

November 26, 2025, at 5:30 p.m.

**VCC Broadway Campus, Building A, Room 5025****GUESTS:** [Join w/ MS Teams](#)**Meeting ID:** 215 324 047 282 90**Passcode:** iT6AY7Cd**Board Members**

Mahin Rashid (Chair, Board/HRC)  
 Jeffrey Yu (Vice Chair/Chair, FAC)  
 Carol Ye  
 Chi Lo  
 Christie Sparklingeyes  
 Colin Zuo  
 Francesco Barillaro  
 Dr. Paul Yeung  
 Dr. Steve Cardwell  
 Malou Morales  
 Michele Guerin  
 Simon Cheng  
 Synthia Kloot  
 Tanmay Chugh

**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
Clay Little	AD, Indigenous Education & Engagement
Deborah Lucas	EA, Board of Governors

**Ex-Officio**

Ajay Patel	President & CEO Louise
Dannhauer	Chair, Education Council/GC

**Guests**

Frank Cosco	President, VCCFA
Daniel Rohloff	President, 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), Sḵwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial.**

Topic	Action	Speaker	Time	Attach	Page
<b>1. CALL TO ORDER/LAND ACKNOWLEDGEMENT/ OPENING REMARKS</b>		M. Rashid / A. Patel	5:30		
Board Member Transitions: Incoming elected members – Oath of Office					
<b>2. APPROVAL OF AGENDA/CONSENT AGENDA</b>	Decision	M. Rashid	5:50		
<b>2.1</b> Minutes: Sept 24, 2025, Public Meeting				✓	4
<b>2.2</b> Education Council Chair's Report				✓	12
<b>2.3</b> Education Service Renewal Reports: Continuing Studies (CS) Office & Registrar; International Education				✓	14
<b>2.4</b> Course Deactivations				✓	32
<b>2.5</b> Concept Papers: Automotive Electronics Repair Certificate; Automotive Parts, Service Advising and Collision Estimating Certificate				✓	35
<b>2.6</b> Board Correspondence & Activity				✓	55
<b>2.7</b> News and Events				✓	56

Topic	Action	Speaker	Time	Attach	Page
<b>3. INDIGENIZATION AT VCC</b>			5:55		
	Info	C. Little		--	--
<b>4. CONSTITUENCY GROUP REPORTS</b>	Info	Constituency Reps	6:05		
<b>4.1</b> CUPE Local 4627 <b>4.2</b> SUVCC <b>4.3</b> VCCFA			5 min each		
<b>5. PROGRAMS, TUITION &amp; FEES</b>			6:20		
<b>5.1</b> REVISED: Information Technology Operations, Administration, and Security Post – Degree Diploma (ISSA PDD)	Decision	L. Dannhauer		✓	63
<b>5.1.1</b> Accelerated Process Approval	Decision	D. Wells		✓	86
<b>5.1.2</b> Tuition	Decision	J. Yu		✓	88
<b>5.2</b> REVISED: American Sign Language and Deaf Studies Certificate	Decision	L. Dannhauer		✓	91
<b>5.2.1</b> Tuition	Decision	J. Yu		✓	99
<b>5.3</b> NEW: Refrigeration and Air Conditioning Mechanic Foundation Certificate	Decision	L. Dannhauer		✓	102
<b>5.3.1</b> Tuition	Decision	J. Yu		✓	109
<b>5.4</b> NEW: Wind Turbine Technician Certificate	Decision	L. Dannhauer		✓	112
<b>5.4.1</b> Tuition	Decision	J. Yu		✓	119
<b>5.5</b> DISCONTINUANCES: Continuing Studies	Decision	L. Dannhauer		✓	122
<b>5.6</b> DISCONTINUED: School of Arts & Sciences: ABE Graduation Program Certificate & ABE Intermediate Program Certificate	Decision	L. Dannhauer		✓	124
<b>5.7</b> DISCONTINUED: VR/AR Design & Development Diploma	Decision	L. Dannhauer		✓	126
<b>5.8</b> DISCONTINUED: Applied Technology for the Visually Impaired Certificate & Office Administration for the Visually Impaired Certificate	Decision	L. Dannhauer		✓	128
<b>5.9</b> Tuition: Construction Electrician Apprenticeship courses	Decision	J. Yu		✓	130
<b>5.10</b> Tuition: Sign Language Interpretation Diploma	Decision	J. Yu		✓	133
<b>6. FINANCE AND AUDIT COMMITTEE REPORT</b>		J. Yu	7:05		
<b>6.1</b> 2024/25 Forecast to Budget	Info			✓	135
<b>7. GOVERNANCE COMMITTEE REPORT</b>		L. Dannhauer	7:15		
<b>7.1</b> New: Contract Administration (132) Rescinding: Educational Affiliations (407) & Education Service Contract (406)	Decision			✓	139
<b>7.2</b> Revised: Admissions (301) & Flexible Admissions (302)	Decision			✓	169

	Topic	Action	Speaker	Time	Attach	Page
8.	<b>HUMAN RESOURCES COMMITTEE REPORT</b>		M. Rashid	7:25		
	<b>8.1</b> Chair's Report	Info			--	--
9.	<b>VCC FOUNDATION</b>					
		Info	C. Zuo	7:30	✓	186
10.	<b>NEW BUSINESS</b>					
	<i>New business approved under Item 2.</i>		M. Rashid	7:35	--	--
11.	<b>NEXT MEETING &amp; ADJOURNMENT</b>					
	Next meeting: February 4, 2026 at 5:30 p.m.	Info	M. Rashid	7:55	--	--



## Board of Governors Public Meeting **DRAFT MINUTES**

September 24, 2025, at 6:00 p.m.  
Room 5025, Broadway Campus

### ATTENDANCE

Board Members		Senior Team & Staff Resources	
Mahin Rashid (Chair, Board/HRC)		David Wells	VP, Academic & Applied Research
Jeffrey Yu (Vice Chair/Chair, FAC)		Ian Humphreys	VP, Admin & International Development
Carol Ye		Kate Dickerson	VP, People Services
Chi Lo		Jane Shin	VP, Students & Community Development
Christie Sparklingeyes		Elmer Wansink	AVP, IT & CIO
Colin Zuo		Clayton Munro	AVP, Student & Enrolment Services
Dilraj Sandhu		Tannis Morgan	AVP, Academic Innovation
Dr. Paul Yeung		Jamie Choi	ED, Finance & CFO
Dr. Steve Cardwell		Surinder Aulakh	ED, Safety, Security & Risk Management
Harleen Kaur		Charnelle McClure	ED, Marketing & Communications
Jennifer Cummins		Deborah Lucas	EA, Board of Governors
Michele Guerin		Shaun Wong	Snr. Research Analyst, Institutional Research
Simon Cheng			
Synthia Kloot			
Ex-Officio		Guests	
Ajay Patel	President & CEO	Frank Cosco	President, VCCFA
Louise Dannhauer	Chair, Education Council/GC	Deanne Bates	Chief Shop Steward, CUPE Local 4627
		Melissa Chirino	Organizer - Advocacy and Governance, SUVCC

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### 1. CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS

M. Rashid called the meeting to order at 6:01 p.m., with regrets from C. Sparklingeyes and D. Sandhu.

Student Representative H. Kaur delivered the Land Acknowledgement, as this was her final Board meeting. As part of VCC's practice, members take turns offering the acknowledgement and sharing its personal meaning. The Board was reminded of events taking place throughout the week to recognize Orange Shirt Day and the National Day for Truth and Reconciliation.

Appreciation was extended to outgoing student representatives H. Kaur and D. Singh, as well as to faculty representative J. Cummins and N. Mandryk, who stepped down as Chair of Education Council to take on a new role as Associate Director, Academic Planning, Policy, and Analysis.

L. Dannhauer joined the Board as the new Chair of Education Council through December 2025 and joined newly appointed government members, S. Kloot, C. Ye, C. Zuo, S. Cardwell, and S. Cheng, in completing the Oath of Office in accordance with Board bylaws. A warm welcome was extended to all.

M. Rashid reflected on the June convocation ceremony, where more than 1,500 students graduated, and noted the meaningful presence of H. Kaur and D. Singh among them.

She also reported on a recent BC college board chairs' meeting, which brought together new and experienced appointees. The discussion focused on sector-wide challenges, and following the meeting, board chairs jointly sent a letter to Minister J. Sumner, inviting continued dialogue and highlighting ways colleges can support government priorities.

### **President's Remarks**

A. Patel welcomed the new Board members, emphasizing the significance of their roles during a period of substantial change in the public post-secondary sector. He updated the Board on sector-wide challenges, including declining international student enrolment, changes to federal study permit requirements, projected provincial deficits, and broader socio-economic pressures such as affordability and housing. These challenges are impacting institutions across the province.

Although increased government funding is not expected, VCC continues to pursue responsive programming aligned with labour market demand and Post-Graduation Work Permit (PGWP) eligible CIP codes. The institution is also exploring alternative strategies to support both long-term sustainability and student success. VCC remains actively engaged with sector partners, including government and peer institutions, to develop solutions and share best practices.

Minister J. Sumner recently visited VCC's Downtown campus to attend a Red Seal Recognition event, highlighting trades excellence and student achievement.

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

**MOTION:** THAT the VCC Board of Governors approve the June 25, 2025, public meeting agenda; and approve/acknowledge receipt of the following items on the consent agenda:

- 2.1 Minutes: June 25, 2025, Public Meeting
- 2.2 EdCo Chair Report to BoG
- 2.3 Course Deactivations
- 2.4 Academic Advising Ed. Services Renewal
- 2.5 Sign Language Interpretation Degree
- 2.6 Board Correspondence & Activity
- 2.7 News and Events
- 2.8 VCCFA Report

**Moved, Seconded & CARRIED (Unanimously)**

## **3. INDIGENIZATION AT VCC**

To begin the school year in a good way, before the start of the public meeting, board members were honoured to participate in a Coast Salish cedar brushing ceremony, led with the guidance and support of local Indigenous knowledge keepers. This traditional ceremony is a sacred and meaningful practice among Coast Salish Peoples. Using cedar boughs, a plant deeply respected for its cleansing and protective properties, participants are gently brushed to help release negativity, ease burdens, and promote balance in mind, body, and spirit. Starting the year with this ceremony reflects the Board's commitment to reconciliation, respect for Indigenous protocols, and the importance of nurturing a positive, inclusive environment for all.

