-	**14**
	4324	Auto Glass - Apprenticeship	15.00	0.00	15.00	14	15	0	15	107%	14	-	**14**
	4326	AST Apprenticeship - Online	54.00	1.00	55.00	16	54	1	55	344%	40	-	**40**
	4328	Auto Service Technician Diploma Intl									-	60	**60**
	4329	Transportation Trades Sampler	8.89	0.00	8.89	154	147	0	147	0%	36	-	**36**
	4361	Auto Parts & Service Mgmt	0.50	10.50	11.00	-	6	126	132		5	195	**200**
	4430	Visual Comm Design Diploma	24.00	56.88	80.88	1,230	365	877	1,242	101%	278	560	**838**
	4702	Computer Systems Tech Diploma	16.97	32.36	49.33	607	244	455	699	115%	74	284	**358**
	5202	Hairstyling	66.62	116.46	183.08	598	266	457	723	121%	244	338	**582**
	5215	Hair Design -Satellite Prgrms	35.04	0.00	35.04	58	139	0	139	240%	76	-	**76**
	5219	Hair Apprenticeship	23.00	6.00	29.00	-	23	6	29		21	-	**21**
	5221	Esth-Skin 7 Body Non-ITA	43.78	132.48	176.26	621	211	501	712	115%	165	398	**563**
	A319	ASTH YIT SD41 Sep6'22-Jun29'23	6.18	0.00	6.18	-	76	0	76				**-**
	A352	2324-0525 Access Salon & Spa	5.78	0.00	5.78		26	0	26				
	A362	2425 AST SD46	9.03	0.00	9.03		108	0	108				
	A365	2425 AST SD41 Burnaby	10.80	0.00	10.80		128	0	128				
	Total		**894.22**	**482.59**	**1,376.81**	**9,947**	**7,081**	**3,712**	**10,793**	**109%**	**6,432**	**2,426**	**8,858**
Centre for International Education	2027	Early Childhood Care and Education	0.00	8.25	8.25		0	217	217				**-**
	4305	Technicial Training Access									0	350	**350**
	4306	Auto Collision Refinishing Dip	0.00	110.32	110.32	1,473	0	1,481	1481	101%	-	1,419	**1,419**
	4328	Auto Serv Tech Diploma Intl	0.00	89.18	89.18	754	0	714	714	95%	-	650	**650**
	4702	Computer Systems Tech Diploma				84					5	30	**35**
	4801	Canadian Business Mgmt. Diploma	0.00	472.85	472.85	4,323	0	4,632	4632	107%	-	1,400	**1,400**
	4811	Bus Project Mgmt PD Diploma	0.00	531.20	531.20	5,972	0	5,653	5653	95%	-	2,614	**2,614**
	4812	Hospitality Diploma Int'l									-	153	**153**
	4820	Accounting Diploma				-			0		-	-	**-**
	4830	Marketing Technology Diploma	0.00	15.30	15.30	-	0	153	153		-	-	**-**
	5122	Health Care Assistant Int'l	0.00	81.86	81.86	1,033	0	1,030	1030	100%	-	1,199	**1,199**
	5302	Baking Intn'l 5 month program	0.00	18.40	18.40	210	0	293	293	140%	-	278	**278**
	5306	Baking & Pastry - Artisan Int'l	0.00	46.38	46.38	714	0	591	591	83%	-	171	**171**
	5410	Culinary Arts (Blended)	0.00	100.68	100.68	905	0	955	955	106%	-	750	**750**
	5701	Hospitality Management	0.60	187.90	188.50	1896	7	2,146	2153	114%	-	1,496	**1,496**
	5703	Hospitality Diploma Int'l	0.00	325.73	325.73	2721	0	2,841	2841	104%	-	1,943	**1,943**
	Total		**0.60**	**1,988.05**	**1,988.65**	**20,085**	**7**	**20,706**	**20,713**	**103%**	**5**	**12,453**	**12,458**

2025-26 Enrolment Plan		2024-25								2025-26		
		Actual FTE Forecast*			Budgeted Registrations	Actual Registrations*			Seat Utilization to Budget	Budgeted Registrations		
		Domestic	Intl	Total		Domestic	Intl	Total		Domestic	Intl	Total
	1538	Instructor Education CS	2.59	0.00	2.59	-	48	0	48				-
	6022	Fashion Design	10.68	14.65	25.33	429	171	199	370	86%	217	64	217
	6023	Jewellery	2.04	0.00	2.04	24	47	0	47	196%	30	-	30
	6034	Cr Writng-now New Init Art&Des	0.86	0.21	1.07	15	55	5	60	400%	20		20
	6038	Bldg Mgr Residential	3.68	0.24	3.92	60	163	5	168	280%	90		90
	6046	Computers - City Centre	4.38	0.08	4.46	-	99	2	101				-
	6052	Early Childhood Education	33.00	175.03	208.03	1,108	612	2,952	3564	322%			-
	6060	Management Skills Supervisors	7.95	0.00	7.95	86	191	0	191	222%	123		123
	6064	Office & Admin CertificateProg	59.73	0.49	60.22	807	999	5	1004	124%	664		664
	6065	Leadership Skills Certificate	4.54	0.00	4.54	72	87	0	87	121%	50		50
	6067	Paralegal Program	77.58	0.00	77.58	1,039	849	0	849	82%	789		789
	6068	Small Business	0.72	0.20	0.92	30	15	4	19	63%	8		8
	6076	Allied Health	10.22	0.14	10.36	72	163	6	169	235%	100		100
	6082	Sterile Supply Room Aide	86.77	0.00	86.77	112	174	0	174	155%	152		152
	6088	Renal Technician	3.55	0.00	3.55	16	15	0	15	94%			-
	6093	Counselling Skills	46.51	0.00	46.51	-	421	0	421		368		368
	6199	Wedding & Event Management			0.00	-			0		11		11
	6197	Fashion Merchandising				383							
	6222	Fashion Non-credit Courses	4.49	0.00	4.49	10	94	0	94	940%	45		45
	6224	Compressed Natrual Gas (CNG)				45							
	6225	Technical and Creative Writing	4.96	0.00	4.96	60	124	0	124	207%	75		75
	6232	Production Micro-credential	3.56	0.00	3.56	160	111	0	111	69%	83		83
	6233	Cybersecurity PDD	1.56	9.36		-	15	90	105		128	365	493
	6245	LERN UGotClass	4.60	0.00	4.60	65	167	0	167	257%	127		127
	6255	Optician Diploma	0.00	50.83	50.83	353	0	444	444	126%		139	139
	6601	IT Operations	3.27	322.98	326.25	3,225	36	2,962	2998	93%		1,403	1,403
	6650	CS Music	0.45	0.05	0.50	-	9	1	10				-
	A125	ESA 1112 Building Management	0.27	0.00	0.27	-	20	0	20				-
	A131	ESA Consotrium CapU	2.33	0.00	2.33	-	35	0	35				-
	A179	LINC	0.80	0.00	0.80	-	4	0	4				-
	A271	Acct Sources Community	15.87	0.00	15.87	-	145	0	145				-
	A330	2324 - ECCE Program Exp	2.48	0.00	2.48	-	26	0	26				-
	A356	WrkPlcmntOrntation MC DBC-SLMP	1.87	0.00	1.87	-	7	0	7				-
	A358	EDI for Construction & Trades	0.35	0.00	0.35	-	7	0	7				-
	A366	Supportive Care Assistant	11.88	0.00	11.88	-	62	0	62				-
	A371	MNBC Kitchen Basics	0.40	0.00			6	0	6				
	A372	Sources MOSK Training	1.20	0.00			18	0					
	Z324	Tching Esntls for Adlt Lernrs	1.60	0.13	1.73	-	12	1	13				-
	Z348	Tching Esntls for Adlt Lernrs	0.21	0.00			5	0					
	Total		416.95	574.39	991.34	8,171	5,012	6,676	11,688	143%	3,080	1,971	4,987.00

The row label "Continuing Studies" appears in the leftmost green column spanning the body rows.

*as of February 24, 2025

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: March 26, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**

Program Discontinuance: Acute Care for Health Care Assistants Short Certificate

BACKGROUND:

For many years, the Continuing Care Department at VCC supported the delivery of the Acute Care for Health Care Assistants (HCAs) program. This four-month, part-time certificate provided HCAs with additional knowledge and skills required to work in acute care settings. Demand was driven by Vancouver Coastal Health Authority (VCHA)'s requirement that HCAs demonstrate completion of the Acute Care certificate prior to working acute care settings.

Following the removal of this requirement, and consultation with external practice partners over the past year, the department is now recommending the permanent discontinuance of the program. VCHA has replaced the previous certificate requirement with a one-month full time orientation program that allows them to onboard HCAs into acute care in an expedited fashion.

Provincial HCA curriculum updates in 2023 provided an enhanced focus on acute care skills, further reducing the relevance of the Acute Care program in its current form. An environmental scan of the region noted that the Acute Care for HCAs certificate is not required by any of the acute care settings in the Lower Mainland. These changes collectively indicate that the Acute Care for HCAs certificate is no longer a marketable program.

Intakes for the Acute Care for Health Care Assistants Short Certificate program have been on hold since the spring of 2023.

DISCUSSION:

The proposal was presented to Education Council on March 11, 2025 by Lisa Beveridge, department head for Continuing Care.

As outlined in the procedures for VCC Policy 414 Suspension and/or Discontinuance of Programs, the first step in retiring a program is to formally initiate a suspension of the program. After two years of suspension, a decision on program discontinuance can be made. The recommendation for program discontinuance without a previous approval of program suspension is unusual and possibly unprecedented.

In this case, EdCo entertained a motion to recommend program discontinuance without a prior period of suspension. The clear rationale for judging the program nonviable, the support from both department and dean to discontinue, and the fact that the program has not run all mitigate the risks.

While supporting the proposal, EdCo members cautioned that the approach of cancelling program intakes and later proposing program discontinuance is not in keeping with the intent of 414 Suspension and/or Discontinuance of Programs policy and procedures.

EdCo discussed the effective date of the discontinuance to ensure any students still within the maximum time for program completion can complete their credential. It was agreed to discontinue the program as of May 2025.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors discontinue the Acute Care for Health Care Assistants Short Certificate program, effective May 1, 2025.

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: March 19, 2025

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: March 26, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**

Program Discontinuance: Health Care Assistant Certificate (EAL Cohort)

BACKGROUND:

The Health Care Assistant EAL (English as an Additional Language) Cohort Certificate program has experienced persistent challenges with enrolment since September 2019. As a result, the department is recommending the discontinuation of the program.

The HCA EAL program last ran at full capacity in Sept 2018 with 24 students. In 2019, the program ran at half capacity with 15 students. Between 2020 to 2024, the department did not run the program due to continued low enrolment and demand. This trend occurred despite marketing efforts and outreach to potential students in the EAL department.

The department consulted internal VCC departments such as the Registrar, Advising, Marketing and the EAL department, as well as external partners. It was determined that students found the higher cost of the HCA EAL program prohibitive and preferred to improve their English language scores through the tuition-free EAL Pathways programs.

In 2022, the department partnered with the Vancouver Coastal Health (VCHA) to run a dedicated HCA EAL cohort for students funded through the provincial Health Career Access Program (HCAP). The strategy was proposed as a way of addressing the reported concerns regarding the cost of the HCA EAL program. However, VCHA was not able to fill the seats with students fully appropriate for the language admission requirements.

The declining enrolment of students into the HCA EAL program from 2019 to 2024 indicates that the HCA EAL program is no longer a marketable program.

DISCUSSION:

The proposal was presented to Education Council on March 11, 2025 by Lisa Beveridge, department head for Continuing Care.

As outlined in the procedures for VCC Policy 414 Suspension and/or Discontinuance of Programs, the first step in retiring a program is to formally initiate a suspension of the program. After two years of suspension, a decision on program discontinuance can be made. The recommendation for program discontinuance without a previous approval of program suspension is unusual and possibly unprecedented.

In this case, EdCo entertained a motion to recommend program discontinuance without a prior period of suspension. The clear rationale for judging the program nonviable, the support from both department and dean to discontinue, and the fact that the program has not run all mitigate the risks.