## **4. CONSTITUENCY REPORTS**

### **4.1 CUPE Local 4627**

Concerns were raised about proposed changes to the Dental Hygiene curriculum, which may affect CUPE positions.

It was noted that Chris Joyce has stepped down as CUPE Local 4627 President and now serves as Past President. Daniel Roloff will represent the union at future board meetings. The Board acknowledged and thanked Deanne for the report.

#### 4.2 Student Union of Vancouver Community College (SUVCC)

M. Chirino provided an update outlining student priorities for the 2026–27 VCC budget based on annual surveys. These include capping international tuition, and fee increases at 2 percent, expanding affordable food options, reinstating, and expanding IT Help Desks in the library, and enhancing study spaces. SUVCC is also involved in the BC Federation of Students' campaign, *Cuts Suck! Fix Education*, advocating for increased provincial funding. They recently sent 300 student-signed postcards to the Ministry and will continue to advocate for student services amid budget challenges.

#### 4.3 Vancouver Community College Faculty Association (VCCFA)

T. Thomson acknowledged Chris Joyce for his service and thanked students for their continued advocacy. She provided an update noting that VCCFA is reassessing its external advocacy strategy, with reference to a recent RBC report and a report by Alex Usher highlighting a decline in government funding for post-secondary institutions in Canada.

She emphasized that the current challenges are sector-wide and primarily driven by funding issues. Internally, 75 employees have received layoff notices since the spring, with additional layoffs anticipated in January. VCCFA continues to support members affected by these changes.

A. Patel thanked the constituency groups and the broader college community, noting the long-standing nature of the structural funding issues and the importance of a unified message to support domestic student recruitment.

### 5. EDUCATION COUNCIL (EDCO) REPORT – PRESENTED BY L. DANNHAUER, EDCO CHAIR

#### 5.1 Affiliation Agreement – VCC and Greystone College

Education Council (EdCo) recommended proceeding with an affiliation agreement between VCC and Greystone College, citing strong outcomes among transfer students from 2021 to 2023.

While Greystone's program has less emphasis on food and beverage, students will complete additional courses in food production and restaurant operations at VCC, utilizing VCC's practical learning facilities.

The agreement includes provisions for ongoing monitoring of student performance and outcomes and requires both parties to notify each other of curriculum changes with at least 30 days' notice. It is valid for five years, with renewal and termination clauses.

**MOTION:** THAT the Board of Governors approve the Affiliation Agreement between VCC and Greystone College.

**Moved, Seconded & CARRIED (Unanimously)**

#### 5.2 REVISED: Dental Hygiene Diploma

Education Council (EdCo) advised the Board to proceed with the implementation of the revised Dental Hygiene Diploma. The Dental Hygiene Diploma program underwent a comprehensive curriculum revision to align with updated Entry-to-Practice Canadian Competencies for Dental Hygienists and provincial standards.

EdCo approved an exception to standard procedure to allow implementation to proceed in time for the fall intake, while the affiliated agreement with the Canadian College of Technology and Business (CCTB) is being updated to reflect the revised curriculum.

The Board discussed the instructional hours, confirming that the program falls within the provincial range and that outcomes can be achieved in the reduced timeframe. The program remains in the top half of the range for clinical hours, supporting strong graduate outcomes and continued accreditation.

The implementation date of Sept 2026 provides adequate lead time for administrative adjustments.

**MOTION:** THAT on the advice of Education Council, the Board of Governors approve the implementation of the revised Dental Hygiene Diploma program and creation of 24 new courses as named in the program content guide.

**Moved, Seconded & CARRIED (Unanimously)**

### 5.3 NEW: Virtual Environment & Simulation Diploma

Education Council (EdCo) advised the Board to proceed with the implementation of the revised Dental Hygiene Diploma program. of the new Virtual Environment & Simulation Diploma program. It has been developed in response to strong demand from industry and prospective students for training in virtual and extended reality and simulation design. The curriculum, adapted from the Vancouver Film School (VFS), has been further developed to become a distinct credential fully owned and delivered by VCC, unlike the previous VR/AR program offered in partnership with VFS.

The program prepares graduates for careers in simulation, VR/AR, 3D modeling, and related digital fields. It aligns with other VCC programs and offers clear pathways to employment or further study. The diploma is being positioned for international recruitment and will be marketed accordingly. The program is set to launch in Sept 2026.

**MOTION:** THAT, on the advice of Education Council, the Board of Governors approve the new Virtual Environment and Simulation Design Diploma credential, creation of 18 courses as named in the program content guide, and implementation of the new program.

**Moved, Seconded & CARRIED (Unanimously)**

### 5.4 NAME CHANGE: Culinary Arts Diploma

Education Council (EdCo) recommended the reinstatement of the Culinary Arts Diploma program name following changes by Immigration, Refugees and Citizenship Canada (IRCC) to post-graduate work permit (PGWP) eligibility criteria. In 2024, the program was renamed Culinary Arts & Food Services Management Diploma and reclassified under Classification of Instructional Programs (CIP) code *Health and Social Services* to maintain PGWP eligibility. Following IRCC's July 2025 update, which reinstated CIP code *Cooking and Related Culinary Arts, General* under the Trades category, VCC is reverting to the original name and CIP code to better reflect the program's content and industry alignment.

Consultation with the academic department, Registrar's Office, International Education, and Institutional Research confirmed support. The revised name and classification strengthen its marketability for both domestic and international students. D. Wells highlighted the role of CIP codes in IRCC's evaluation of employment outcomes and PGWP eligibility. J. Cummins advised that VCC remain responsive to future policy changes. EdCo unanimously approved the proposal on Sept 17, 2025.

**MOTION:** THAT Education Council recommends the Board of Governors approve changing the program name of the Culinary Arts and Food Service Management Diploma back to Culinary Arts Diploma.

**Moved, Seconded & CARRIED (Unanimously)**

## 6. FINANCE AND AUDIT COMMITTEE (FAC) REPORT

### 6.1 2025/26 Forecast to Budget

Based on four months of actual results and eight months of projections, VCC is forecasting a deficit of approximately \$3.4M for the fiscal year.

Revenue is \$841k above budget, with increases in domestic and international tuition from programs such as Project Management, University Transfer, and Cybersecurity. However, total revenue is down \$14M compared to last year, reflecting lower enrolment in areas like Automotive, Practical Nursing, Dental Technology, and some business programs.



Expenses are \$4.3M over budget, driven by higher salary and benefit costs, delayed workforce adjustments, and increased vacation and sick leave accruals under collective agreements.

Final fall enrolment figures are still being confirmed and will be reported to the committee in November.

## 6.2 TUITION: 2% increase in domestic tuition and mandatory fees

The Finance & Audit Committee (FAC) recommended a 2% increase in domestic tuition to help address rising operating costs and support financial sustainability, and it is in line with the BC Government's Tuition Limit Policy. While this increase may not fully offset inflation, it is necessary to maintain program quality amid funding challenges.

The Board discussed efforts to mitigate increases through advocacy for government funding, aligning programs with student needs, and long-term planning. The Board reaffirmed its commitment to balancing affordability with sustaining programs.

**MOTION:** THAT on the recommendation of the Finance and Audit Committee, the Board of Governors approve the implementation of a 2% increase in domestic tuition and mandatory fees, effective August 1, 2026.

**Moved, Seconded & Carried (Unanimously)**

## 6.3 TUITION: International Tuition and Mandatory Fees

The Finance & Audit Committee (FAC) recommended a 2% increase in international tuition effective Aug 1, 2026, and up to a 5% increase in tuition and mandatory fees effective Aug 1, 2027. While the BC Government's Tuition Limit Policy does not apply to international students, the 2% increase aligns with domestic tuition adjustments. The proposed 5% increase supports transparency and helps international students better plan for their total program costs.

Questions were raised about alignment with sector practices. It was noted that other institutions typically increase international tuition by 8–10%, and the proposed range is within ministry-approved guidelines. The flexibility of the 5% cap allows the college to adjust as needed while remaining transparent.

Concerns about the timing of tuition approvals and their impact on recruitment were acknowledged. The 2% increase is considered manageable and necessary to avoid subsidizing international tuition. VCC's International Education department supports the proposal and believes it remains marketable.

**MOTION:** THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the implementation of a 2% increase, effective August 1, 2026 and up to 5% increase in international tuition and mandatory fees, effective August 1, 2027.

**Moved, Seconded & Carried - 1 Opposed (J. Cummins), 1 Abstain (H. Kaur)**

## 6.4 TUITION: Revised Dental Hygiene Diploma

The Finance & Audit Committee (FAC) recommended tuition for the significantly revised Dental Hygiene Diploma program. Before proceeding with discussion, J. Yu requested an amendment to the Motion, revising the effective date from Sept 1, 2026, to Sept 24, 2025, to align with tuition rates established in the current tuition band, and as proposed. It was seconded.

Board members inquired about the financial impact of the proposed changes, specifically regarding the program deficit and the effect of reducing instructional hours and staffing. Management responded that while reducing the number of credits and instructional hours would lower some costs, the clinical component remains the primary cost driver due to the requirement for on-campus delivery and a low student-to-instructor ratio (e.g., 1:6), which is significantly different from programs like Nursing, where clinical placements are hosted externally.

This results in higher operational costs that are not fully offset by tuition revenue. It was confirmed that even with the revised tuition, the program is not expected to achieve full cost recovery. The approved tuition represents a \$5k increase over the two-year program and is intended to reduce the program deficit and bring



tuition closer to sector comparators. This program supports labour market needs, especially considering the new Canada Dental Care Plan, and maintains VCC's role as a dental training provider in the province. Ministry approval for tuition and materials fee is pending.

**MOTION:** THAT, on the recommendation of the Finance and Audit Committee, for the revised Dental Hygiene Diploma, the Board of Governors approve the following tuition, effective September 24, 2025:

Domestic: \$25,740 (\$325.81/credit based on 2025/26 tuition band)  
 International: \$56,642 (\$716.99/credit based on 2025/26 tuition band)  
 Material fee: \$500

**Moved, Seconded & Carried - 1 Opposed (J. Cummins), 1 Abstain (H. Kaur)**

## 6.5 TUITION: Revised Certified Dental Assisting (CDA) 3 courses: Directed Studies ; CDA Refresher; Radiography

The Finance & Audit Committee (FAC) recommended updated tuition rates for three long-standing zero-credit courses in the Certified Dental Assisting (CDA) Department: Directed Studies, CDA Refresher, and Radiography. These courses address specific industry needs, including re-licensing former CDAs, supporting trained dental assistants, and providing radiography training for dental office staff. Tuition rates, unchanged for several years, are being adjusted to support financial sustainability. Demand remains strong, particularly for the Refresher and Radiography courses.

There was discussion about the significant tuition increase and whether employers, who often fund these courses, had been consulted. It was also noted that internationally trained students already face high costs and further tuition increases could impact their ability to complete certification. It was confirmed that there no other comparable programs in the Greater Vancouver Area and there is strong support from provincial dental associations due to a shortage of certified dental assistants. The balance between affordability for students and covering program costs was acknowledged. Communication plans to inform employers and students were confirmed.

Plans are underway to transition the Radiography course into a 4-credit course, enabling students to apply for Prior Learning Assessment & Recognition (PLAR) and the transfer of credits toward the base-funded CDA program. There are no comparable offerings in the Greater Vancouver Area.

**MOTION:** THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the following tuition, effective October 1, 2025:

Directed Studies course:	Domestic \$1,500	International \$2,500
CDA Refresher:	Domestic \$7,500	International N/A
Radiography course:	Domestic \$6,000	International \$8,000

**Moved, Seconded & Carried - 1 Opposed (H. Kaur), 1 Abstain (J. Cummins)**

## 6.6 TUITION: Virtual Environment and Simulation Design Diploma - Domestic and International

The Finance & Audit Committee (FAC) recommended tuition for the new Virtual Environment & Simulation Design Diploma program, which is part of the Clean Energy and Automotive Innovation Centre (CCEAI). Before proceeding with discussion, J. Yu proposed an amendment to the motion, revising the effective date from Sept 1, 2026, to Sept 24, 2025, to align with tuition rates established in the current tuition band, and as proposed. It was seconded.

The Board expressed support for the new program, citing its relevance to emerging clean energy technologies and its potential to build momentum in advance of the CCEAI's full launch. It was noted that some of the program content may be transferable, and there is already strong interest, particularly from international students.

There was discussion regarding domestic and international enrolment projections, including potential visa rejections and the likelihood of meeting the target of 20 international students. The International Education

Department confirmed that a strong recruitment plan is in place and expressed confidence in meeting enrolment targets based on initial interest and capacity.

Additional comments by the Dean, Brett Griffiths, highlighted the benefit of launching the program ahead of the completion of the Centre's facilities, allowing the College to assess demand and refine program delivery as needed.

**MOTION:** THAT, on the recommendation of the Finance and Audit Committee, for the new Virtual Environment and Simulation Design Diploma program, the Board of Governors approve the following tuition, effective September 24, 2025.

\$17,209.80 Domestic

\$43,019.40 International

\$250 Mandatory technology fee

**Moved, Seconded & Carried – 1 Abstain (J. Cummins)**

## 6.7 TUITION: New Construction Electrician Foundation

The Finance & Audit Committee (FAC) recommended tuition for the new Electrical Foundation Program, which anticipates up to three intakes annually and currently has a waitlist of over 300 applicants. Due to a freeze on SkilledTradesBC funding, the program will run on a cost-recovery basis, with tuition set to ensure sustainability. Domestic tuition may be reduced if future funding becomes available, as was previously done with the Early Childhood Care & Education (ECCE) program.

Board members inquired about the tuition level compared to similar programs. It was clarified that other programs benefit from historic subsidies no longer available, requiring this program to fully cover costs. Employer funding is unlikely due to the required work experience component, but students have access to federal and provincial financial aid. Strong job prospects support the program's value.

Startup costs are funded internally using existing facilities, with cost recovery expected within five years. Tuition revenue covers program delivery and capital costs only. The program is for domestic students and aligns with VCC's apprenticeship model, shortening training time and accelerating employment.

**MOTION:** THAT, on the recommendation of the Finance and Audit Committee, for the new Construction Electrician Foundation program, the Board of Governors approve the following tuition, effective January 1, 2026:

\$9242.63 Domestic

**Moved, Seconded & Carried - 1 Opposed (H. Kaur), 1 Abstain (J. Cummins)**

## 7. GOVERNANCE COMMITTEE (GC) REPORT

### 7.1 REVISED: Academic Year (402) Policy & Procedures

The Governance Committee (GC) recommended revisions to the Academic Year policy (#402). The policy outlines key academic dates, including term start and end dates, exam periods, and grade submission deadlines.

The revisions included updated language to reflect current practices and to clarify that the policy applies specifically to academic programming rather than to overall College operations. The summer term start date was revised from "the first business day in May" to "the first Monday in May," and language was added to allow flexibility around final exam periods, acknowledging that not all courses require formal exams.

The proposed revisions underwent EdCo's full policy review process, including a public feedback period. The Governance Committee raised no concerns and approved EdCo's recommendation.

**MOTION:** THAT, on the recommendation of Governance Committee, the Board of Governors approve the revised Academic Year (402) policy and procedures.

**Moved, Seconded & Carried (Unanimously)**

## 8. HUMAN RESOURCES COMMITTEE REPORT

### 8.1 Chair's Report

The Human Resources Committee (HRC) met on Sept 16. The committee received the President's 2025 Objectives Mid-Year Update, which has since been presented to the Board.

## 9. VCC FOUNDATION – Presented by J. Yu, Board Representative, VCC Foundation Board of Directors

The VCC Foundation held its Annual General Meeting in August. The 2023–24 Annual Report is available online and provides a summary of key activities.

In the past year, the Foundation awarded funding to 872 students, including 90 entrance awards. Recognition events continue throughout the year, with the sold-out Culinary Awards event taking place this weekend. The next signature event, *Flourish*, is scheduled for Mar 5, 2026. Board members are encouraged to attend upcoming Foundation events.

Planning is underway for a major fundraising campaign tied to the new campus buildings, with a launch anticipated for spring 2026.

## 10. NEW BUSINESS

### 10.1 2024-25 Institutional Accountability Plan & Report

For approval and its subsequent submission to the Ministry of Post-Secondary Education and Future Skills, the Board were presented the 2024-25 Institutional Accountability Plan & Report (IAPR). This report outlines VCC's progress on strategic goals and government priorities and will be publicly posted on both the VCC and ministry websites. Board members commended the quality of the report and thanked faculty, staff, and the Institutional Research team for their contributions.

Key highlights included:

**Strategic Initiatives & Innovation:** Development of the Centre for Clean Energy and Automotive Innovation; planning for student and workforce housing aligned with the Broadway Plan; ongoing digital transformation, including AI integration and new platforms.

**Equity, Inclusion & Indigenization:** Equity audits and inclusive hiring exceeding 50–30 Challenge targets; establishment of an Indigenization Committee and expanded Indigenous supports.

**Student Support & Community Engagement:** New mental health programs (e.g., Togetherall, Not Myself Today); expanded accessibility services; stronger alignment with labour market needs and increased industry and alumni engagement.

**Sustainability & Climate Justice:** Net-zero planning embedded across initiatives, with a focus on climate justice.

**MOTION:** THAT, the Board of Governors approve the VCC Institutional Accountability Plan and Report - 2024-25 Reporting Cycle.

**Moved, Seconded & Carried (Unanimously)**

## 11. NEXT MEETING & ADJOURNMENT

M. Rashid thanked everyone for their participation. The next regular public board meeting is scheduled for Nov 26, 2025 at 5:30 p.m.

The meeting adjourned at 8:02 p.m.



## INFORMATION NOTE

<b>PREPARED FOR:</b>	Board of Governors
<b>DATE:</b>	November 26, 2025
<b>ISSUE:</b>	Education Council Chair Report to Board of Governors

### EDUCATION COUNCIL ELECTIONS

Education Council saw great engagement in the recent election, and most positions on EdCo have been filled – a big thank you to all candidates for putting their names forward to participate in the governance process at VCC.

We warmly welcome our new members Nelba Garcia and Jingwei (Matt) Xu (student representatives) and Rosie Gosling and Michael Weber (faculty representatives).

The following members were re-elected to another term: Emily Simpson, Lisa Beveridge, Louise Dannhauer, and Todd Rowlatt (faculty); Vivian Munroe (staff); and Marcus Ng (student).

A by-election will be held early next year to fill the two remaining vacancies on EdCo.

We thank all departing members who have contributed their voices and ideas over the years and look forward to working with our new members.

### NEW COURSE APPROVALS

VCC's curriculum and program approval framework affirms that authority to approve the creation or deactivation of courses ultimately rests with the Board. The Board has delegated authority (via [Policy 409 Program Development & Approval](#)) to EdCo to approve creation of new courses in cases where:

- The new course is a required part of a program or credential, and is not likely to affect the cost of program delivery.

Accordingly, at its October 14 and November 12, 2025 meetings EdCo approved new courses for the following programs:

- Automotive Repair and Refinishing Diploma

- Bachelor of Science in Nursing (First Year Entry) and Bachelor of Science in Nursing (Advanced Entry)

These new courses are required for their respective programs but reflect program revisions that are not anticipated to affect the cost of program delivery.

**PREPARED BY:** Louise Dannhauer, Chair, Education Council

**DATE:** November 13, 2025



## INFORMATION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** November 26, 2025

**ISSUE:** Education Service Renewal Reports:  
Continuing Studies (CS) Office & Registrar  
International Education

### BACKGROUND:

[Policy 405 Education Services Renewal](#) supports the ongoing renewal of VCC's educational services to ensure the College is providing high quality and effective services that contribute to student success. The renewal process includes both internal reflection and external review, resulting in the creation of a renewal report with recommendations for the area, which informs planning processes both within the area and the broader institution. The appropriate Vice President provides an institutional response to the renewal report and recommendations.

Reports and institutional responses are reviewed by the Education Quality Committee and shared with both Education Council and the Board of Governors for information.

### DISCUSSION:

The Education Service Renewal Reports for International Education and the Continuing Studies (CS) Office & Registrar, along with the Institutional Responses provided by Ian Humphreys, Vice President, Administration, were reviewed by Education Quality Committee in June 2025.