While supporting the proposal, EdCo members cautioned that the approach of cancelling program intakes and later proposing program discontinuance is not in keeping with the intent of 414 Suspension and/or Discontinuance of Programs policy and procedures.

EdCo discussed the effective date of the discontinuance to ensure any students still within the maximum time for program completion can complete their credential. It was agreed to discontinue the program as of May 2025.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors discontinue the Health Care Assistant Certificate (EAL Cohort) program, effective May 1, 2025.

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: March 19, 2025

VCC

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: March 26, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Program Name: Bachelor of Hospitality Management

BACKGROUND:
Due to policy changes by Immigration, Refugee and Citizenship Canada (IRCC), several VCC programs were renamed to align with designated Classification of Instructional Program (CIP) codes that are eligible for post-graduate work permits.

The Board of Governors approved renaming the (former) Bachelor of Hospitality Management to its current name, Bachelor of Hospitality and Food Service Systems Management, at its November 27, 2024 meeting.

DISCUSSION:
The current proposal is to revert to the original program name of Bachelor of Hospitality Management.

The proposal for the name change was presented to EdCo on February 11, 2025. David Wells, Vice President, Academic and Research, explained that the inclusion of "Food Service Systems Management" in the degree name would require engaging in a full degree program review process as governed by the Degree Quality Assessment Board (DQAB). Given the relatively small "boutique" nature of the program and the support by industry partners for its current form, the school's preference is to maintain the original name. EdCo members had no concerns.

It is worth noting that as of March 14, IRCC exempts baccalaureate degree programs from colleges from the field of study requirements for post-graduation work permit (PGWP) eligibility, aligning with exemptions for degrees from universities. Therefore, this program will once again be PGWP-eligible, increasing the appeal to international students.

RECOMMENDATION:
THAT, on the advice of Education Council, the Board of Governors approve changing the name of the Bachelor of Hospitality and Food Service Systems Management back to Bachelor of Hospitality Management.

PREPARED BY: Natasha Mandryk, Chair, VCC Education Council

DATE: March 19, 2025

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: March 26, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**

Credential Specializations: Associate of Arts and Associate of Science Degrees

BACKGROUND:

History of Associate Degrees at VCC

The School of Arts and Science is proposing specializations within the Associate of Arts Degree and the Associate of Science Degree.

An Associate of Arts Degree credential was first approved in 2020, but program launch has been on hold. Since the College currently offers few second-year university-transferable arts courses, strategic course and program development is required.

The Associate of Science Degree credential was approved by the Board of Governors in 2018.
In 2021, the program content guide (PCG) was revised to include a Computer Science specialization within the list of required courses. In November 2024, EdCo approved creation of a separate PCG for the Computer Science specialization. These changes were treated as curriculum updates, with no changes to the credential.

New specializations

Three new specializations have been identified for consideration, with courses proposed to support them. Within the Associate of Arts degree, a specialization in Psychology is proposed. Within the Associate of Science degree, specializations in Data Science and Environmental Science are proposed.

The Associate of Arts (Psychology) specialization expands programming in the most popular area of study within Humanities at VCC.

The Associate of Science (Environmental Science) specialization is an extension of our existing First-year University Transfer Environmental Studies Certificate; this expanded pathway will facilitate students transferring into the Bachelor of Science in Environmental Science at SFU.

The specialization in Data Science complements the existing Computer Science option and will facilitate transfer into SFU's Bachelor of Science in Data Science. Three second-year math courses are proposed to support this specialization.

"Generic" PCGs for both the Associate of Arts and Associate of Science Degrees will be maintained, allowing students to fulfil degree requirements flexibly.

The following ten new courses are proposed to support the specializations:

- BIOL 2105 Introductory Ecology
- EVSC 2010 Environmental Science Research and Communication
- MATH 2230 Introduction to Operations Research with Excel
- MATH 2705 Introduction to Data Science
- MATH 2710 Introduction to R for Data Science
- PHIL 1100 Introduction to Philosophy
- PHIL 2100 Philosophy of Science
- PSYC 2100 Developmental Psychology
- PSYC 2110 Cognitive Psychology
- SOCI 2250 Sociology of Families

DISCUSSION:

Curriculum approvals

Education Council approved the creation of a separate program content guide for the Associate of Science specialization in Computer Science, and wireframe (outline) PCGs for Associate of Arts (Psychology), Associate of Science (Environmental Science), Associate of Science (Data Science), and the Associate of Science (Computer Science) degree specializations at its November 29, 2024 meeting.

The curriculum, including complete program content guides and course outlines was reviewed by Curriculum Committee in February 2025, and only minor edits requested.

Education Council reviewed and approved the full curriculum on March 11, 2025.

Credential changes

Following consultation with the Vice President Academic & Research, David Wells, the specializations are being presented as changes to the existing associate degree credentials, distinct from the process for new programs or new credentials.

Policy 412 Granting of Credentials specifies that credentials are approved by the Board with advice from EdCo. Accordingly, the proposal for credential change was presented to EdCo at its March 2025 meeting.

Implementation discussion at EdCo

In the current IRCC policy environment, specializations aligned with PGWP-eligible CIP are s desirable to international students. EdCo discussed the implementation of specializations for both international and domestic students. Specializations would likely be marketed to international students, while visibility and marketing for domestic students would focus on the generic Associate of Arts and Associate of Science degrees. The generic degrees offer more flexibility in course choice. All courses will be available to both domestic and international students.

There was a discussion about strategies to protect course offerings for students in the generic degree programs who want to specialize but have not declared their specialization. It was noted that course availability would depend on enrollment and that there might be a risk of students not getting their preferred courses. The committee discussed potential solutions, such as reserving seating for students in a specialization, and improving tracking of student progression within programs.

The discussion also noted that tuition rates for associate degrees depend on the individual courses taken. Individual courses vary in both credits and cost.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the following specializations within the existing Associate of Science and Associate of Arts Degree credentials, and the creation of ten new courses as identified above:

- Associate of Arts (Psychology) Degree
- Associate of Science (Environmental Science) Degree
- Associate of Science (Data Science) Degree
- Associate of Science (Computer Science) Degree

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: March 19, 2025

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: March 26, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**

New program: Digital Learning for Innovative Teaching Short Certificate

BACKGROUND:

The School of Instructor Education in the Centre for Educational Excellence is proposing a new program: the Digital Learning for Innovative Teaching (DLIT) Short Certificate. This program builds the skills required to support digital innovation in adult teaching and learning in a variety of settings, including post-secondary education, business, industry and trades. No similar credential in digital learning exists in the province.

Funding for the development of this Short Certificate was provided by the Ministry of Post-Secondary Education and Future Skills.

The program consists of 5 courses (10 credits). Each course in the short certificate will be awarded a digital badge in MyCreds, an official credit wallet used across Canada. The program design allows for the future possibility that students in the Provincial Instructor Diploma program (PIDP) could take the courses as electives, which would encourage a steady number of registrations. Students may also enrol in courses individually, without completing a credential.

Digital Learning for Innovative Teaching Short Certificate graduates will be able to meet the following program learning outcomes:

- Apply informed decision-making and evidence-led methods to support the ethical and accountable selection and use of digital tools and practices
- Adopt practices that foster digital well-being and resilience in the evolving digital education landscape

- Incorporate Indigenization, decolonization and reconciliation principles to digital learning in a good way
- Locate and critically evaluate the quality of digital information
- Curate engaging and interactive digital course materials in alignment with learner needs and licensing requirements
- Create effective, inclusive and accessible digital course materials, assessments and activities that promote meaningful learning
- Experiment with digital tools and practices to facilitate active and collaborative online learning
- Solve issues and devise backup plans for when technologies change or fail
- Recognize the core components of GenAI, including neural networks and training data and common errors as they relate to learning

DISCUSSION:

Curriculum Committee reviewed the program in February 2025 and unanimously supported the proposal. There was a discussion about the flexible delivery. The courses will be self-paced, with the first course offered in a cohort and subsequent courses allowing students to register any week and complete the course within ten weeks. While there are set start and end dates, there will be less instructor support than in the PIDP.

Education Council recommended approval of the program at its March 11, 2025 meeting.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the new Digital Learning for Innovative Teaching Short Certificate credential, creation of five courses, and program implementation.

PREPARED BY: Natasha Mandryk, Chair, Education Council

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the Digital Learning for Innovative Teaching Short Certificate

DATE: March 19, 2025

Digital Learning for Innovative Teaching Short Certificate

Program Content Guide

Effective Date: <u>September 2025</u>

Purpose

The Digital Learning for Innovative Teaching short certificate is designed to empower educators and learning designers to excel in today's rapidly evolving digital learning landscape. This applied program directly supports the goals of B.C.'s Post-Secondary Digital Learning Strategy by cultivating a community of digitally proficient educators who are prepared to design and deliver high-quality, innovative, and inclusive learning experiences. Students will develop practical skills in selecting and evaluating digital tools to meet diverse learner needs; designing, delivering, and assessing learning in digital environments; upholding academic integrity in an age of increased surveillance; fostering equity, diversity, and inclusion online; facilitating engaging digital learning communities; and respectfully integrating Indigenous digital literacies.

The program's emphasis on competency development, learner choice, and flexible delivery models contributes to quality enhancement by ensuring that graduates possess the knowledge, skills, and confidence to effectively navigate the complexities of digital learning. Upon successful completion of each course, students earn digital badges that demonstrate their mastery of essential skills, enhancing their professional profiles and showcasing their commitment to ongoing professional development. The program's flexible structure allows students to select courses and learning experiences most relevant to their individual needs and goals after completing the foundational Digital Learning and Literacy course.

Admission Requirements

- English Studies 12, or equivalent

- Evidence of subject matter expertise as demonstrated by a diploma, bachelor's degree, trades certification, substantial workplace experience, *or* departmental approval

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for the following courses:

- DLIT 3020 Assessing Digital Learning
- DLIT 3030 Curating Digital Learning
- DLIT 3040 Creating Digital Learning
- DLIT 3050 Facilitating Digital Learning

Students may complete up to six (6) credits through PLAR and/or transfer credit. Tuition and fees will still apply. Methods of assessment are listed on the course outlines.

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

See Prior Learning Assessment and Recognition policy for more information.

Program Duration & Maximum Time for Completion

The program is 10 credits (150 hours).
Completion time will vary depending on individual circumstances. The program is designed for working professionals. It is designed to allow for flexibility, and may be completed at an accelerated pace. The program must be completed within 2 years.

Program Learning Outcomes

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

- Apply informed decision-making and evidence-led methods to support the ethical and accountable selection and use of digital tools and practices

- Adopt practices that foster digital well-being and resilience in the evolving digital education landscape

- Incorporate Indigenization, decolonization and reconciliation principles to digital learning in a good way

- Locate and critically evaluate the quality of digital information

- Curate engaging and interactive digital course materials in alignment with learner needs and licensing requirements

- Create effective, inclusive and accessible digital course materials, assessments and activities that promote meaningful learning

- Experiment with digital tools and practices to facilitate active and collaborative online learning

- Solve issues and devise backup plans for when technologies change or fail

- Recognize the core components of GenAI, including neural networks and training data and common errors as they relate to learning

Instructional Strategies, Design, and Delivery Mode

A wide variety of instructional strategies is used in the program that model digital learning for innovative teaching. Instructional videos, guided digital tool applications, scenarios, reflection Courses may be offered in online, face-to-face, and blended formats.

Evaluation of Student Learning

Evaluation of student learning is based on completion of course assignments. Due dates and criteria for successful completion of each course assignment will be outlined by the instructor at the beginning of each course. Students must achieve a grade of 'S' in all 5 courses to be awarded the Short Certificate.

Recommended Characteristics of Students

This short certificate is appropriate for those with no teaching experience to those with substantial teaching experience. With the strong focus on digital teaching and learning, students should have basic computer skills (internet, word processing, email).

Courses

Course #	Course Name	Credits
DLIT 3010	Digital Literacy and Learning	2.0
DLIT 3020	Assessing Digital Learning	2.0
DLIT 3030	Curating Digital Learning	2.0
DLIT 3040	Creating Digital Learning	2.0
DLIT 3050	Facilitating Digital Learning	2.0

Total Program Credits: 10.0

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of each course. The transcript typically shows a letter grade or S/U (successful/unsuccessful) 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	Progression Grade	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	61 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

VCC Education and Education Support Policies
There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at:
http://www.vcc.ca/about/governance--policies/policies/

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: March 26, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**

Significantly Revised Program: Paralegal Diploma

BACKGROUND:

The Centre for Continuing Studies is proposing significant revisions to the Paralegal Diploma following the program renewal in 2023. Working with the BC Paralegal Association and subject matter experts, the overall program structure was modified. The previous version included four separate certificates and the diploma; the new version of the diploma program includes a foundational certificate as an exit pathway, but provides specialization Awards of Achievement (a VCC micro-credential) for each of the four main practice areas: Litigation, Real Estate/Conveyancing, Corporate, and Family Law/Estates.

The revised structure aligns the revised program with VCC's policies on credentials while maintaining the critical recognition of learning for paralegals.

New course outlines include revised course learning outcomes, topics, updated instructional strategies and assessment plans while meeting all professional requirements for new paralegals. The program has two 3-month practicums, meeting the 6-month requirement for their association. Courses can be delivered online, blended, or fully face-to-face.

Paralegal Diploma graduates will be able to meet the following program learning outcomes:

- Explain overall court and other dispute resolution procedures, from preparing court and dispute resolution documents through to resolution of the dispute.
- Explain principles and concepts of legal tasks performed.

- Draft court and commercial documentation and complete basic law procedures for litigation, corporate/business, real estate, family, and estate.
- Conduct legal research including fact gathering and issue identification.
- Locate, reference, and apply case law and legislative materials.
- Apply appropriate legal procedures in a variety of legal settings.
- Demonstrate proficient use of specialized legal terminology.
- Perform paralegal-level work in a law office or other legal setting.
- Adhere to principles of legal ethics in a work environment.
- Practice analytical, organizational, critical thinking, and team working skills in a legal setting.

DISCUSSION:

The concept paper for the revised program was presented for information to EdCo and the Board of Governors in February and March 2024, respectively.

Curriculum Committee reviewed the curriculum in August 2024. The only significant change request was to adjust the complexity of learning outcomes in two courses. These changes were made in consultation with subject matter experts.

Education Council reviewed the proposal at its September 10, 2024 meeting and unanimously recommended the program for approval. There was discussion about the delivery mode and AI considerations. The program is designed to be taken part-time, since many students are working. While there is no explicit attendance requirement, since courses can be delivered asynchronously, each course includes a participation component. The department is monitoring developments around AI that may impact the profession and is considering offering a related elective in the future.

Remark on course approvals
At the September 2024 meeting, Education Council approved 32 new course outlines. Since that time, revisions to the Curriculum Development and Approval policy (410) and the new Program Development and Approval policy (409), both approved on December 17, 2024, return approval authority for course offerings to the Board of Governors. Therefore, EdCo has not brought formal advice regarding the creation of new courses to be offered.

Given these circumstances and timeline, the current motion includes a recommendation to the Board, without EdCo's formal advice, to approve the creation of 32 new course outlines that are part of this program. The course list appears within the appendix containing the program content guide.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the significantly revised Paralegal Diploma program; and

THAT the Board of Governors approve the creation of 32 new courses to be offered as part of the significantly revised Paralegal Diploma program.

PREPARED BY: Natasha Mandryk, Chair, Education Council

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the Paralegal Diploma

DATE: March 19, 2025

Paralegal Diploma

Program Content Guide

Effective Date: <u>September 2025</u>

Purpose

The Paralegal Diploma explores the theoretical and procedural aspects of paralegal work. Combining fundamental legal study with instruction and hands-on practice, this program fosters intellectual, practical, and professional skills in the paralegal field such as legal research, drafting legal documents, and assisting with client communication.

Students build the foundation of knowledge and skills needed to develop and enhance a career working within legal systems and institutions and receive theoretical and practical training in areas such as litigation, real estate, corporate/business law, and family law and estates.

Admission Requirements

- English Studies 12 with a minimum 'B' grade, or equivalent
- Completion of one of the following:
    - VCC's Legal Administrative Assistant program, or equivalent,
    - VCC's Office Administration Certificate – Legal Office Skills, or equivalent,
    - Minimum of one-year legal administrative assistant or paralegal experience as demonstrated by:
        - a resume, and
        - VCC Paralegal Employer Reference Checklist,
    - Minimum of one-year of office administration experience as demonstrated by:
        - a resume or reference letter, and
        - completion of all the VCC Legal Office Skills courses:
            - OACP 1113, or equivalent,
            - OACP 1114, or equivalent,
            - OACP 1115, or equivalent,
            - OACP 1116, or equivalent,
            - OACP 1117, or equivalent.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The Paralegal Diploma Program can be completed in 3 years, maximum duration for completion is 6 years.

Students may choose to exit the program and receive a Certificate credential upon completion of the following courses (total 27 credits):
- All *core* courses (12 credits)
- Four courses from following practice areas (8 credits):
    - Litigation
    - Real Estate Conveyancing
    - Corporate
    - Family and Estates
- Two elective courses (4 credits)
- Paralegal Practicum 1 (3 credits)

To achieve the Paralegal Diploma, students must successfully complete the following courses (total 60 credits):

- All certificate courses (27 credits)
- All additional practice area courses (24 credits)
- Three elective courses (6 credits)
- Paralegal Practicum 2 (3 credits)

Students who have achieved a Paralegal Certificate or Diploma may complete one or more Awards of Achievement by completing all four courses in the area:

- Litigation
- Real Estate Conveyancing
- Corporate
- Family and Estates

Program Learning Outcomes

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

- Explain overall court and other dispute resolution procedures, from preparing court and dispute resolution documents through to resolution of the dispute.
- Explain principles and concepts of legal tasks performed.
- Draft court and commercial documentation and complete basic law procedures for litigation, corporate/business, real estate, family, and estate.
- Conduct legal research including fact gathering and issue identification.
- Locate, reference, and apply case law and legislative materials.
- Apply appropriate legal procedures in a variety of legal settings.
- Demonstrate proficient use of specialized legal terminology.
- Perform paralegal-level work in a law office or other legal setting.
- Adhere to principles of legal ethics in a work environment.
- Practice analytical, organizational, critical thinking, and team working skills in a legal setting.

Instructional Strategies, Design, and Delivery Mode

The Paralegal program is designed to provide students with practical hands-on learning grounded in theoretical and procedural aspects of fundamental legal study.

Courses are delivered through a combination of instructional activities including, but not limited to, lectures, discussion, group work, and simulated hands-on practice. All courses may be offered online, blended, or face-to-face and include some instructor-led, asynchronous learning.

Evaluation of Student Learning

Evaluation of student learning varies course-to-course based on conventions and requirements of individual practice areas.

Student learning is evaluated in a variety of ways including, but not limited to, written summary assignments, forums or discussions, presentations, individual and group projects, quizzes, tests and exams, legal research, assignments, and portfolios.

Students must achieve a minimum grade of 'C+' (2.33) to successfully complete each course. Students must achieve a minimum cumulative grade point average (GPA) of 'C+' (2.33) upon completion of all program courses and a grade of Satisfactory ('S') in the practicum to successfully graduate.

Recommended Characteristics of Students

- Respect and acceptance of the rigidly hierarchical system of authority on which the legal profession is based
- Strong legal administrative assistant skills
- Proficient computer skills, including intermediate to advanced MS Word, Excel, file management and Internet search capabilities
- Detail-oriented
- Proficient writing skills
- Strong work ethic
- Ability to follow instructions and prioritize work
- Ability to meet deadlines
- Interest in working in a fast-paced and high-pressure environment

Program Content Guide   *4*

Courses

Course List		Credits
Core Courses (12 credits)		
LEGL 1601	Legal Process in Canada	2.0
LEGL 1602	Torts Law 1	2.0
LEGL 1603	Legal Communications and Ethics	2.0
LEGL 1604	Legal Research and Writing	2.0
LEGL 1605	Contract Law	2.0
LEGL 1606	Agency and Business Organization	2.0
Litigation Courses (8 credits)		
LEGL 1611	Civil Litigation 1	2.0
LEGL 1612	Civil Litigation 2	2.0
LEGL 2611	Creditor Rights and Remedies	2.0
LEGL 2612	Personal Injury Practice and Procedures	2.0
Real Estate / Conveyancing Courses (8 credits)		
LEGL 1621	Residential Property Law	2.0
LEGL 1622	Personal Property Security	2.0
LEGL 2621	Residential Property Conveyance	2.0
LEGL 2622	Commercial Property Law	2.0
Corporate Courses (8 credits)		
LEGL 1631	Corporate Law 1	2.0
LEGL 1632	Corporate Law 2	2.0
LEGL 2631	Corporate Law 3	2.0
LEGL 2632	Corporate Law 4	2.0
Family Law / Estate Courses (8 credits)		
LEGL 1641	Family Law Procedures 1	2.0
LEGL 1642	Estate Planning	2.0
LEGL 2641	Family Law Procedures 2	2.0
LEGL 2642	Estate Administration Procedures	2.0
Elective Courses (10 credits)		
LEGL 1651	Rules of Evidence	2.0
LEGL 1652	Intellectual Property Law	2.0
LEGL 1653	Foreclosure and Bankruptcy	2.0

Program Content Guide 5

LEGL 1654	Criminal Law and Procedure	2.0
LEGL 2651	Securities Law 1	2.0
LEGL 2652	Securities Law 2	2.0
LEGL 2653	Torts Law 2	2.0
LEGL 2654	Court of Appeal Procedures	2.0
Practicum Courses (6 credits)		
LEGL 1700	Paralegal Practicum 1	3.0
LEGL 2700	Paralegal Practicum 2	3.0
	Total Program Credits:	**60.0**

Transcript of Achievement

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at:
http://www.vcc.ca/about/governance--policies/policies/

VCC

DECISION NOTE

PREPARED FOR:	Board of Governors
DATE:	March 26, 2025
ISSUE:	**RECOMMENDATION FOR APPROVAL:**
	New program: Digital Communication, Social Media and Multimedia Post-Degree Diploma

BACKGROUND:

The School of Trades, Technology and Design is proposing a new program: the Digital Communication, Social Media and Multimedia Post-Degree Diploma (PDD).

The program is designed for students who have already completed bachelor's degrees to move into careers as content creators, social media managers and digital media/marketing specialists. The courses combine theory and practical application, focusing on marketing strategies and campaign, technical image, design, and digital and video production. Students complete an advanced studio course including professional client work, as well as developing a portfolio that allows for critical review of their own work and establishing a professional brand.

The program consists of 12 courses designed to be taught over 16 months, targeted to both domestic and international students. The program meets the field of study requirement for international students to receive a post-graduation work permit.

Digital Communication, Social Media and Multimedia Post-Degree Diploma graduates will be able to meet the following program learning outcomes:

- Discuss a digital creator's roles and responsibilities in graphic design, digital communications, social media and multimedia.
- Develop and execute social media marketing strategies to enhance online presence and user engagement.
- Develop effective multimedia strategies using market research, client consultation, creative thinking and technology.
- Develop and maintain a multimedia design portfolio and a freelancing/business plan.
- Produce high-quality graphics for digital and multimedia end uses using professional design tools.

- Conceptualize, plan, and implement effective digital communications strategies to engage target audiences.
- Use business communication standards, client management strategies, and professional collaboration techniques to work effectively in teams.
- Apply ethical principles and business standards to make informed decisions in research, design, and communications.

DISCUSSION:

The concept paper was presented to Education Council for information in December 2024 and is included in the meeting package for the March 26, 2025 Board meeting.

In consultation with the department, the initial proposal was modified to balance technical skills with campaign marketing and strategy elements. The use of generative AI for marketing was embedded into the program, rather than being taught in a separate course as was initially planned.

Curriculum Committee reviewed the program curriculum in January 2025 and unanimously supported the proposal.

Compared with the existing Graphic Design Diploma, this program has a greater focus on multimedia, management, and marketing. As it is a PDD, a bachelor's degree is required for admission. This requirement will be reevaluated after the first run to consider alternative pathways to admission. There are plans to explore prior learning assessment and recognition (PLAR) for some courses after the program has gone through its first run.

Education Council unanimously recommended approval of the program, including creation of 12 new courses, at its February 11, 2025, meeting.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the new Digital Communication, Social Media and Multimedia Post-Degree Diploma credential, creation of 12 courses as named in the program content guide, and program implementation.