The reports and responses were presented to Education Council in October and November 2025, respectively. In addition, Jennifer Gossen, Director of International Education, provided an update on international enrolment and recent policy changes at the November EdCo meeting.

Education Council's discussion focused on the implementation timelines for key recommendations, the need for continued monitoring of international enrolment volatility, and

the importance of ensuring consistent student support processes across departments. Council also emphasized the value of clear communication between service areas and instructional departments as renewal recommendations are implemented.

The reports and institutional responses are attached for information.

**PREPARED BY:** Louise Dannhauer, Chair, Education Council

**ATTACHMENT:** APPENDIX A – Continuing Studies (CS) Office & Registrar  
Education Service Renewal Report

APPENDIX B – Continuing Studies (CS) Office & Registrar Renewal –  
Institutional Response

APPENDIX C – International Education Service Renewal Report

APPENDIX D – International Education Renewal – Institutional  
Response

**DATE:** November 13, 2025



## Appendix A

### Services Renewal Final Report and Recommendations | Continuing Studies March 2025

#### 1. Executive Summary

This Services Renewal Final Report provides an executive summary of the **Internal Reflection Report** and the **External Review Report**. It presents key findings, highlights challenges, and offers recommendations to enhance operational efficiency and service excellence in accordance with [VCC Policy 405 - Education Service Renewal](#).

The review process confirmed VCC Continuing Studies' commitment to student success and service improvement. Key areas identified for enhancement include **admissions processes, graduation procedures, appeals, and course availability**. The following recommendations outline strategic steps to streamline services and optimize student experience.

#### 2. High-Level Findings

##### Area 1: Admissions and Application Process

- Variability in admissions workflows across programs, leading to inconsistencies.
- Lack of standardization in application forms and student advising processes.
- High number of manual touchpoints causing inefficiencies.
- Lack of automated tracking for student inquiries and applications.
- **Recommendation:** Develop and implement **Standard Operating Procedures (SOPs)** for admissions, standardize application forms, and introduce automation for tracking and processing applications.

##### Area 2: Graduation Process

- Graduation audits and credential issuance are largely manual.
- Inconsistent communication to students regarding graduation processes.
- **Recommendation:** Implement **automated graduation processing systems** and improve student communication.

##### Area 3: Appeals and Complaints

- Low volume of appeals, but manual and paper-based processing is the common practice.
- Appeal fees may create financial barriers for students.
- **Recommendation:** Introduce a **financial aid waiver for appeal fees**.

#### Area 4: Course Availability and Scheduling

- Lack of standard practices for course cancellations and communication.
- Need for better tracking and response systems for course inquiries.
- **Recommendation:** Establish **clear protocols for course cancellations**, standardize communication templates, and introduce better tracking mechanisms for course demand.

### 3. Key Recommendations

Based on the findings from both the **Internal Reflection Report** and **External Review Report**, the following **actionable recommendations** are proposed:

#### 1- Admissions and Recruitment

- Standardize admissions processes by implementing SOPs across all programs.
- Automate application and enrollment tracking to reduce manual errors and improve efficiency.
- Clarify roles and responsibilities between students, Program Assistants (PAs), Enrolment Services Officers (ESOs), and Program Coordinators (PCs).
- Improve the applicant experience by enhancing communication and streamlining document submission processes.
- Leverage automation to free up staff for high-impact student interactions.

#### 2- Graduation Requests, Audits, and Issuing of Credentials

- Automate graduation audits to improve accuracy and efficiency.
- Standardize grade entry times and graduation timelines across programs.
- Enhance communication strategies by providing clearer guidelines and automated notifications to students regarding their graduation status.

#### 3- Develop data collection approach related to full production cycle.

#### **4. Conclusion**

The findings from this review highlight **critical areas for improvement** in VCC Continuing Studies' service model. By implementing these recommendations, VCC can enhance operational efficiency, improve student experience, and maintain its commitment to service excellence.

This report, along with all supporting documentation, is submitted to the appropriate **Vice President or delegate** for review and further action.

**Prepared by:**

Service Renewal Committee

Vancouver Community College, Continuing Studies

## Appendix B

### Institutional Response to Continuing Studies Services Renewal Reports

*May 7, 2025*

#### Introduction

Vancouver Community College (VCC) appreciates the detailed work undertaken as part of the Continuing Studies Services Renewal process, in alignment with Policy 405 – Education Service Renewal. We acknowledge the thoughtful engagement of internal contributors, the review panel, and the Service Renewal Committee. These efforts represent an essential step in advancing operational excellence and enhancing the student experience in Continuing Studies.

#### Overall Institutional Acknowledgement

The report of the external reviewers acknowledges a strong commitment by CS to student support and continuous improvement. While the findings underscore several longstanding strengths—including responsive service, student satisfaction, and dedicated personnel—they also clearly identify structural and procedural gaps in CS operations. These gaps are consistent with known challenges within CS operations that are consistent with operational and process limitations experienced across College operations.

Acknowledging that CS has limited financial and personnel resources at its disposal, the following areas are highlighted for action and/or review as resource capacity becomes available:

#### Institutional Commitments by Service Area

##### 1. Admissions and Application Processes

###### Acknowledged Issues:

- Inconsistent workflows and documentation practices across programs.
- High manual workload and lack of automation.
- Absence of standardized advising procedures.

As resources become available CS should:

- Explore the implementation of Standard Operating Procedures (SOPs) for admissions and application handling.
- Attempt to automate key steps in the application and inquiry process in collaboration with IT, Enrolment Services.
- Review the student advising model to ensure consistent, equitable, and visible supports are embedded within CS recruitment and registration workflows.

##### 2. Graduation, Credentialing, and Audits

###### Acknowledged Issues:

- Heavy reliance on manual processes, lack of student-facing information.

- Variability in timeline expectations across programs.

As resources become available CS should:

- Explore the use of graduation auditing tools and to work toward systems integration between Destiny One and Banner to enhance credentialing accuracy and timelines.
- Work Marketing & Communications to enhance web content and templates related to credentialing and graduation.

### **3. Appeals and Complaints**

#### **Acknowledged Issues:**

- Appeals process is functional but manual; fee may be a barrier to access.

As resources become available CS should:

- Review the appeals process and explore development of criteria and a streamlined application process.

### **4. Course Availability, Scheduling, and Cancellations**

#### **Acknowledged Issues:**

- Inconsistency in cancellation timelines and limited visibility into future offerings.
- Missed opportunities to identify trends and improve communication with students.

As resources become available CS should:

- Explore the development of a new protocol for course cancellation notification timelines.
- Commit to reviewing data on course demand and cancellations to inform scheduling and future offerings.

Opportunities may present to CS to participate in broader, institution-wide initiatives. Such initiatives may include:

- Projects examining the use of AI for automation, routing, and advising support, particularly in admissions and communications.
- Exploration of methods to automate communications with students through the use of customer relationship management (CRM) tools.

### **Conclusion**

The Continuing Studies Services Renewal process has provided the College with a roadmap for the future. VCC CS is committed to acting decisively on the recommendations provided and will look to resource the improvement of CS operations to align with modern expectations for efficiency, consistency, and student engagement. We thank the external reviewers, and CS staff for their insights and dedication to enhancing operations and the student experience at VCC.



**VCC International Education**  
**Education Service Renewal**  
Final Report & Recommendations

Prepared by Jennifer Gossen and Alison Rudko

April 29, 2025

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## Land Acknowledgement

We acknowledge that Vancouver Community College (VCC) is located on the traditional unceded territories of the xʷməθkʷəyəm' (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səlilw'ətaʔ (Tseil-Waututh) peoples who have been stewards of this land from time immemorial.

## Introduction

Vancouver Community College (VCC) is dedicated to providing high quality educational support services that contribute to student access and are vital to achieving the College's vision, goals and mandate. VCC's education services are expected to lead in their sectors and be willing to take calculated risks to incorporate new and innovative approaches to best respond to and service the VCC Community. Education Service Renewals provide service areas with what is working well and meeting needs and what must change to serve new or previously unrecognized student and institutional needs.

The Education Service Renewal for the International Education department, VCC International, spanned the entire operations of the service area including International Marketing and Recruitment, International Admissions and Enrolment, International Student Services, and International Global Engagement and Partnerships.

The Education Service Renewal for VCC International focused primarily on IE-driven student service in the following areas:

- Services provided to recruitment partners and in-country representatives
- Services provided to international applicants before becoming a student
- Services provided to international students outside the classroom
- Services requested by an international student outside the classroom
- Services provided to VCC staff, faculty and students and partners related to global engagement initiatives

Areas not included within the scope of this renewal include:

- Services provided to an international student in the classroom. (i.e., delivery of course content)
- Services provided by other VCC departments (i.e., CS registration, scheduling, counselling)
- Services provided to IE staff to support their work (i.e., facilities, IT)

This document is the Final Report and Recommendations, which is the last deliverable and required outcome of the Education Service Renewal. This document includes a summary of the Internal Reflection Report and the External Review Report and then outlines high-level findings with recommendations.

## VCC International Context

VCC International offers a range of services through four key divisions: Marketing & Recruitment, Admissions & Enrolment, Student Services, and Global Engagement & Partnerships. These services support international students from recruitment to graduation, and support students, staff and faculty engage in global collaboration and international mobility opportunities.

- **Marketing & Recruitment** promotes VCC programs through digital marketing, social media, educational fairs, and agent training.
- **Admissions & Enrolment** manages the admissions process, ensuring compliance with IRCC regulations and supporting international students through enrolment.
- **Student Services** provides academic and immigration advising, pre-arrival support, cultural events, and mentorship through the International Peer Mentorship Community (IPMC).
- **Global Engagement & Partnerships** develops international partnerships and supports faculty/student mobility, assisting with applications, pre-departure support, and post-program debriefs.

## Key Findings and Recommendations

The Internal Self-Study and the External Review found that VCC International has been responsive to the changing demands for service from international students and other areas served by the department. Over the past 10 years, VCC has seen considerable growth in the number of international students and the variety of programs in which they are enrolled. Technological advances and the department's strong focus on adopting new technologies have provided new tools and opportunities for supporting efficient, excellent services to international students, agents and partners.

External factors such as the Covid 19 pandemic, and the most recent federal cap on international students including related policy changes have enormously shaped the international student post-secondary landscape and will continue to inform the way VCC International operates going forward. The Internal Self-Study and the External Review highlighted that VCC International has shown that it has stayed up to date with current developments and best practices to ensure it is providing services to students that are relevant and meeting their needs; however, the constantly changing environment means that there is always room for improved and enhanced services.

Student surveys from the Internal Self-Study identified that most international students are satisfied with the services they receive from VCC International but identified additional services that can be added and expanded, especially around housing and career support. Feedback from Faculty and other Student Services areas provided positive feedback overall but also indicated that the breadth of services offered by VCC International may not be fully understood by many members of the College community.

The External Review Report praised VCC International's well-trained team, strong student success focus, and efficient admissions processes, alongside effective marketing and outreach. However, it recommended improvements in career transition support, workplace readiness, mental health services, and cross-unit collaboration to better support international students, staff and mobility initiatives and the new EQA student service requirements.

The main strengths of VCC International as identified through the Internal Self Study and the External Review Report include:

- Student-centered service model that supports learners from application to graduation, offering a wide range of services.
- Strong social media and digital presence that enhances engagement, brand building, and international student recruitment.
- Effective international strategic enrolment management (i-SEM) leading to planned international student growth and increased revenue (prior to IRCC changes).
- Competitive and efficient admissions processes with independent international services that can quickly adapt to immigration and market changes.
- Warm, flexible, and accessible support services available both in-person and online for international students.
- Licensed immigration advising support available to assist international students.
- Specialized support and events such as Welcome Days and Orientation tailored for international students.
- High-performing, supportive international education team with strong staff retention and data-informed, student success-focused service delivery.

The main areas for improvement as identified through the Internal Self-study and External Review are broken down by sub-area below and include specific recommendations.

## Marketing & Recruitment

### 1. Enhance Transparency and Communication

- Clearly communicate cost of living, post-graduation immigration opportunities, and tuition/fee structures in recruitment material to manage student expectations.

### 2. Adopt New Technologies and Data-Driven Strategies

- Support the implementation of new technologies such as a CRM to improve lead tracking, applicant engagement, and conversion; use data to better inform outreach efforts.

### 3. Increase Internal Awareness and Collaboration

- Share marketing and recruitment initiatives with the broader VCC community to build alignment and awareness.

#### **4. Diversify and Digitize Recruitment Approaches**

- Target underrepresented regions to diversify the student body where possible; expand use of digital marketing, virtual recruitment events, and student-to-student interaction tools.

#### **5. Leverage Alumni as Ambassadors**

- Establish a global alumni network to support recruitment, mentorship, and international brand recognition.

### **Admissions & Enrolment**

#### **1. Review Admissions Criteria for Equity**

- Collaborate with academic departments to review and refine admission requirements to reduce barriers for international students.

#### **2. Enhance Internal and External Communication**

- Increase transparency around international student admissions and language requirements for faculty and internal partners.

#### **3. Support Diversification and Compliance**

- Use data and international enrolment strategies to support source country diversification, improve reporting and decision making and ensure compliance with EQA and IRCC guidelines.

#### **4. Optimize Processes through Technology**

- Leverage new technologies such as a CRM, and existing technologies such as PowerBI to develop new reports and functionality such as predictive modeling to improve efficiency, application turnaround, and applicant conversion rates.

#### **5. Improve Applicant Experience**

- Introduce more flexibility and personalized engagement strategies for applicants, agents, and partners to build relationships, increase applications and improve conversion.

### **Student Services**

#### **1. Expand Housing and Career Resources**

- Develop dedicated housing and career guidance resources tailored to international student needs; collaborate with other VCC service areas to support enhanced housing and career resources for all VCC students.

#### **2. Support Well-being and Adjustment**

- Enhance wellness, mental health, and immigration advising services, while expanding orientation programming to help students adjust to Canadian academic culture.

#### **3. Increase Social and Cultural Integration**

- Offer more events and community engagement opportunities to foster belonging and intercultural learning.

#### **4. Enhance Service Awareness and Accessibility**

- Improve visibility and access to existing student services; ensure materials and support systems are inclusive and accessible to all students.

#### **5. Foster Cross-Departmental Collaboration**

- Align with the new EQA Code of Practice student service requirements by strengthening cross-unit support, particularly in areas like housing and health services.

## Global Engagement

### 1. Expand Global Learning Opportunities

- Increase study abroad, COIL, and work-integrated learning opportunities tied to career development.

### 2. Support Faculty and Staff in Global Engagement

- Provide more training, resources, and opportunities for faculty to engage in international collaboration and curriculum development.

### 3. Create Structured Pre-Departure and Re-entry Programs

- Offer comprehensive pre-departure sessions and reintegration support for outbound mobility students and faculty aligned with VCC policies.

### 4. Foster Campus-Wide Intercultural Learning

- Promote intercultural experiences across campus to benefit both international and domestic students.

## General / Institutional

### 1. Improve Institutional Perception of International Education

- Address misconceptions about international students by showcasing their contributions and aligning services with VCC's strategic goals.

### 2. Support Innovative and In-Demand Program Development

- Help program areas develop PGWP-eligible and CIP-aligned programs that meet market demand and international student interests.

### 3. Promote Equity and Accessibility

- Conduct systemic reviews of business processes, policies, and systems to ensure accessibility and inclusion in student support and admissions.

### 4. Strengthen Internal Collaboration and Communication

- Further participate in cross-functional teams and develop training, and communication channels to reduce silos and better support students' institution-wide.

### 5. Ensure Equity in Staffing Structures

- Design VCC International positions without Fortnight schedules to allow for equitable presence and support for students across both campuses.

## Conclusion

In conclusion, VCC International provides essential services to international students and partners but must improve services related to housing, career services, and integration to better support international students. Effective communication, technology and strategic enhancements will ensure continued success.

## Appendix D

### Institutional Response to the External Review Panel Report: VCC International Education

**Prepared by:** Ian Humphreys

**Position:** Vice President, Administration and International Development

**Date:** May 6, 2025

I would begin by extending my sincere appreciation to the External Review Panel for the comprehensive and insightful evaluation of the VCC International Education (IE) department. I am pleased that the panel recognized the depth and accuracy of the self-study report and affirmed many of the strengths the International Education department strive to uphold. This response addresses the findings and recommendations identified in the External Review Panel Report and outlines senior leadership's commitment to continuous improvement.

It was encouraging to read the panel's validation numerous areas of strength of the IE department that include among many others the following:

- A highly committed and experienced International Education (IE) team with strong staff retention.
- A service model centered on student success, grounded in data and student feedback.
- Efficient and adaptive admissions and enrollment services.
- Robust marketing and recruitment strategies, including an active social media presence.
- A culture of self-reflection and responsiveness to sectoral trends and student needs.

These strengths reflect IE's ongoing commitment to excellence and support the strategic objectives outlined in the 2024–2029 International Education Strategic Plan.

I also appreciate the work of the review panel in identifying areas that would improve functions within IE and, as a result, benefit the operation of the college. These include:

#### **A. Enhancing Cross-College Collaboration and Communication**

Collaboration between IE and other college departments is critical to success. IE is committed to finding ways to improve 2-way communication with departments in a way that will promote the student experience.

#### **B. Support for All Students New to Canada**

IE plays an important role in supporting not only international students but also recent immigrants to Canada and it is important that IE continues to explore ways to ensure that all students new to Canada receive consistent, high-quality support.

#### **C. Inclusion, Accessibility, and Enterprise Risk**

Senior leadership would support the recommendation for a college-wide review of business processes and policies to assess and enhance inclusion, accessibility, and universal design. This review will align



with our Equity, Diversity, Inclusion and Access (EDIA) objectives and inform broader institutional improvements.

#### **D. Career Transition and Labour Market Integration**

The development of a physical and/or virtual Career Centre that would support career development and work-integrated learning would be beneficial to all students, including international students. Senior leadership would support an initiative that explores the feasibility of establishing such a resource.

#### **E. Outbound Mobility and Global Engagement**

Expanding outbound mobility programming and global learning opportunities would be beneficial to the College. The Global Engagement team is actively developing frameworks and partnerships to support these goals.

Many of the recommendations of the review panel align closely with the current Strategic Innovation Plan, particularly in the areas of:

- Internationalization at Home
- Integration of Indigenous and intercultural perspectives
- Addressing housing and cost-of-living concerns for students
- Enhancing global partnerships and mobility opportunities

IE is working actively to implement initiatives in these areas, with support from both internal stakeholders and external partners. Specifically, International Education has committed to seek improvements in service in the following areas:

- Marketing and Recruitment
- Admissions and Enrolment
- Student Services
- Global Engagement and
- Other general and Institutional areas

In each of these areas, International education has identified specific actions and projects to address these recommendations. I am confident that the plan that is in place will adequately address any issues identified. In support of these activities I would ask IE to undertake the following:

- To develop a detailed action plan that can be monitored through the Office of the VP, Administration and International Development.
- To engage relevant departments and partners in implementing proposed action plans.
- To share progress updates will be shared with the VCC Executive Team and incorporated into our ongoing institutional planning processes.

Once again, I thank the External Review Panel for their thoughtful feedback and the staff of the International Education department for their recommendations and their proposed proactive response. I am proud of the work that IE has undertaken in the last five years and I know that the department and is

keen to evolve further. I have no doubt the VCC IE will continue to strengthen its role as a leader in global engagement and inclusive education.

**Ian Humphreys, PhD**

**VP Administration and International Development**



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** November 26, 2025

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Course Deactivations

### BACKGROUND:

In 2020, Education Council delegated authority to approve course and program deactivations to Curriculum Committee, except for those programs and courses that are within the process of suspension or discontinuance as governed by the Suspension and/or Discontinuance of Programs policy (414).

Revisions to the [Curriculum Development and Approval policy](#) (410) and creation of the [Program Development and Approval policy](#) (409), approved on December 17, 2024, return approval authority for course deactivations to the Board of Governors. There is an exception in policy procedures that delegates power to Education Council to approve course deactivations if the decision is requested by the VP, Academic and Research due to being considered either urgent or minor in impact.

Generally, recommendations about course deactivations will be brought to the Board with advice from Education Council.