PREPARED BY: Natasha Mandryk, Chair, Education Council

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the Digital Communication, Social Media and Multimedia Post-Degree Diploma

DATE: March 24, 2025

Digital Communication, Social Media and Multimedia Post-Degree Diploma

Program Content Guide

Effective Date: <u>September 2025</u>

Purpose

This program prepares students who have previously completed a bachelor's degree for a creative career in digital communication, media creation, and multimedia design. The program provides comprehensive training in various forms of digital media creation and strategy, giving graduates the flexibility to work in roles such as content creator, digital media specialist, multimedia designer, social media manager, and digital marketing specialist. Throughout the program, emphasis is placed on bringing theory and practice together through hands-on assignments and collaborative work. Students will have opportunities to work on real-world client projects to develop critical project management and communication skills. The program takes a critical lens on digital media, encouraging students to consider the cultural and ethical implications of content creation and distribution.

Admission Requirements

- A minimum 3-year undergraduate degree from an accredited post-secondary institution
- English Studies 12 with a minimum 'C' grade, or equivalent

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

This full-time program is 16 months in length (4 terms). The maximum time for completion is 5 years.

Program Learning Outcomes

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

- Discuss a digital creator's roles and responsibilities in graphic design, digital communications, social media and multimedia.
- Develop and execute social media marketing strategies to enhance online presence and user engagement.
- Develop effective multimedia strategies using market research, client consultation, creative thinking and technology.
- Develop and maintain a multimedia design portfolio and a freelancing/business plan.
- Produce high-quality graphics for digital and multimedia end uses using professional design tools.
- Conceptualize, plan, and implement effective digital communications strategies to engage target audiences.
- Use business communication standards, client management strategies, and professional collaboration techniques to work effectively in teams.
- Apply ethical principles and business standards to make informed decisions in research, design, and communications.

Instructional Strategies, Design, and Delivery Mode

The program uses a combination of instructional strategies including:

- Interactive Lectures
- Demonstrations
- Hands-on labs
- Production simulations
- Problem solving exercises
- Client projects
- Field trips
- Guest speakers
- Online learning activities
- Self-directed projects
- Collaborative team projects
- Reflective discussions

Students have access to professional digital media equipment and computer labs with industry-standard software. Labs maintain a one-to-one ratio of students to workstations.

Evaluation of Student Learning

Students are evaluated through:

- Practical assignments and projects
- Portfolio development
- Client project work
- Presentations
- Written assignments
- Lab work
- Class participation
- Professional conduct

Students must receive a minimum grade of 'C' (2.00) in each course, and a minimum cumulative grade point average (CGPA) of 'C' (2.00) to advance into subsequent courses/terms in the program. Students must receive a minimum program grade point average of 'C' (2.00) to successfully graduate.

Recommended Characteristics of Students

Students should consider the following aspects of this program.

- Require use of a computer screen with options of keyboard, mouse, trackpad, or digital pen for up to 7 hours a day
- Involve time management and submitting work according to deadlines
- Require written as well as verbal communication
- Involve approaching problems from different angles in order to propose a variety of solutions
- Require them to work independently as well as collaboratively
- Use fine motor skills in handling video and photography hardware

Courses

First Year			
Term	**Course #**	**Course Name**	**Credits**
One	DCOM 1100	Advanced Image Practices	3.0
	DCOM 1105	Digital Marketing Strategy	3.0
	DCOM 1110	Design Foundation for Marketing	3.0
		Total Credits per Term:	9.0
Two	DCOM 1200	Digital Design Technologies	3.0
	DCOM 1205	Writing for Digital Media	3.0
	DCOM 1210	Digital Video Production	3.0
	DCOM 1215	Digital Commerce Strategies	3.0
		Total Credits per Term:	12.0

Second Year			
Term	**Course #**	**Course Name**	**Credits**
One	DCOM 2105	Social Media Marketing Strategies	3.0
	DCOM 2110	Advanced Digital Media Production	3.0
	DCOM 2120	Campaign Strategy	3.0
		Total Credits per Term:	9.0
Two	DCOM 2200	Advanced Design Studio: Emerging Technologies and Client Projects	5.0
	DCOM 2205	Professional Portfolio Development	5.0
		Total Credits per Term:	10.0

Total Program Credits: 40.0

This full-time program can be completed over four (4) terms by successfully completing a minimum of 9 to 12 credits each term.

Transcript of Achievement

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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

VCC Education and Education Support Policies
There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at:
http://www.vcc.ca/about/governance--policies/policies/

INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: March 26, 2025

ISSUE: **2024/25 Forecast to Budget**

2024/25 February Forecast to Budget Overview

2024/25 January Forecast (10 months actual + 2 months forecast) in **Table 4** shows that VCC is projecting a small surplus.   Revenue is forecasted to be $196.1 million compared to budget of $186.3million ($9.7 million above budget) and prior year of $170.9 million ($25.1 million above than prior year).   Domestic tuition revenue is up by $1.67 million (excluding ABE/EAL and Future Skills Grant) compared to original budget, and international revenue is up by $5.14 million. **(Table 1, 2 and 3)**.

The School of Hospitality, Food Studies and Applied Business domestic tuition revenue is $86K higher than budget. International tuition revenue is up by $3.8 million; Project Management and Hospitality programs are up by $3.6 million, and Business Management program is up by $408K, meanwhile Accounting and Marketing programs international tuition revenues are down by $88K and Culinary program international tuition revenues are down by $169K. The School of Trades, Technology and Design domestic tuition revenue is higher than budget by $398K mostly from Hair Design and Skin body Therapy, and international tuition revenue is higher than budget by $263K.

The School of Health and Science domestic tuition revenue is higher by $48,266 and international tuition revenue is higher by $33,418 than budget.   The School of Arts and Sciences domestic tuition is higher than budget by $98,871, and international tuition revenue is up by $725K mostly from ECCE and UT programs.   For domestic tuition revenues, College Career Access and College Foundations programs tuition revenues are up by $140.8K than budget, and ESL Pathway programs domestic tuition is increased by $235K.

Continuing Studies domestic tuition revenue is higher by $494K, and international tuition revenue is up by 248K. For domestic tuition revenue, MDRT program revenue is increased by $391K.   For international tuition revenue, ECCE, Optician and Cybersecurity PDD programs are up by $540K, but IT Operations and Network program revenue is down by $213K. Domestic tuition at the Centre for Education Excellence has increased by $398K, primarily because the Future Skills Grant was not available until August.   Other revenues such as parking, space rental, commercial services and interest income are higher by $2.07 million.

Expenses are projected to total $195.2 million, exceeding the budgeted amount of $186.3 million by $8.9 million and surpassing the previous year's $169.4 million by $25.4 million. The increase in salary and benefit expenses is due to the faculty salaries and benefits related to the ECCE program, which has been moved to the academic area. Additionally, the rise includes expanded support for EAL international services, increased faculty costs to support the growth in both domestic and international enrolments, higher overall benefit costs, and severance cost for the LINC program, which was not renewed by IRCC in late November 2024 as well as severance cost to reflect reduced international student enrolment in next fiscal year.

The College is actively monitoring enrolment trends for the remainder of the fiscal year. However, changes made in 2024 in IRCC policies have introduced some uncertainty for certain programs, impacting tuition revenue projections in next fiscal year. While both domestic and international tuition revenues have exceeded expectations for this fiscal, the forecast remains cautious due to the current variability in severance costs.

ATTACHMENTS: APPENDIX A - Table 1, 2 and 3: Summary – Forecast Revenue by School (Apr 2024 – Mar 2025)
Table 4 – Statement of Operations: 2024/25 Forecast with Ten Months Actual (Ended January 31, 2025) and Two Months Forecast

PREPARED BY: Jamie Choi, Executive Director FS & CFO

DATE: March 17, 2025

Summary – Forecast Revenue by School   **APPENDIX A**

Table 1:
Domestic Tuition Revenue by School – Forecast Compared to Budget and Prior Year

	Current Year 2024/25 Forecast (Apr 2024 - Mar 2025)	Current Year 2024/25 Budget (Apr 2024 - Mar 2025)	Variance (Forecast vs Budget)	Prior Year 2023/24 Actuals (Apr 2023 - Mar 2024)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	2,369,339	1,874,671	494,668	2,757,842	(388,503)
SCHOOL OF ARTS AND SCIENCES	1,800,029	1,701,158	98,871	1,533,922	266,107
ABE & EAL TUITION FREE	4,254,921	3,929,643	325,278	3,996,848	258,073
SCHOOL OF HEALTH	4,544,042	4,495,776	48,266	4,487,857	56,186
SCHOOL OF HOSP, FOOD & BUSINESS	1,687,833	1,601,180	86,653	1,457,559	230,274
CENTER FOR EDUCATION EXCELLENCE	916,515	369,323	547,192	774,243	142,272
SCHOOL OF TRADES, TECH & DESIGN	3,050,856	2,652,587	398,269	2,661,587	389,269
FUTURE SKILLS GRANT	315,649	736,927	(421,278)	555,783	(240,134)
	18,939,185	**17,361,265**	**1,577,920**	**18,225,640**	**713,545**

Table 2:
International Tuition Revenue by School – Forecast Compared to Budget and Prior Year

	Current Year 2024/25 Forecast (Apr 2024 - Mar 2025)	Current Year 2024/25 Budget (Apr 2024 - Mar 2025)	Variance (Forecast vs Budget)	Prior Year 2023/24 Actuals (Apr 2023 - Mar 2024)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	7,616,126	7,368,053	248,073	9,484,467	(1,868,342)
SCHOOL OF ARTS AND SCIENCES	3,576,862	2,851,394	725,468	1,095,654	2,481,209
SCHOOL OF HEALTH	2,235,073	2,201,655	33,418	1,374,914	860,160
SCHOOL OF HOSP, FOOD & BUSINESS	51,072,816	47,204,593	3,868,223	44,713,414	6,359,402
CENTER FOR EDUCATION EXCELLENCE	5,714	0	5,714	1,278	4,436
SCHOOL OF TRADES, TECH & DESIGN	12,700,363	12,436,612	263,751	12,844,443	(144,081)
	77,206,954	**72,062,307**	**5,144,647**	**69,514,170**	**7,692,783**

Table 3:
Combined Domestic and International Tuition Revenue by School - Forecast

	Current Year 2024/25 Forecast (Apr 2024 - Mar 2025)	Current Year 2024/25 Budget (Apr 2024 - Mar 2025)	Variance (Forecast vs Budget)	Prior Year 2023/24 Actuals (Apr 2023 - Mar 2024)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	9,985,465	9,242,724	742,741	12,242,309	(2,256,844)
SCHOOL OF ARTS AND SCIENCES	5,376,892	4,552,552	824,340	2,629,576	2,747,316
ABE & EAL TUITION FREE	4,254,921	3,929,643	325,278	3,996,848	258,073
SCHOOL OF HEALTH	6,779,115	6,697,431	81,684	5,862,770	916,345
SCHOOL OF HOSP, FOOD & BUSINESS	52,760,649	48,805,773	3,954,876	46,170,973	6,589,676
CENTER FOR EDUCATION EXCELLENCE	922,229	369,323	552,906	775,521	146,708
SCHOOL OF TRADES, TECH & DESIGN	15,751,219	15,089,199	662,020	15,506,030	245,188
FUTURE SKILLS GRANT	315,649	736,927	(421,278)	555,783	(240,134)
	96,146,138	**89,423,572**	**6,722,566**	**87,739,810**	**8,406,328**

2

Statement of Operations –2024/25 Forecast with Ten Months Actual (Ended January 31, 2025) and Two Months Forecast

Table 4:

(In $ Thousands)	Current Year 2024/25 Forecast (10 + 2)	Current Year 2024/25 Budget	Forecast vs Budget	Comments	Prior Year 2023/24 Actuals	Current Year Forecast vs Prior Year Actuals
Province of B.C. Grants & Contributions	68,064	68,151	(87)	Includes BC Gov't Grants & Contributions	49,511	18,553
Future Skills Grant	316	737	(421)	Future Skills Grant funding not available until August	556	(240)
Sales of goods and services	5,352	5,078	275		5,392	(40)
Tuition and student fees	96,198	89,741	6,457	Table 1, 2 & 3	88,157	8,041
ABE/EAL Tuition Free	4,255	3,930	325	CCA $120K, EAL $235K higher than buddget; ABE 29K lower than budget	3,997	258
Other Grants & Contract Services	6,692	6,394	297	Various contracts increased revenues not in budget; DigiBC projects $115K, Heiltsuk Project $87K, Source Mosk Training $155K	8,780	(2,089)
Miscellaneous income	3,004	2,304	700	Various one time revenues received	2,835	170
Donation income (Foundation Related)	928	777	152		866	62
Amortization of deferred capital contribution	7,075	6,078	997	Increased due to addition of restricted capital	6,192	883
Interest income	4,251	3,147	1,104	Due to higher interest rates	4,680	(428)
REVENUES	**196,136**	**186,337**	**9,799**		**170,966**	**25,170**
SALARY AND BENEFIT EXPENSES	**138,204**	**131,088**	**(7,116)**	Staff salary and benefit increased due to ECCE transfer to academic area, addition of EAL international support, and increased domestic and internatinal student entolment. Overall severance and benefits costs increased.	**118,862**	**(19,342)**
Supplies and general expenses	17,265	17,341	76	Foundation transfer for domestic & international students bursaries and Campuses of the Future $1.8M. Contingency reduced by $2M.	14,301	(2,964)
Bursary/Scholarship	928	777	(152)		866	(62)
Professional fees	16,594	15,717	(877)	Some projects costs higher than budget, $600K int'l agency fee increased	16,284	(310)
Building and telecom	8,260	8,135	(126)		7,127	(1,133)
Cost of Goods Sold	3,703	3,577	(127)		3,422	(281)
Depreciation Expense	10,316	9,702	(615)	Due to increased amortization revenues	8,969	(1,347)
OPERATING EXPENSES	**57,068**	**55,249**	**(1,819)**		**50,970**	**(6,098)**
TOTAL EXPENSES	**195,272**	**186,337**	**(8,936)**		**169,832**	**(25,440)**
NET SURPLUS (DEFICIT)	**864**		**864**		**1,134**	**(270)**

*ABE : Adult Basic Education   *CCA: College & Career Access
*CF: College Foundation   *EAL : English as Additional Language

3

VCC

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: March 26, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**
2025/26 Operating Budget

2025/26 Operating Budget

The VCC operating budget for the fiscal year 2025/26 is being presented for review and for approval by Board of Governors. The draft of the 2025/26 operating budget was developed based on a range of assumptions made by management. Finance and Audit Committee reviewed the first draft of the budget in January and approved the final on March 12, 2025.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the 2025/26 Operating Budget, as presented at the March 26, 2025 meeting.

ATTACHMENTS: APPENDIX A – Statement of Operations
APPENDIX B - Budget Assumptions
APPENDIX C – 2025/26 Budget Draft vs 2024/25 Forecast
APPENDIX D - Summary Revenues by School

PREPARED BY: Jamie Choi, Executive Director, Finance & CFO

DATE: March 17, 2025

STATEMENT OF OPERATIONS

2025/26 Budget Compared to 2024/25 Forecast and 2023/24 Actual

(In $ Thousands)	Next Year 2025/26 Budget (Draft 2)	Current Year 2024/25 Forecast (10 + 2)	Variance favourable /(unfavourable)	Last Year 2023/24 Actuals
Province of BC	76,497	68,064	8,433	49,511
Future Skills Grant		316	(316)	556
Sales of goods and services	5,501	5,352	149	5,392
Tuition and student fees	69,451	96,198	(26,747)	88,157
ABE/EAL Tuition Free	4,226	4,255	(28)	3,997
Other grants, fees & contract services	626	6,692	(6,066)	8,780
Miscellaneous income	3,177	3,004	173	2,835
Donation income (Foundation Related)	800	928	(128)	866
Amortization of deferred capital contribution	7,339	7,075	264	6,192
Investment income	3,848	4,251	(404)	4,680
REVENUES	**171,464**	**196,136**	**(24,671)**	**170,966**
SALARY AND BENEFIT EXPENSES	**122,431**	**138,204**	**15,773**	**118,862**
Supplies and general expenses	14,139	17,265	3,126	14,301
Bursary/Scholarship	800	928	128	866
Professional fees	12,335	16,594	4,259	16,284
Building and telecom	8,053	8,260	207	7,127
Cost of Goods Sold	3,601	3,703	103	3,422
Depreciation Expense	10,104	10,316	212	8,969
OPERATING EXPENSES	**49,033**	**57,068**	**8,035**	**50,970**
TOTAL EXPENSES	**171,464**	**195,272**	**23,808**	**169,832**
NET SURPLUS (DEFICIT)	**0**	**864**	**(864)**	**1,134**

2025/26 BUDGET ASSUMPTIONS

- $76.4M   The Ministry of Post-Secondary Education & Future Skills (PSFS) grants include BC Govt's operating grants and contributions for Health Program projects and Campus Plan.

- $4.5M   Skilled Trades BC funding.

- 2%   Domestic tuition and mandatory fees increase.

- 2%   International tuition and manadatory fees increase.

- $539K   Domestic tuition revenue increase.

- $26.6M   International tuition revenue decrease.

- $4.2M   Adult Basic Education (ABE) & English as an Additional Language (EAL) tuition free - $4.2M forecast for 2024/25.

- $308K   Routine capital maintenance funding for operating will be constant.

- $5.4M   The Ministy major capital funding; projects determined based on specific criteria as approved by the PFSF.

- $250K   Contingency amount is 0.15% of total budget in 2025/26, which limits our flexibility for uncertainty.

- Future Skills Grants discontinue.

- Interest income adjusted down due to uncertainty of continued high interest rate and expected reduction in cash/revenues.

- Continue to progress to the next phase of Campus Plan and Strategic Innovation Plan.

- Uncertainty regarding changes to study permits and post-graduation work permit policies for international students.

- Only current contracts are budgeted in 2025/26.

- The impact of the changes to US tariffs on operating expenes is unknown.

- The Language Instruction for Newcomers to Canada (LINC) contract discontinues in 2025/26.

2025/26 Budget Draft 2 vs 2024/25 Forecast (10+2) and Prior Year   **APPENDIX C**

(In $ Thousands)	Next Year 2025/26 Budget (Draft 2)	Current Year 2024/25 Forecast (10 + 2)	Variance favourable /(unfavourable)	Comments	Prior Year 2023/24 Actuals
Province of BC	76,497	68,064	8,433	Incudes BC Govt' Grants & Contributions - Health Progrmas projects, Campus Plan	49,511
Future Skills Grant		316	(316)		556
Sales of goods and services	5,501	5,352	149		5,392
Tuition and student fees	69,451	96,198	(26,747)	Appendix F	88,157
ABE/EAL Tuition Free	4,226	4,255	(28)		3,997
Other grants & contract services	626	6,692	(6,066)	Only current contracts are budgeted; LINC contract not in the budget	8,780
Miscellaneous income	3,177	3,004	173		2,835
Donation income (Foundation Related)	800	928	(128)		866
Amortization of deferred capital contribution	7,339	7,075	264		6,192
Interest income	3,848	4,251	(404)	Due to uncertainty of continued high interest rate & redyced tuituion revenues	4,680
REVENUES	**171,464**	**196,136**	**(24,671)**		**170,966**
SALARY AND BENEFIT EXPENSES	**122,431**	**138,204**	**15,773**	Staff costs reduced due to loss of LINC contract, reduction in international students enrolments/revenues, severance	**118,862**
Supplies and general expenses	14,139	17,265	3,126	Advertising increased by $430K; contingency reduced to $250K, reduction of transfer to Foundation for award & campus plan by $1.2M, overall general expenses reduced by $715K.	14,301
Bursary/Scholarship	800	928	128		866
Professional fees	12,335	16,594	4,259	Agency fee reduced by $3.5M, other projects reduced next fiscal year.	16,284
Building and telecom	8,053	8,260	207		7,127
Cost of Goods Sold	3,601	3,703	103		3,422
Depreciation Expense	10,104	10,316	212		8,969
OPERATING EXPENSES	**49,033**	**57,068**	**8,035**		**50,970**
TOTAL EXPENSES	**171,464**	**195,272**	**23,808**		**169,832**
NET SURPLUS (DEFICIT)	**0**	**864**	**(864)**		**1,134**

APPENDIX D

Domestic Tuition Revenue by School - Budget vs Forecast vs Prior Year

	Next Year 2025/26 Budget (Apr 2025 - Mar 2026)	Current Year 2024/25 Forecast (Apr 2024 - Mar 2025)	Variance (Forecast vs Budget)	Prior Year 2023/24 Actuals (Apr 2023 - Mar 2024)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	2,152,078	2,369,339	(217,261)	2,757,842	(605,764)
SCHOOL OF ARTS AND SCIENCES	2,107,340	1,800,029	307,311	1,533,922	573,418
ABE & EAL TUITION FREE	4,226,469	4,254,921	(28,452)	3,996,848	229,621
SCHOOL OF HEALTH	5,026,235	4,544,042	482,193	4,487,857	538,378
SCHOOL OF HOSP, FOOD & BUSINESS	1,900,276	1,687,833	212,443	1,457,559	442,717
CENTER FOR EDUCATION EXCELLENCE	647,734	916,515	(268,781)	774,243	(126,509)
SCHOOL OF TRADES, TECH & DESIGN	3,074,660	3,050,856	23,804	2,661,587	413,073
FUTURE SKILLS GRANT		315,649	(315,649)	555,783	(555,783)
	19,134,792	**18,939,185**	**195,607**	**18,225,640**	**909,152**

International Tuition Revenue by School - Budget vs Forecast vs Prior Year

	Next Year 2025/26 Budget (Apr 2025 - Mar 2026)	Current Year 2024/25 Forecast (Apr 2024 - Mar 2025)	Variance (Forecast vs Budget)	Prior Year 2022/23 Actuals (Apr 2023 - Mar 2024)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	3,482,406	7,616,126	(4,133,720)	9,484,467	(6,002,061)
SCHOOL OF ARTS AND SCIENCES	4,163,663	3,576,862	586,801	1,095,654	3,068,009
SCHOOL OF HEALTH	2,784,881	2,235,073	549,808	1,374,914	1,409,967
SCHOOL OF HOSP, FOOD & BUSINESS	29,075,103	51,072,816	(21,997,713)	44,713,414	(15,638,311)
CENTER FOR EDUCATION EXCELLENCE	0	5,714	(5,714)	1,278	(1,278)
SCHOOL OF TRADES, TECH & DESIGN	11,095,984	12,700,363	(1,604,379)	12,844,443	(1,748,459)
	50,602,037	**77,206,954**	**(26,604,917)**	**69,514,170**	**(18,912,133)**

Combined Domestic and Internatiional Tuition Revenue by School - Budget vs Forecast vs Prior Year

	Next Year 2025/26 Budget (Apr 2025 - Mar 2026)	Current Year 2024/25 Forecast (Apr 2024 - Mar 2025)	Variance (Forecast vs Budget)	Prior Year 2022/23 Actuals (Apr 2023 - Mar 2024)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	5,634,484	9,985,465	(4,350,981)	12,242,309	(6,607,825)
SCHOOL OF ARTS AND SCIENCES	6,271,003	5,376,892	894,111	2,629,576	3,641,427
ABE & EAL TUITION FREE	4,226,469	4,254,921	(28,452)	3,996,848	229,621
SCHOOL OF HEALTH	7,811,116	6,779,115	1,032,001	5,862,770	1,948,346
SCHOOL OF HOSP, FOOD & BUSINESS	30,975,379	52,760,649	(21,785,270)	46,170,973	(15,195,594)
CENTER FOR EDUCATION EXCELLENCE	647,734	922,229	(274,495)	775,521	(127,787)
SCHOOL OF TRADES, TECH & DESIGN	14,170,644	15,751,219	(1,580,575)	15,506,030	(1,335,386)
FUTURE SKILLS GRANT	0	315,649	(315,649)	555,783	(555,783)
	69,736,829	**96,146,138**	**(26,409,309)**	**87,739,810**	**(18,002,981)**

VCC

DECISION NOTE

PREPARED FOR:	Board of Governors
DATE:	March 26, 2025
ISSUE:	**RECOMMENDATION FOR APPROVAL:**
	2025/26 Capital Budget

An integral part of the annual budget cycle includes developing a capital plan that will be funded through VCC internal capital. Capital requests are submitted by various departments and from there priorities are established. In 2025/26 VCC is requesting the $3.0 million be allocated for, facilities improvements, library, furniture and equipment, classroom enlargement and IT projects.