The current proposal is to deactivate the following 19 courses, which are no longer taught:

- o APAP 2003 Automotive Refinishing Technician Apprentice Level 2 (E-pprentice)
- o COMP 0982 Word Processing 12
- o COMP 0983 Computer Science 12 Part 1
- o COMP 0984 Spreadsheet Management 12
- o COMP 0985 Database Management 12
- o COMP 0986 Digital Art and Graphics
- o COMP 0987 Computer Programming
- o COMP 0993 Computer Science 12 Part 2
- o FASH 2111 Designer Patterns and Toiles
- o FASH 2112 Couture Sewing

- o FASH 2113 Collection Design 2
- o FASH 2210 Portfolio Design 1
- o FASH 2303 Fashion Show Preparation
- o FASH 2310 Collection Manufacture/Studio
- o FASH 2313 Studio Lab D
- o HLTH 1101 Foodsafe Level 1
- o MTSK 0750 Math 10 Skills Part 1
- o MTSK 0760 Math 10 Skills Part 2
- o MTSK 0877 Mathematics Skills 11

### **Continuing Studies Courses**

In addition, a number of Continuing Studies programs have been functionally replaced by other programs and will be presented for discontinuance at the November 26, 2025 Board meeting. The proposal is to deactivate the 41 related courses, which are no longer taught (see Appendix A for the full list of courses).

### **RECOMMENDATION:**

THAT, on the advice of Education Council, the Board of Governors approves the deactivation of the 19 courses listed above.

THAT, on the advice of Education Council, the Board of Governors approves the deactivation of the 41 Continuing Studies courses listed in Appendix A, once the related programs have been discontinued.

**PREPARED BY:** Louise Dannhauer, Chair, Education Council

**DATE:** November 13, 2025

## Appendix A: Continuing Studies Courses to be Deactivated

CNSK 2502 Foundations of Addiction Counselling Skills	LEAD 1110 Creative Thinking at Work
CNSK 2503 Introduction to Trauma Informed Practice	LEAD 1111 Stepping Up to Leadership
CNSK 2504 Introduction to Concurrent Disorders	LEAD 1112 Using Leadership Language
CNSK 2506 Addiction and Human Behaviour Across the Lifespan	LEAD 1113 Building a Productive Team
CNSK 2507 Addiction and Public Policy	LEAD 1114 Finding Time for Results
CNSK 2508 Addiction Assessment Skills	LEAD 1115 Coaching for High Performance
CNSK 2509 Group Facilitation Skills	LEAD 1116 Essential Lead Coach Skills
CNSK 2510 Indigenous Perspectives and Addiction	LEAD 1117 Skill Coaching
CNSK 2511 Practicum	LEAD 1118 Coaching Next Level
EVNT 1107 Destination Weddings	LEAD 1119 Science and Art of Leadership
EVNT 1108 Wedding Planning	LEAD 1120 The Coach's Toolkit
EVNT 1109 Event Planning	LEAD 1121 Team Coaching
LEAD 1101 Critical Thinking	LEAD 1138 Business Comm for Leaders
LEAD 1102 Managing Change	LEAD 1169 Challenging Personalities
LEAD 1104 Problem Solving Action Plan	LEAD 1171 Training for High Performance
LEAD 1105 From Conflict to Collaboration	MSKL 1102 Team Skills
LEAD 1108 Facilitation Skls Team Leader	NETT 2104 MTA Networking Fundamentals
LEAD 1109 Speak Up	NETT 2105 Security Fundamentals
	NETT 2107 Active Directory
	NETT 2113 Server Fundamentals
	NETT 2119 A+ Hardware
	NETT 2122 Project+ Management
	NETT 2206 Directive Studies



## INFORMATION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** November 26, 2025

**ISSUE:** Concept Papers:  
Automotive Electronics Repair Certificate &  
Automotive Parts and Service Advising and Collision Estimating Certificate

### BACKGROUND:

Following [409 Program Development and Approval](#) procedures, concept papers are provided to both the Board of Governors and Education Council for information.

Concept papers for two new programs in the School of Trades, Technology and Design were presented to Education Council on October 14, 2025:

- Automotive Electronics Repair Certificate
- Automotive Parts and Service Advising and Collision Estimating Certificate

The concept papers are attached for information.

**PREPARED BY:** Louise Dannhauer, Chair, Education Council

**ATTACHMENT:** APPENDIX A – Concept Paper - Automotive Electronics Repair Certificate  
APPENDIX B – Concept Paper - Automotive Parts and Service Advising and Collision Estimating Certificate

**DATE:** November 13, 2025

## Appendix A

## New Concept Paper Proposal

### Automotive Electronics Repair Certificate

**Name of Program:**

Automotive Electronics Repair

**School/Centre:**

Trades, Technology &amp; Design

**Credential Level:**

Certificate

**Anticipated Start Date:**

September 2026

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

**Contact(s)**

Name	E-mail	Phone/Ext.
Gio Ariana	gariana@vcc.ca	6043760603

## 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 Automotive Electronics Repair Certificate is a one-year program designed to prepare students for the rapidly evolving field of automotive electronics diagnostics and repair. With the automotive industry's accelerating transition to electric vehicles (EVs) and increasingly sophisticated electronic control systems, this program addresses the critical need for specialized technicians capable of repairing modern vehicle electronics.

**Program Goals:**

- Provide comprehensive training in automotive electronic systems diagnostics and repair
- Develop expertise in high-voltage battery systems and EV-specific technologies
- Ensure graduates meet industry safety standards for working with electrified vehicles
- Build proficiency in using advanced diagnostic tools and programming interfaces



**Program Objectives:**

- Train students in fundamental electronics theory and its automotive applications
- Develop hands-on skills in component-level repair and module reconditioning
- Provide specialized training in EV motor overhaul and battery repair
- Integrate programming skills relevant to automotive diagnostics
- Emphasize safety protocols and industry best practices

**Occupations/Roles Graduates Will Be Prepared For:**

- Automotive Electronics Technician
- High-Voltage Battery Repair Specialist
- Automotive Module Repair Technician
- Electronic Control Unit (ECU) Diagnostician
- Independent Repair Shop Electronics Expert
- Manufacturing Plant Electronics Support Technician

**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, supporting multiple strategic priorities:

**Academic Innovation:** The program delivers sustainable programming that is responsive to the rapidly changing automotive industry and employer needs. It addresses the critical skills gap in automotive electronics repair as the industry transitions to electric vehicles.

**Engaged Communities:** By developing this program in response to industry demand, VCC strengthens its partnerships with automotive dealerships, independent repair facilities, and EV manufacturers, expanding our community impact and industry recognition.

**Operational Excellence:** The program advances VCC's digital transformation by integrating modern diagnostic technologies and programming skills essential for contemporary automotive service.

**Environmental Sustainability:** Supporting the transition to electric vehicles aligns with VCC's commitment to environmental sustainability and climate justice initiatives.

The program embodies VCC's mission to provide accessible, high-quality education that prepares graduates for meaningful careers while supporting the economic development of British Columbia.

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

The Automotive Electronics Repair Certificate complements and enhances VCC's existing trades and technology programs:

- **Electronics Repair Technology (ELRT) Program:** Directly builds on VCC's established electronics curriculum, sharing foundational courses (ELRT 1001-1005) in Term 1, creating efficiency and allowing students to potentially transfer between programs
- **Automotive Service Technician programs:** Provides specialized electronics training that enhances traditional mechanical training, with potential for automotive students to take select courses as electives
- **Heavy Mechanical Trades:** Shares foundational electrical theory applicable to heavy equipment electronics, particularly relevant as heavy equipment increasingly adopts electric powertrains
- **Pathway opportunities:**
  - Students from the general Electronics Repair Technology program can specialize in automotive applications
  - Graduates can ladder into advanced automotive technology diplomas or engineering technology programs
  - Creates potential for dual credentialing with proper course selection

## Needs Assessment

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

The program addresses several critical educational needs:

1. **Skills Gap in EV Technology:** With rapid EV adoption, there's an urgent need for technicians trained in high-voltage systems and battery technology
2. **Component-Level Repair Expertise:** Rising vehicle electronics costs make module repair economically vital versus replacement
3. **Safety Training:** Working with high-voltage systems requires specialized safety training not provided in traditional automotive programs
4. **Programming Integration:** Modern diagnostics increasingly require programming skills for module configuration and updates

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

#### BC Labour Market Outlook 2024-2034 Data:

- Electronic service technicians (household and business equipment): 3,260 job openings projected
- Automotive service technicians: 5,310 job openings projected
- Industrial instrument technicians and mechanics: 290 job openings projected
- Electrical mechanics: 140 job openings projected

**Industry Trends:**

- BC's Zero-Emission Vehicles Act mandates 90% of new vehicle sales be ZEV by 2030
- Major manufacturers announcing all-electric lineups by 2035
- Growing aftermarket for EV service as warranties expire
- Increasing vehicle electronics complexity requiring specialized skills

**Employer Feedback:**

- Local dealerships report difficulty finding qualified EV technicians
- Independent shops seeking electronics repair capabilities to remain competitive
- Fleet operators need in-house expertise for EV maintenance

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

Student interest indicators include:

- Waitlists for existing automotive electrical courses
- Inquiries about EV-specific training programs
- Strong enrollment in related electronics programs
- Career transition interest from traditional automotive technicians
- Growing awareness of high-wage opportunities in specialized automotive electronics

**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?****Current Program Landscape:**

The educational landscape for related programs falls into two main categories: automotive-specific programs and general electronics programs.

**Automotive-Specific Programs:**

BCIT offers a two-year Automotive Service Technician program at approximately \$12,000, which focuses on general automotive repair with some electronics content. However, the electronics component is limited and doesn't address modern EV systems or component-level repair. Vancouver Island University provides an eight-month Automotive Service Foundation program for around \$8,000, but this focuses primarily on traditional mechanical systems with minimal electronics content.

Various online providers offer EV maintenance courses ranging from \$500 to \$2,000. These are typically theory-focused with limited or no hands-on training, making them unsuitable

for developing practical repair skills. They also lack the depth needed for component-level diagnostics and repair.

### **General Electronics Programs:**

VCC currently offers a one-year Electronics Repair Technology program at \$6,500, focusing on consumer and industrial electronics. While this provides excellent foundational knowledge, it lacks automotive-specific applications. BCIT's Electronics Engineering Technology is a two-year program costing approximately \$11,000, but it emphasizes design and development rather than repair and diagnostics.