On March 12, 2025, the Finance and Audit Committee approved the capital budget for 2025/26 for recommendation to the Board.

Supporting documents include are Statement of Financial Position and Statement of Cash Flow.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the $3.0 million 2025/26 Capital Budget, as presented at the March 26, 2025 meeting.

ATTACHMENT:	APPENDIX A – Statement of Financial Position
	APPENDIX B – Statement of Cash Flow
PREPARED BY:	Jamie Choi, Executive Director, Finance & CFO
DATE:	March 17, 2025

STATEMENT OF FINANCIAL POSITION

Based on the 2024/25 forecast and 2025/26 budget, the statement of financial position and cash flow are highlighted in the table below.

AS AT MARCH 31	Budget 2026	Forecast 2025	Actual 2024
Cash and cash equivalent	90,273	90,508	89,524
Due from Province of BC	2,491	2,491	2,491
Accounts receivable	9,210	9,210	9,210
Inventories for resale	1,142	1,142	1,142
Investments	6,598	6,598	6,598
TOTAL	109,714	109,949	108,965
Accounts payable	57,417	57,417	57,417
Due to Province of BC	28	28	28
Employee future benefits	3,269	3,269	3,269
Deferred tuition	17,137	17,137	17,137
Deferred revenue	11,380	11,380	11,380
Deferred capital contribution	107,419	107,419	107,419
Asset Retirement Obligation	4,863	4,863	4,863
Capital Lease	138	138	138
TOTAL	201,651	201,651	201,651
NET DEBT	(91,937)	(91,702)	(92,686)
Tangible capital assets	110,962	110,727	110,847
Inventories held for use	129	129	129
Prepaid expenses	1,087	1,087	1,087
TOTAL	112,178	111,943	112,063
ACCUMULATED SURPLUS	20,241	20,241	19,377

STATEMENT OF CASH FLOW

AS AT MARCH 31	Budget	Forecast	Actual
CASH PROVIDED BY (USED IN):	2026	2025	2024
OPERATIONS:			
Cash and cash equivalents, beginning of year	90,508	89,523	68,754
Annual Surplus (Deficit)	-	864	1,134
Items not involving cash:			
Amortization of tangible capital assets	10,104	10,316	8,969
Revenue recognized from deferred capital contribution	(7,339)	(7,075)	(6,192)
Change in employee future benefits			593
Change in non-cash operating working capital			
(Increase) decrease inventories for resale			(238)
(Increase) decrease accounts receivable			(1,789)
(Decrease) increase accounts payable			5,173
(Decrease) increase deferred tuition			(843)
(Decrease) increase deferred revenue			2,355
(Increase) decrease non-cash operating working capital			(132)
INVESTING ACTIVITIES:			
(Purchase) redemption of Investments			1,640
CAPITAL ACTIVITIES:			
(Acquisition) of tangible capital assets	(8,400)	(8,400)	(15,523)
FINANCING ACTIVITIES:			
(Decrease) increase in capital lease	-	(120)	(264)
Deferred capital contributions received	5,400	5,400	25,886
CASH AND CASH EQUIVALENTS, END OF YEAR	90,273	90,508	89,523

ASSUMPTIONS
- $8.4M in capital additions are projected for 2025/26, and are funded as follows:
  - $5.4M PSFS funding for major routine capital
  - $3.0M VCC internal capital funding

![VCC logo]

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: March 26, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**
                               TUITION: Paralegal Diploma (Domestic tuition)

BACKGROUND:

VCC's Paralegal Program has been running continuously since 2004 with minor revisions in 2010 and 2016. Between May 2022 and March 2023, the program underwent a Program Renewal process, including a substantive review (including external review) and recommended revisions. The revisions are a direct response to the recommendations, which include:

·   Update all Paralegal curriculum (program and course learning outcomes, assessments, topics/content)
·   Review and revise Paralegal entrance requirements (aligning with similar programs in British Columbia)
·   Ensure that changes to the Program are in line with the legal professions' regulatory modernization (in progress)
·   Refresh tuition based on curricular updates (and in alignment with similar program in British Columbia)

Revised programming will be priced competitively among comparable local institutions, but proposed tuition[1] constitutes a significant jump from current tuition prices (currently $7,620). Enrolment estimates have been kept conservative to account for this increase, factoring in an anticipated period of market acclimatization to the increased rate. Please see below for an overview of comparable programs in the province:

Institution	Program Name	Total Tuition[2]
Capilano	Paralegal Diploma	$14,117
VCC (Proposed)	Paralegal Diploma	$15,781
UFV	Paralegal Diploma	$19,992

---

[1] Note that Continuing Studies programming is exempt from established tuition bands.
[2] Anticipated September 2025 rates

DISCUSSION:

Paralegal programming has not seen a tuition increase in many years, and was priced significantly below market, given the quality and accessibility of the program in its current and future state. Tuition fee options are listed below and in Appendix A.

Option One: Set tuition at $14,950

Implications:

- Results in a 5% net contribution, based on projected enrolment
- Most affordable, potentially assisting in recruitment efforts
- May not be sustainable over the long-term

Option Two: Set tuition at $15,781

Implications:

- Results in a 10% net contribution, based on projected enrolment
- Remains within market-acceptable fees
- Provides a higher degree of financial sustainability

Option Three: Set tuition at $16,709

Implications:

- Results in a 15% net contribution, based on projected enrolment
- Closer to the upper maximum of market-acceptable fees
- May provide a higher degree of financial sustainability, but could result in initial sticker shock and negatively impact recruitment

A proposal was submitted to the Ministry to determine if major curriculum changes qualify the program as new under the Tuition Limit Policy. Approval was granted, allowing us to set a new level of tuition and mandatory fees. VCC is working with the Ministry to define and implement a phased approach that will mitigate concerns raised by the Ministry for current students and new applicants.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition for the Paralegal Diploma, effective September 2025:

$15,781 (domestic)

ATTACHMENTS: Appendix A – Overview of Costing Options

PREPARED BY: Adrian Lipsett, Dean, Continuing Studies
Chelsea Hunter, Operations Manager, Continuing Studies
Erin Lenz, Associate Director, Business Development, Continuing Studies

ADDITIONAL RESOURCES: LINK: BC Gov. Tuition Limit Policy

APPENDIX A

Overview of Costing Options

Vancouver Community College
School of Continuing Studies

Paralegal Diploma - Draft Costing

	Current State	Market Acceptable Tuition Fee	Breakeven tuition fee	Tuition fee with 5% Net contribution	Tuition fee with 10% Net contribution	Tuition fee with 15% Net contribution
Cost per credit	$90	$250	$237	$249	$263	$278
Tuition per student - Domestic	$7,620	$15,000	$14,202	$14,950	$15,781	$16,709
Tuition per Student - International						
No. of students per intake - Domestic	20	20	20	20	20	20
Total students - Domestic	20	15	15	15	15	15
Revenue Breakeven No. of Students	23	15	15	15	14	13
Instructors paid hours (IPH)	534	900	900	900	900	900
Direct Instructor rate per hour (excl. benefits)	$ 65	70	70	70	70	70
Instructor Cost (excl. benefits)	$ 34,710	63,000	63,000	63,000	63,000	63,000
Total Instructor Cost	$ 39,917	72,450	72,450	72,450	72,450	72,450
Program Coordinator - FTE	0.40	0.40	0.40	0.40	0.40	0.40
Program Assistant - FTE	0.40	0.40	0.40	0.40	0.40	0.40
Instructors' cost as % of Revenue	23 %	28 %	30 %	28 %	27 %	25 %
Instructors' cost as % of total cost	21 %	30 %	30 %	30 %	30 %	30 %
Department non-labour cost as % of Revenue	1 %	1 %	1 %	1 %	1 %	1 %
Department non-labour cost as % of total cost	1 %	1 %	1 %	1 %	1 %	1 %
Number of Credits	84.3	60.0	60.0	60.0	60.0	60.0
Cost per credit per student	$ 90	$ 250	$ 237	$ 249	$ 263	$ 278
Revenue						
Tuition fees	$ 152,400	$ 225,000	$ 213,037	$ 224,250	$ 236,708	$ 250,632
Total Revenue	**$ 152,400**	**$ 225,000**	**$ 213,037**	**$ 224,250**	**$ 236,708**	**$ 250,632**
Instructor						
Salary	$ 34,710	$ 63,000	$ 63,000	$ 63,000	$ 63,000	$ 63,000
Benefits	$ 5,207	$ 9,450	$ 9,450	$ 9,450	$ 9,450	$ 9,450
Total Instructor Costs	**$ 39,917**	**$ 72,450**	**$ 72,450**	**$ 72,450**	**$ 72,450**	**$ 72,450**
Support Staff/Administrator						
Salary - Program Coordinator	$ 37,533	$ 37,533	$ 37,533	$ 37,533	$ 37,533	$ 37,533
Salary - Program Assistant	$ 24,910	$ 24,815	$ 24,815	$ 24,815	$ 24,815	$ 24,815
Benefits - Program Coordinator	$ 10,509	$ 10,509	$ 10,509	$ 10,509	$ 10,509	$ 10,509
Benefits - Program Assistant	$ 7,598	$ 7,568	$ 7,568	$ 7,568	$ 7,568	$ 7,568
Total Support Staff/Administrator Costs	**$ 80,549**	**$ 80,425**	**$ 80,425**	**$ 80,425**	**$ 80,425**	**$ 80,425**
Non-Labour						
Department supplies and general expenses	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500
Total Non-Labour Costs	**$ 1,500**	**$ 1,500**	**$ 1,500**	**$ 1,500**	**$ 1,500**	**$ 1,500**
Total Direct Program Expenditures	**$ 121,966**	**$ 154,375**	**$ 154,375**	**$ 154,375**	**$ 154,375**	**$ 154,375**
Indirect Program Expenditures						
Indirect Support	$ 46,347	$ 58,662	$ 58,662	$ 58,662	$ 58,662	$ 58,662
Total Indirect Expenditures	**$ 46,347**	**$ 58,662**	**$ 58,662**	**$ 58,662**	**$ 58,662**	**$ 58,662**
Total Direct and Indirect Cost	**$ 168,313**	**$ 213,037**	**$ 213,037**	**$ 213,037**	**$ 213,037**	**$ 213,037**
Net contribution to VCC overhead / (Deficit	**$ (15,913)**	**$ 11,963**	**$ -**	**$ 11,212**	**$ 23,671**	**$ 37,595**

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: March 26, 2025

ISSUE: **RECOMMENDATON FOR APPROVAL:**
                    TUITION: Digital Learning for Innovative Teaching Short Certificate
                    (Domestic & International Tuition)

BACKGROUND:

The Digital Learning for Innovative Teaching (DLIT) program will be offered as a for-credit short certificate within the School of Instructor Education, geared towards domestic students, and specifically post-secondary educators. The design and development of the DLIT is being funded by PSFS as one of the provincial Digital Learning Strategy deliverables.

A sector advisory committee, as well as a sector design advisory committee, informed the design, development and delivery.

DISCUSSION:

Initially, the DLIT program will initially operate as a separate program for which we need to ensure financial viability.

Once the Provincial Instructor Diploma Program (PIDP) goes under program review in 2025, it is expected to be integrated into the PIDP because Post-Secondary Education and Future Skills (PSFS) views PIDP as a mechanism for ensuring that this deliverable of the digital learning strategy has a measurable impact. As such, the current incentives provided by seven PSI collective agreements and other agencies for PIDP completion will apply. Because the PIDP is so well known and incentivized in these various collective agreements.

Once integrated, the desire is to set tuition for all courses in the DLIT and PIDP programs using the same band. As a part of this process, it is expected that the PIDP will require a tuition lift request with PSFS from the currrent rate of $185.65/credit.

In developing the following options we sought to balance the need to ensure financial viability, the costs associated with comparators offered by other insitutitions and what is expected to be considered as a reasonable lift to current PIDP tuition.