Camosun College offers a similar two-year Electronics Engineering Technology program at \$10,500 with broad electronics applications but no automotive focus. Northern Lights College provides a two-year program at \$9,000 emphasizing industrial electronics, while Kwantlen Polytechnic's Computer Engineering Technology program, also two years at \$10,000, focuses on computer hardware rather than automotive systems.

### **Key Differentiators:**

While general electronics programs provide valuable foundational knowledge, they critically lack automotive-specific elements including high-voltage safety training required for EVs, understanding of vehicle diagnostic protocols and tools, knowledge of automotive industry certifications and standards, familiarity with vehicle communication networks (CAN, LIN, FlexRay), and experience with automotive-grade components and environmental requirements.

### **Competitive Advantages of VCC's Program:**

The proposed Automotive Electronics Repair Certificate uniquely positions VCC in the BC education market. It builds directly on VCC's existing electronics expertise while adding crucial automotive specialization. This is the only program in BC specifically targeting automotive electronics repair at the component level. The program offers hands-on high-voltage battery and motor repair training not available elsewhere, integrates programming skills specific to automotive diagnostics, and provides a direct pathway from VCC's general electronics program for students seeking specialization.

The focused one-year timeline allows for rapid workforce entry while maintaining comprehensive training standards. The program's equipment and facilities will be specifically designed for automotive electronics work, providing students with industry-relevant experience unavailable in general electronics programs or traditional automotive training.

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

There is not a committee specific to this program however, participation but participation on the following BCCAT committees may be of a benefit.

- Electrical
- Electronics Engineering Technology

## 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 Student Demographics:

- **Age:** 18-45, with concentrations in 20-25 (recent graduates) and 30-40 (career changers)
- **Educational Background:** High school diploma with Math 11 and Physics 11
- **Work Experience:** Mix of entry-level students and experienced automotive technicians seeking specialization

### Student Sources:

- Recent high school graduates interested in automotive technology
- Current automotive technicians seeking EV/electronics specialization
- Electronics technicians transitioning to automotive applications
- International students seeking specialized technical training
- Career changers attracted to growing field

### Important Characteristics:

- Strong problem-solving and analytical thinking abilities
- Good hand-eye coordination and manual dexterity
- Detail-oriented with systematic approach to diagnostics
- Interest in both automotive technology and electronics
- Commitment to safety protocols and continuous learning

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

### Recruitment Strategies:

- Partnerships with high school automotive and electronics programs
- Industry open houses showcasing EV technology and career opportunities
- Social media campaigns highlighting program innovation and job prospects

- Collaboration with WorkBC and industry associations
- Information sessions at automotive dealerships and repair facilities
- Online marketing emphasizing salary potential and job growth

**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?**

**Identified Representation Challenges:**

- Gender imbalance: Automotive trades historically male-dominated (less than 5% female)
- Indigenous representation below population proportions
- Barriers for mature students balancing work/family obligations

**Equity and Inclusion Strategies:**

- Targeted outreach to underrepresented groups through community partnerships
- Flexible scheduling options to accommodate working students
- Financial support information and application assistance
- Mentorship programs pairing students with industry professionals from diverse backgrounds
- Inclusive learning environment training for all instructors
- Collaboration with Indigenous communities to incorporate traditional knowledge where applicable
- Equipment and facilities designed for universal accessibility

## Quality

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

**We will explore the following:**

- Manufacturer training partnerships (Rivian, GM, Ford EV programs)
- Canadian Automotive Repair and Service (CARS) Council recognition
- Block transfer to BCIT Electronics Engineering Technology
- Advanced standing in Automotive Service Management programs
- Credit recognition for manufacturer certification programs

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

**Current Faculty Qualifications:**

- **Existing ELRT Faculty:** Electronics Repair Technology program faculty are fully qualified to deliver Term 1 foundational courses (ELRT 1001-1005), providing program stability and quality
- **Existing AST Faculty:** Some Automotive Service Technician instructors are able to deliver the specialized second year courses.

**Faculty Development Plan:**

- **Cross-Training:** Provide automotive-specific training to existing ELRT faculty interested in expanding expertise
- **Professional Development:** EV/high-voltage certification for current faculty
- **Team Teaching Model:** Pair ELRT faculty with AST faculty for integrated delivery

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

The program doesn't incorporate work experience, however students will experience the following:

**Applied Projects (Throughout Program):**

- Real-world electrical installation and troubleshooting projects
- Potential collaboration with community organizations and industry partners
- Projects could include residential and commercial wiring installations

**Industry Field Trips:**

- Visits to active construction sites with electrical installations in progress
- Tours of electrical contractor facilities
- Site visits to completed electrical projects

**Potential Industry Mentorship Program:**

- Pairing students with industry professionals
- Guidance on career development and technical specialization
- Networking opportunities within the electrical industry

These work-integrated learning components will be developed in close consultation with industry partners to ensure relevance and value for both students and employers.

## 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?**

This is a one-year certificate program delivered over two academic terms. Students are expected to complete the program within one year of full-time study. The maximum time permitted for program completion is two years. One to two intakes per year with a class size of 24.

**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.**

Students could transfer to the Electronics Repair Technology program with first term credit, or look to move over to one of the transportation trades Foundation 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 be delivered full time, with some blended delivery with part-time as an option.

**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.**

There will not be multiple entry or exit points.

## 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.**

The program will be delivered using the existing facilities for the Electronics Repair Technology program and the Automotive Service Technician programs



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

Existing faculty from the Electronics Repair Technology and Automotive Service Technician 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?**

If full funding is not immediately available, we would explore:

1. **Phased Implementation:** Begin with less equipment-intensive components while securing funding for advanced labs.
2. **Industry Partnerships:** Seek equipment donations or shared access to industry facilities.
3. **Grant Opportunities:** Apply for climate action and clean energy training grants.
4. **Leased Equipment:** Explore leasing rather than purchasing certain equipment.
5. **Shared Resources:** Collaborate with other departments/institutions to share specialized resources.

## 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, not a substantial change to an existing program. Therefore, no phase-out plan is required.

## 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 will come from domestic student tuition, see attached costing

## Appendix B

## New Concept Paper Proposal

## Automotive Parts, Service Advising and Collision Estimating Certificate

**Name of Program:**

Automotive Parts, Service Advising and Collision Estimating

**School/Centre:**

Trades, Technology &amp; Design

**Credential Level:**

Certificate

**Anticipated Start Date:**

September 2026

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

**Contact(s)**

<b>Name</b>	<b>E-mail</b>	<b>Phone/Ext.</b>
Cateno Vassallo	cvassallo@vcc.ca	7057
Brett Griffiths	bgriffiths@vcc.ca	7012

## 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 prepares students for customer-facing roles in the automotive industry, including Parts Technician, Service Advisor, Warranty Administrator, and Collision Estimator. Graduates will acquire foundational technical knowledge of automotive systems, customer service skills, and business process expertise, enabling them to succeed in dealership, repair, and collision environments.

The objectives of the program would include:

To provide students with foundational knowledge of automotive parts, service, and collision estimating practices.

To develop the ability to identify, interpret, and recommend appropriate parts and services using industry-standard tools and resources.

To enhance effective communication and customer service skills essential for working with clients, technicians, and suppliers.

To equip students with practical experience in dealership management systems (DMS), inventory control, and electronic catalogues.

To prepare students to interpret estimates, warranty policies, and repair procedures in real-world contexts.

To develop professional workplace conduct, safety awareness, and adherence to industry regulations.

To introduce collision damage assessment and basic estimating skills using current industry software.

Upon completion of the program, graduates would be prepared for the following occupations or roles:

Automotive Parts Technician (entry-level): Work in dealership or retail parts departments supporting customers and technicians.

Automotive Service Advisor: Act as liaison between customers and technicians, providing accurate service recommendations.

Collision Damage Estimator (entry-level): Assess collision damage and prepare preliminary estimates using industry software.

Parts Counterperson (dealership or aftermarket): Identify and source parts using catalogues, databases, and electronic systems.

Warranty Administrator: Interpret warranty policies and process claims in compliance with manufacturer requirements.

Customer Service Representative (automotive): Deliver customer-focused service, addressing client concerns and supporting service operations.

Junior Inventory or Procurement Clerk: Support inventory management, procurement, and supply chain functions in parts operations.

**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 Automotive Parts, Service Advising and Collision Estimator program would align closely with the principles and priorities of Vancouver Community College (VCC) in the following ways:

**Relevance:** The automotive sector is a vital contributor to the British Columbia economy, with continued demand for skilled professionals in parts, service advising, and collision estimating. By offering this program, VCC would address a significant training gap and provide an in-demand credential that meets the evolving needs of industry and the local community.

**Innovation:** The program would incorporate innovative instructional strategies, including hands-on shop experiences, the use of dealership management systems and industry-standard software, online and hybrid delivery, and guest lectures from industry professionals. These approaches would ensure that graduates are prepared with both practical skills and current knowledge of industry practices.

**Inclusivity:** The program would be designed to support learners from diverse backgrounds through flexible delivery modes (in-person and online), accessible course materials, and student support services, including accommodations for those with disabilities. This commitment ensures equitable access to education and workforce opportunities.

**Collaboration:** The program would be developed in partnership with local automotive dealerships, collision repair facilities, and industry organizations. These collaborations would provide students with real-world learning experiences, networking opportunities, and stronger pathways to employment upon graduation.

#### Alignment with VCC's Mission and Core Values

The Automotive Parts, Service Advising and Collision Estimator program would support:

**VCC's Mission:** Equipping students with the skills, knowledge, and applied experience needed to succeed in the automotive industry.

**Excellence:** Delivering high-quality, industry-informed education that directly meets workforce and community needs.

**Innovation:** Incorporating cutting-edge teaching strategies, digital tools, and industry partnerships to enhance student learning.

**Inclusivity:** Ensuring the program is accessible, supportive, and welcoming to learners from a variety of educational and cultural backgrounds.

**Collaboration:** Strengthening ties with local industry to provide students with meaningful, applied learning opportunities.

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

This program complements the Automotive Service Technician (AST) and Autobody Collision and Repair (ACR) programs by focusing on non-technician roles that are equally critical to the industry. It creates a pathway for students who are interested in the automotive sector but prefer customer service, business operations, or estimating roles rather than technical/mechanical work.