OPTIONS:

OPTION 1: Set new program tuition in alignment with current PIDP courses
   Implications: The current fee structure would not cover costs associated with program delivery and, therefore, does not ensure the financial viability of the program.

OPTION 2: Set new tuition levels at $286.83 for domestic students and $631.65 for international students. Seek a future matching increase in PIDP tuition with 2% annual increase.
   Implications: This places both the new program and the PIDP appropriately among its comparators. This tuition balances both the effects of changes to tuition among prospective students and the need for financial viability.

On March 12, 2025, the Finance and Audit Committee approved the tuition proposal Option 2 for recommendation to the Board.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition for the new Digital Learning for Innovative Teaching Short Certificate, effective September 2025:

> Domestic: $286.83 per credit
> International: $631.65 per credit

ATTACHMENTS: Appendix A: Program Costing

PREPARED BY: Tannis Morgan, AVP Academic Innovation

APPENDIX A

Program Name	Digital Learning for Innovative Teaching Short Certificate	
	OPTION 1 - crrrent PIDP tuition with proposed program design	OPTION 2- Preferred tuition with proposed program design
Scenarios	Scenario New Program C (25-26)	Scenario New Program C (25-26)
Tuition per credit per student - International	$0	$0
Tuition per student - International	$0	$0
Tuition per credit per student - Domestic	$ 185.65	$ 286.83
Tuition per student - Domestic	$ 1,857	$ 2,868
No. of Intakes	3	3
No. of students per intake - Domestic (projected)	20	20
No. of students per intake - International (proj)	0	0
Total students (with X FTE attrition) - Domestic	18	18
Student FTE - Total	14.2	14.2
Duration - instructor months	12	12
Program Duration	0	0
Duration - instructional programming days	72	72
Other days	0	0
Department head release days	10	10
Duty days per year	180	180
Instructor FTE required per intake	0.46	0.46
Number of credits	10	10
Tuition Fee per Credit -Domestic	185.65	286.83
Tuition Fee per Credit - International	0	0
Support Staff FTE	0.10	0.10
Operational costs	$ 2,000	$ 2,000
Revenue per credit per student	$ 754	$ 1,142
Cost per credit per student	$ 1,020	$ 1,020
Revenue per student	$ 7,541	$ 11,425
Cost (breakeven tuition fee) per student	$ 10,203	$ 10,203

Breakeven tuition fee per **credit per student**	$ 1,020	$ 1,020
Tuition fees per student - Domestic	$ 7,055	$ 10,900
Tuition fees per student - International	#DIV/0!	#DIV/0!
Block fund per student FTE		

Revenue				
Projected Tuition revenue -Domestic	$	100,251	$	154,888
Projected Tuition revenue -Other Fees	$	6,916	$	7,462
Total revenue (projected)	$	**107,167**	$	**162,350**
Instructor				
Salary (step 1)	$	52,962	$	52,962
Benefits (28%)	$	14,829	$	14,829
Total instructor costs	$	**67,791**	$	**67,791**
Support Staff				
Salary	$	7,257	$	7,257
Benefits (30.5%)	$	2,213	$	2,213
Total support staff costs	$	**9,470**	$	**9,470**
Total labour cost	$	**77,261**	$	**77,261**
Operational costs				
Operational Expenses	S	2.000	S	2.000
Curriculum Renewal	$	11,356	$	11,356
Total operational costs	$	**13,356**	$	**13,356**
Indirect student support				
Indirect student support	$	54,370	$	54,370
Total indirect student support	$	**54,370**	$	**54,370**
Total expenditures	$	**144,987**	$	**144,987**
Net contribution to VCC overhead / (Deficit)	$	**(37,821)**	$	**17,363**

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: March 26, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**
TUITION: 13 new University Transfer courses required for three new Associate degree specializations: Associate of Arts in Psychology, Associate of Science in Data Science, and Associate of Science in Environmental Science (Domestic & International Tuition)

BACKGROUND:

Three Associate degrees specializations (Psychology, Data Science and Environmental Science) are being developed as part of the Rapid Program Development project with the aim of attracting additional international and domestic students to our University Transfer programs.

The Associate of Science and Associate of Arts credentials were approved by the Board of Governors in 2018 and 2020, respectively. The tuition for an Associate Degree credential is derived from the courses taken in completion of that credential. Approval is only being sought for these new courses; the remainder of the required courses already exist and are being delivered as part of other credentials.

New course development includes philosophy and psychology courses for the Associate of Arts in Psychology, second-year math and data science courses for the Associate of Science in Data Science, and a second-year environmental science course for the Associate of Science in Environmental Science.

Students who complete an Associate degree are eligible for admission to the third year of four-year Bachelor degree programs. These programs will be open to both domestic and international students.

Table 1. New courses for Associate degree programs.

Course code	Course name	Credits
BIOL 2105*	Introductory Ecology	4
BIOL 2106*^	Invertebrate Zoology	4
BIOL 2216*^	Comparative Vertebrate Zoology	4
BIOL 2204*^	Plant Biology	4
EVSC 2010	Environmental Science Research and Communication	3
MATH 2230	Introduction to Operations Research with Excel	3
MATH 2705	Introduction to Data Science	3
MATH 2710	Introduction to R for Data Science	3
PHIL 1100	Introduction to Philosophy	3
PHIL 2100	Philosophy of Science	3
PSYC 2100	Developmental Psychology	3
PSYC 2110	Cognitive Psychology	3
SOCI 2250	Sociology of Families	3

*Four-credit lab courses with proposed higher domestic tuition rates.
^Only two of these three courses will be offered in a given year, as any two of these three can be used to meet degree requirements.

TUITION:

Domestic/International tuition for 3-credit courses:
A domestic tuition rate of $205.30 per credit, and an international tuition rate of $716.99 per credit, is being proposed for the 8 new 3-credit courses.

Domestic/International tuition for 4-credit lab courses:
A domestic tuition rate of $246.47 per credit, and an international tuition rate of $799.81, is being proposed for the 4 new 4-credit lab courses.

Table 2. Total tuition fees resulting from new tuition rates for new courses for each program. Average per-credit values include all courses in the program and are indicated for comparison with other PSIs.

	Domestic tuition		International tuition	
	Total	Per-credit	Total	Per-credit
Associate of Arts – Psychology	$9,078	$151	$39,179	$653
Associate of Science – Data Science	$11,112	$185	$41,344	$689
Associate of Science – Enviro. Science	$9,190	$145	$42,223	$667

COMPARABLES:

Table 3. 2024-25 tuition fees for comparable Associate degree programs at other Lower-Mainland PSIs. The estimated average for 2025-26 in the last line is calculated with a 2% increase over 2024-25 rates.

	24-25 Total tuition fees (60 credits)			
	Domestic		**International**	
	Total (60 credits)	Per Credit	Total (60 credits)	Per credit
Capilano University	$8,802	$147	$39,414	$657
Langara College	$8,566	$143	$39,040	$651
Douglas College	$6,999	$117	$38,970	$650
KPU	$9,579	$160	$43,585	$726
Average	**$8,486**	**$141**	**$40,252**	**$671**
Est. average for 25-26	**$8,655**	**$144**	**$41,057**	**$684**

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, for the new courses in the Associate of Arts and Associate of Science degree programs, the Board of Governors approve tuition, effective September 1, 2025:

$205.30 per credit for domestic students, and $716.99 per credit for international students, for courses:

EVSC 2010	PHIL 1100
MATH 2230	PHIL 2100
MATH 2705	PSYC 2100
MATH 2710	PSYC 2110
SOCI 2250	

and;

$246.47 per credit for domestic students, and $799.81 per credit for international students, for courses:

BIOL 2105	BIOL 2216
BIOL 2204	BIOL 2106

ATTACHMENTS: Appendix A: Costing Form – New 3-credit course
Appendix B: Costing Form – New 4-credit lab course

PREPARED BY: Jennifer Kelly, Associate Director, School of Arts and Sciences
Shirley Lew, Dean, School of Arts & Sciences

New 3-credit course (EVSC 2010, MATH 2230, MATH 2705, MATH 2710, PHIL 1100, PSYC 2100, PSYC 2110, SOCI 2250)

	Per 2526 Tuition Band (205 DOM / 717 IE)
Tuition per credit per student - International	$717
Tuition per credit per student - Domestic	$205
No. of Intakes	1
No. of students per intake - Domestic (projected)	6
No. of students per intake - International (proj)	20
Total students (with X FTE attrition) - Domestic	6
Total students (with X FTE attrition) - International	19
Duration - instructor months	3
Duration - instructional programming days	19
Duty days per year	160
Instructor FTE required per intake	0.12
Number of credits	3
Tuition Fee per Credit -Domestic	205
Tuition Fee per Credit - International	717
Support Staff FTE	0.00
Operational costs	$ 1,000

Revenue

Projected Tuition revenue -Domestic	$	3,690
Projected Tuition revenue - International	$	40,868
Projected Tuition revenue -Other Fees	$	5,275
Total revenue (projected)	**$**	**49,834**

Instructor

Salary (step 1)	$	13,627
Benefits (28.5%) (FY2324)	$	3,884
Total instructor costs	**$**	**17,510**

Support Staff

Salary	$	-
Benefits (30.5%)	$	-
Total support staff costs	**$**	**-**
Total labour cost	**$**	**17,510**

Operational costs

Operational Expenses	$	1,000
Facility Leasing Costs		
Capital/Technology/Equipment		
Curriculum Renewal		
Intl Student Agency Fees	$	6,130
Total operational costs	**$**	**7,130**

Indirect student support

Indirect student support	$	11,088
Total indirect student support	**$**	**11,088**
Total expenditures	**$**	**35,729**
Net contribution to VCC overhead / (Deficit)	**$**	**14,105**

New 4-credit lab courses (BIOL 2105, BIOL 2106, BIOL 2216, BIOL 2204)

	Per 2526 Tuition Band (246 DOM / 800 IE)
Tuition per credit per student - International	$800
Tuition per credit per student - Domestic	$246
No. of Intakes	1
No. of students per intake - Domestic (projected)	6
No. of students per intake - International (proj)	20
Total students (with X FTE attrition) - Domestic	6
Total students (with X FTE attrition) - International	19
Duration - instructor months	7
Duration - instructional programming days	38
Other days	0
Duty days per year	160
Instructor FTE required per intake	0.23
Number of credits	4
Tuition Fee per Credit -Domestic	246
Tuition Fee per Credit - International	800
Support Staff FTE	0.05
Operational costs	$ 1,500

Revenue

Projected Tuition revenue -Domestic	$	5,915
Projected Tuition revenue - International	$	60,786
Projected Tuition revenue -Other Fees	$	5,565
Total revenue (projected)	**$**	**72,266**

Instructor

Salary (step 1)	$	27,253
Benefits (28.5%) (FY2324)	$	7,767
Total instructor costs	**$**	**35,021**

Support Staff

Salary	$	1,566
Benefits (30.5%)	$	477
Total support staff costs	**$**	**2,043**
Total labour cost	**$**	**37,063**

Operational costs

Operational Expenses	$	1,500
Facility Leasing Costs		
Capital/Technology/Equipment		
Curriculum Renewal	$	-
Intl Student Agency Fees	$	9,118
Total operational costs	**$**	**10,618**

Indirect student support

Indirect student support	$	21,457
Total indirect student support	**$**	**21,457**
Total expenditures	**$**	**69,138**
Net contribution to VCC overhead / (Deficit)	**$**	**3,128**

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: March 26, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**
TUITION: New Digital Communication, Social Media and Multimedia Post-Degree Diploma (International & Domestic)

BACKGROUND:

Vancouver Community College proposes to deliver a new Post-Degree Diploma in Digital Communication, Social Media and Multimedia starting September 2025. This 16-month (4 term) program builds on students' previous bachelor's degree education to develop advanced skills in digital media creation, social media management, and multimedia design. The program will be housed in the School of Trades, Technology and Design, complementing existing programs while addressing significant labour market demand in the digital communication sector. According to the 2023 BC Labour Market Outlook, jobs in digital media and communication are expected to grow substantially over the next decade, with over 142,400 job openings projected in professional, scientific and technical services.

DISCUSSION:

The proposed program requires a recognized bachelor's degree for admission, along with English Studies 12 with a minimum 'C' grade or demonstrated English language proficiency at an English 12 'C' level. The program aligns with CIP code 09.0702 (Digital Communication and Media/Multimedia) and NOC codes 21233 (Web designers) and 11202 (Professional occupations in advertising, marketing and public relations). Graduates will be prepared for careers such as content creator, digital media specialist, multimedia designer, social media manager, and digital marketing strategist. The International Education Department has indicated this will be a high demand program.

The program will begin with two intakes per year (January and September) with an estimated cohort size of 18 students per intake. The first cohort would begin in September 2025.

The Finance and Audit Committee approved the tuition on December 11, 2024.

RECOMMENDED MOTION:

That, on the recommendation the Finance and Audit Committee, the Board of Governors approve the tuition for the new Digital Communication, Social Media and Multimedia Post-Degree Diploma, effective August 1, 2025:

> $11,473 domestic
> $28,680 international

PREPARED BY: Brett Griffiths, Dean, School of Trades, Technology and Design

ATTACHED: APPENDIX A - Costing

Program Name: Digital Media PDD

Effective date : August 1, 2025 —

	Proposed
Tuition per credit per student - International	$717
Tuition per student - International	$28,680
Tuition per credit per student - Domestic	$287
Tuition per student - Domestic	$ 11,473
No. of Intakes	1
No. of students per intake - Domestic (projected)	2
No. of students per intake - International (proj)	16
Total students (with X FTE attrition) - Domestic	2
Total students (with X FTE attrition) - International	14
Duration - instructor months	7
Program Duration	16
Duration - instructional programming days	149
Other days	0
Duty days per year	180
Instructor FTE required per intake	0.83
Number of credits	40
Tuition Fee per Credit -Domestic	287
Tuition Fee per Credit - International	717
Support Staff FTE	0.50
Operational costs	5000

Revenue

Projected Tuition revenue -Domestic	$	22,946
Projected Tuition revenue - International	$	401,514
Projected Tuition revenue -Other Fees	$	18,552
Total revenue (projected)	**$**	**443,013**

Instructor

Salary (step 1)	$	96,513
Benefits (28.5%) (FY2324)	$	27,506
Total instructor costs	**$**	**124,019**

Support Staff

Salary	$	36,281
Benefits (30.5%)	$	11,066
Total support staff costs	**$**	**47,347**
Total labour cost	**$**	**171,366**

Operational costs

Operational Expenses	$	5,000
Intl Student Agency Fees	$	60,227
Total operational costs	**$**	**65,227**

Indirect student support

Indirect student support	$	141,956
Total indirect student support	**$**	**141,956**
Total expenditures	**$**	**378,550**
Net contribution to VCC overhead / (Deficit)	**$**	**64,463**

Gross Margin Income Statement	
Gross margin breakeven tuition per student	$ 13,751
Minimum number of students to cover gross margin	9
Minimum number of students to cover direct + indirect	9
Minimum number of students to cover all costs	15

INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: March 26, 2025

ISSUE: G.1.0 Board Conduct Bylaw Oath of Office Annual Affirmation

BACKGROUND

At the end of each fiscal year, VCC board members reaffirm board bylaw *G.1.0 Board Conduct Oath of Office* (the "bylaw"). As well as this being good practice, signed oaths are submitted to VCC's external auditors.

In preparation for this process, the Governance Committee (GC) reviews the bylaw each year, incorporates any legislation changes, and other revisions identified. The committee will implement minor changes or make a recommendation to the Board for major revisions.

Since the last review in March 2024 there has been one administrative revision under *7. Related VCC Policies, & Procedures, Bylaws,* renaming VCC's Whistleblower policy to Safe Disclosure. No legislative changes have been reported that would impact the bylaw.

NEXT STEPS

The Governance Committee has recorded March 17, 2025 as the formal review date for the bylaw, and board members will reaffirm the Oath of Office at the public meeting on March 26, 2025.

ATTACHED: APPENDIX A - G.1.0. Board Conduct Bylaw & Oath of Office

PREPARED BY: Deborah Lucas, Executive Assistant, VCC Board of Governors

APPENDIX A

BOARD CONDUCT BYLAW	
VCC BYLAW:	G.1.0
APPROVED BY:	Board of Governors
APPROVED DATE:	February 7, 2018
LAST REVIEWED:	March 17, 2025

1. PURPOSE / RATIONALE

Members of the Board must avoid any real or perceived conflict of interest that might impair or impugn the independence, integrity or impartiality of the Board. There must be no apprehension of bias based on what a reasonable person might perceive.

Members of the Board who are in any doubt must disclose their circumstances and consult with the Chair.

2. SCOPE / LIMITS

This bylaw applies to all Board members, appointed or elected, voting or non-voting and ex officio.

3. DEFINITIONS

a) Board means the governing board as defined in the College and Institute Act.

b) Appointed member means a community member appointed by Order in Council.

c) Internal employee member means a member of the faculty or support staff working at the college, elected by their peers to the Board as allowed under the College and Institute Act (including the ex officio position of Chair of Education Council).

d) Student member means a student elected to the Board by their peers as allowed under the College and Institute Act.

e) Board employee member means the President of the College who is named in the College and Institute Act as a non-voting member of the Board.

f) Board Chair means an appointed member elected annually to the position of the Chair from among the voting board members by a majority vote.

g) Related party means a person that is known to the Board member (usually close family or friend) who provides or intends to provide services to the Institution.

h) Related party transaction is the provision of services by one party to the Institution over which the other "related party" has some influence or control.

4. PRINCIPLES

4.1 Code of Ethics

a) Each member, regardless of whether they are elected or appointed or is an ex officio member of the Board, has the responsibility first and foremost to the welfare of the institution and must function primarily as a member of the Board, not as a member of any particular constituency.

b) Members of specific constituency groups such as faculty, staff or students may bring forward to board discussions the views of their respective constituency; however, in deliberations and voting they shall always act in accordance with the best interest of the college as a whole.

c) Board members are expected to act at all times in good faith and with honesty and due diligence.

d) Board members are expected to regularly attend meetings and to adequately prepare for the duties expected of them.

e) "If a member of the board has not attended three (3) consecutive regular meetings of the board, the member is no longer a member of the board unless excused by resolution of the board." College and Institute Act, [S.59.7].

f) Board members shall stand by and uphold decisions of the Board.

g) The conduct and language of Board members must be free from any discrimination or harassment prohibited by the Human Rights Code.

h) Board members' conduct shall reflect social standards of courtesy, respect and dignity.

i) Board members must not reveal or divulge confidential information received in the course of their duties.

j) Confidential information must not be used for any purpose outside that of undertaking the work of the Board. To this end each member of the Board shall take due care to ensure that confidential information of the Board is not made public.

k) The Board speaks as with one voice. The Board Chair or someone designated by the Board Chair, represents the Board in the public. All Board members must refer to the Board Chair for public comments about the Board and its decisions.

l) Performance of Board duties shall not result in any personal or private financial or other substantive gain for its members. (Private gain does not include honoraria for service on the Board.)

4.2 Conflict of Interest

Actions taken in the course of performing duties as a member of the Board shall neither cause nor suggest the reality or perception that the member's ability to perform or exercise those duties has been or could be affected by private gain or interest. All Board members shall ensure that:

a) Personal financial interests, assets or holdings are not in conflict with any decision, information or other matter that may be heard by or acted upon by the Board.

b) Activities undertaken as a private individual are not in conflict with any responsibilities held as a member of the Board.

c) Activities undertaken as a member of the Board are not in conflict with any activities undertaken as a private individual.

d) They remain impartial at all times toward individuals who deal with the Board and, as a member, avoid taking any action that may result in preferential treatment for any individual.

e) Any actual or potential related party transactions are brought to the attention of the Chair and (if deemed appropriate by the Chair) to the rest of the Board.

f) Personal employment is not dependent on any decision, information or other matter that may be heard by or acted upon by the Board.

g) Other memberships, directorships, voluntary or paid positions or affiliations, are not in conflict with work undertaken in the course of performing their duties as a member of the board.

h) Board members who are also members of their faculty and staff associations should refrain from and should not be privy to any board discussion in relation to collective agreement negotiations or dispute resolution.

i) Student members are not considered to be in conflict on issues related to fees and charges paid to the institution by students, and may engage in the full debate and vote on these issues.

4.3   Enforcement

As part of their commitment to the Board, members of the Board are required to affirm an Oath of Office (Appendix A), agreeing to abide by the Board Conduct Bylaw.

a) The Board Chair shall take action if the Board Conduct Bylaw is breached. Such action may include removal from a board activity including a board meeting, suspension from activities other than regular board meetings for a period of time, suspension for up to two consecutive regular board meetings (in-camera sessions are considered part of the regular board meeting), reprimand, warning, forfeiture of stipend and other sanctions. Any suspension imposed must not exceed two consecutive board meetings based on the limit noted in Section 59(7) of the College and Institute Act.

b) A member on whom a penalty has been imposed may appeal to the Board of Governors the decision or the penalty, or both.

c) The decision of the Board is final.

5. GUIDELINES

The following guidelines are intended to assist the members of the Board and the Board Chair to resolve or handle situations where real, potential or perceived conflict of interest exists or the code of ethics has been breached.

5.1 Handling Conflict of Interest

a) The Board Chair will examine the agenda with a view to determining real, potential or perceived conflict of interest.

b) If the Board Chair believes there is a conflict of interest situation, they will advise the individual involved.

c) If the Board member agrees, they will:

   i. Declare the conflict at the commencement of the meeting at which the topic of conflict is scheduled.

   ii. For In Camera sessions, the Board member in conflict will absent themselves from the meeting for the duration of the discussion and decision on the topic in conflict.

   iii. For public sessions, the Board member in conflict will refrain from discussing or voting on the topic in conflict.

d) If the Board member does not agree, the Board Chair will:

   i. Call an In Camera meeting prior to the meeting of at which the topic of conflict is scheduled.

   ii. Put the question to the full Board for a decision at that In Camera meeting.

   iii. The Board's decision will be final.

5.2 Handling a Breach to the Code of Ethics

a) When a breach to the code of ethics has been identified, the Board Chair will take whatever action they believe is appropriate based on the nature and severity of the breach. Such action may include but is not limited to:

   i. Warning

   ii. Reprimand

   iii. Suspension from the Board

b) If the member accepts the decision of the Board Chair, the penalty is imposed and the Board Chair must report the action at the next In Camera meeting of the Board.

Processing an Appeal

    c) If the member rejects the decision of the Board Chair, they may appeal to the Board in writing. The appeal must be requested within one week of the imposition of the penalty.

        i. The penalty will remain imposed until such time as the Board hears the appeal.

        ii. The Board will make every effort to hear the appeal within one month of its imposition.

    d) On hearing the appeal the Board may:

        i. allow whatever evidence it considers appropriate, without regard to the rules of evidence

        ii. allow the appeal, or

        iii. impose any of the penalties listed in 5.2(a) or, in the case of an appointed member, request that the Lieutenant Governor in Council remove the appellant from the Board.

    e) The decision of the Board is final.

6. RELATED LEGISLATION & POLICIES

College and Institute Act
Human Rights Code, RSBC 1996, c 210

7. RELATED VCC POLICIES AND PROCEDURES, BYLAWS

G.1.0 APPENDIX A – VCC Board Oath of Office
Sexual Violence & Misconduct (210)
Safe Disclosure (203)
Financial Responsibility and Accountability (115)

Vancouver Community College

G.1.0 - BOARD CONDUCT

OATH OF OFFICE

The following Oath of Office is to be sworn, signed, and dated before the Board at the commencement of all members' first meeting and reaffirmed annually by members' signature. The Board Chair can administer the Oath of Office.

I, _____[INSERT NAME]_____ , sincerely promise and affirm that I will truly, faithfully, impartially, and to the best of my ability execute the duties and responsibilities of my position as a Member of the Board of Vancouver Community College. I have read and I agree to abide by the Vancouver Community College Board Conduct Bylaw.

_____   _____
Board Member   **Date**

_____
PRINT NAME

_____   _____
Chair, VCC Board of Governors   **Date**

_____
PRINT NAME

APPENDIX A - VCC Board Bylaw G.1.0 Board Conduct (v. March 17, 2025)