## **Needs Assessment**

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

The Automotive Parts, Service Advising and Collision Estimator Certificate program is designed to meet the educational needs of individuals seeking careers in the automotive industry, particularly in the areas of parts operations, service advising, and collision damage estimating.

Graduates of this program will be prepared for roles that support both the technical and customer service aspects of the industry. Responsibilities in these areas may include assisting customers with parts identification and procurement, preparing service work orders and repair estimates, coordinating with technicians, interpreting warranty policies, and utilizing dealership management systems and industry-standard estimating software.

This certificate program provides students with the knowledge and practical skills required to succeed in these positions. Core areas of study include automotive systems and technology, customer service and communication, business practices, parts cataloguing, inventory control, and collision estimating processes.

The program is designed for those entering the automotive industry for the first time, as well as for individuals already employed in automotive settings who wish to expand their career opportunities in parts, service, or collision estimating.

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

Strong labour market demand is evidenced by:

- BC's automotive service sector faces a moderate risk of labour shortage over 2024-2033
- Over 83,000 job openings expected in skilled trades over the next decade

- Multiple job postings across the Lower Mainland for collision estimators requiring 1-3 years experience, with salaries ranging from \$55,000-\$90,000
- 16,300 people currently work in automotive service occupations in BC
- Industry consultation with local dealerships and collision centers confirming difficulty finding qualified staff
- ICBC's evolving claims processes requiring more skilled estimators

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

The program will appeal to recent high school graduates seeking automotive careers, mature learners seeking re-training, and individuals interested in customer service or business roles within transportation. Student demand is expected to be strong given the direct employment pathway and the program's shorter duration compared to technician training.

## 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?**

Currently, there are no comprehensive certificate programs in B.C. that combine automotive parts, service advising, and collision estimating. Some private training exists in collision estimating software, but offerings are fragmented. This program is unique in integrating all three areas, providing broader employability and more flexible career pathways.

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

There is no existing BCCAT-recognized articulation committee for automotive service advising or parts/collision estimating. However, the program will engage with Skills Canada, the Automotive Retailers Association (ARA), ICBC, and dealership networks for ongoing curriculum alignment and professional recognition.

## 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?**

Recent high school graduates interested in automotive careers.

Mature learners seeking career changes or upskilling.

Individuals with customer service or retail experience transitioning into the automotive sector.

Applicants should demonstrate strong communication skills, customer orientation, and basic computer literacy.

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

High school outreach through career counselors.

Marketing to job seekers via WorkBC and community employment services.

Collaboration with dealerships and repair shops to promote the program.

Featuring success stories from VCC's established automotive programs to attract interest.

**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 will promote diversity by targeting underrepresented groups in the automotive sector, including women, Indigenous learners, and newcomers. Inclusive marketing, flexible admissions pathways, and industry partnerships will ensure accessibility and support equitable participation.

**Quality**

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

Students will have the opportunity to earn WHMIS, First Aid, Ladder Safety, and Forklift certifications. While there are no existing block transfer agreements, discussions with industry associations (e.g., ARA, ICBC) will be pursued to enhance recognition of the credential.

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

The program will be delivered by instructors with Red Seal certification, dealership experience, and teaching credentials such as the Provincial Instructor Diploma Program (PIDP). Instructional staff may include Service Managers, Red Seal Parts Technicians, Service Technicians, and Red Seal Collision Repair Technicians. Existing VCC Automotive faculty are qualified to deliver the program, and additional faculty may be recruited as enrollment expands to meet program needs.

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

We can work with our industry partners in offering work practicum, which will connect students with employers, providing practical experience in parts, service, or estimating roles.

### 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?**

Duration: 1 year (2 terms, full-time).

Intake: One per year, starting September 2026.

Class size: 24 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.**

Students may enter from high school, employment programs, or other VCC automotive courses. Graduates may progress into supervisory roles or pursue further training in management, insurance, or advanced automotive 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 be delivered in person, combining classroom learning, lab simulations, and computer-based training. Future development may include hybrid delivery for selected courses and the introduction of micro-credentials to provide targeted skills recognition in specific areas of automotive parts, service advising, and collision estimating.



**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.**

Students must complete Term 1 before advancing to Term 2.

## 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.**

No large costs are expected for this program as the majority of the learning objectives can be achieved in regular classrooms at the VCC Broadway Campus

Marketing: Information about the program, curriculum, and start date will be shared with stakeholders and industry partners to support promotion and planning.

The program requires a dedicated computer lab for dealership management and estimating software, plus licensing for Mitchell, Audatex, CDK, and Tekion.

Facilities may require minor renovations for a parts/service simulation counter.

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

Development will require some curriculum release time for faculty, but be primarily based upon the Automotive Parts and Service Logistics program. IT support for software installation, and administrative support for industry engagement.

**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 funding, program launch may be delayed, and quality compromised by lack of industry-standard software or simulation facilities. This would reduce employability outcomes and employer confidence.

## 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 with no direct predecessor. A phased rollout is planned:

Year 1: First intake of 24 students.

Year 2: Review outcomes and expand cohorts.

Year 3: Explore part-time and hybrid delivery options.

## 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?**

Tuition is the primary source of funding for this program. See attached draft costing.



## Board of Governors Public Meeting

November 26, 2025

### BOARD OF GOVERNORS CORRESPONDENCE

DATE	TO	FROM	DETAIL
Nov 14, 2025	Board Chair	Rachel Franklin, Director, Governance and Labour Relations Policy, Ministry of Post-Secondary Education and Future Skills	Request for Appointment – Board member term renewals: Carol Ye, Colin Zuo, Chi Lo, Mahin Rashid, Simon Cheng, Dr. Steve Cardwell, Synthia Kloot

### BOARD OF GOVERNORS ACTIVITY

DATE	EVENT
Oct 30, 2025	VCC Day – J. Yu (Greetings from the Board)



## VCC's News & Events Round-Up

September – November 2025

**Prepared for:** VCC Board

**Prepared by:** VCC Marketing & Communications

**Submission date:** Wednesday, November 26

### VCC EVENTS

#### September

#### **Acknowledging the National Day for Truth and Reconciliation & Orange Shirt Day – September 22-25**

VCC welcomed a great turnout for a moving flag raising ceremony in recognition of the National Day for Truth and Reconciliation (September 30) at Broadway campus, to acknowledge the importance of this day in Canada's history and in the ongoing journey toward reconciliation. Elder Ruth opened with a reflective poem and attendees shared bannock and refreshments.



VCC's Downtown and Broadway also campus held events to recognize the National Day for Truth and Reconciliation and Orange Shirt Day. The event was opened by Elder Ruth. Following that, several honoured guests shared stories and songs with us: the Tsleil-Waututh Warriors, Gabriel George and Cyrus George, Tanya O. Manager of Education Initiatives, and Albert Wesley from the Spirit of the Children's Society and VCC alum. We were honoured that they could attend to recognize the day and reflect on the widespread impact of residential schools.



#### **FEAST – September 27**

VCC and the Foundation hosted FEAST, presented by Scotiabank, at JJ's Restaurant. Nearly 100 guests raised \$58,580 over a five-course meal while celebrating 50 years of Asian Culinary Arts at VCC. Sponsors and lead donors included Scotiabank, Lee Kum Kee, Chinatown BBQ, Ocean Mama, 3Fish, Intercity



## VCC's News & Events Round-Up

September – November 2025

Packers, La Frenz Winery, RBC, and T&T Supermarket 大統華超級市場. The menu was crafted by the competitors with alumni chefs Toby Chen, Kevin So, Jason Wu, Stanley Pak, and Michelin Young Chef award-winner Warren Chow.



### October

#### **VCC Foundation Annual Recognition Event – October 1**

This year's VCC Foundation Annual Recognition Event brought our community together to shine a spotlight on the generosity, dedication, and vision that make a difference for VCC students every single day. It was truly inspiring to gather at our Broadway campus with so many incredible leaders, donors, and supporters – each playing a part in empowering students and building a stronger future. Together, everyone shared stories, ideas, and a glimpse into the exciting plans for VCC.



#### **Nibun Chorus – October 3-4**

VCC was honoured to welcome the Nibun Chorus, an internationally recognized Indigenous youth choir from Taiwan, for a meaningful two-day cultural exchange at our Broadway campus. The VCC ensemble performed for the Nibun Chorus, who responded with songs of their own before both groups came together for a powerful joint performance of a travelling song. On Saturday, October 4, the Nibun Chorus returned to the VCC auditorium for a moving public performance featuring Indigenous choral works from Taiwan (with a Bunun focus), sharing songs of land, language, and resilience with the Vancouver community. This event was part of an international Indigenous cultural exchange presented in partnership with the Chinese Taoism Kuan-Kung Association in Canada (Tian-Jin Temple), a Canadian charity promoting cultural preservation and intercultural dialogue through education and the arts.





## VCC's News & Events Round-Up

September – November 2025



### Chef's Table – October 7

VCC hosted 'A Night at VCC's Chef's Table: The Table of Tomorrow', a special evening celebrating the creativity, skill, and innovation of our Culinary and Hospitality students. Guests enjoyed a delicious five-course menu designed by Chef Hamid, paired with fine wines, and explored the future of culinary education at our virtual reality station. Media and influencer guests included Kristi Alexandra (Vancouver Magazine), William Johnson (The Georgia Straight), Joyce Lam, Clarissa Wong, and Howard Yu.



### Food Resiliency Fair – October 16

VCC brought the campus community together to highlight food security and support student wellbeing at the Downtown Campus Atrium. Chef Helen from VCC's Hospitality program led a fun and inspiring cooking demonstration, 'From Pantry to Plate: Smart Cooking on a Budget', preparing just over a dozen dishes in under an hour for only \$20. Guests also enjoyed a delicious lunch provided by Gurdwara Sahib Sukh Sagar and Guru Nanak Free Kitchen. The event was made possible through the collaboration of SUVCC, ecoVCC, and the VCC Foundation, who supported all aspects of the day, including an interactive station where participants decorated mini pots and planted herbs to take home, encouraging sustainable food practices and healthy habits.



### Info Week Fall 2025 – October 20-24



## VCC's News & Events Round-Up

September – November 2025

VCC Info week was held through October 20-24, offering everything from online info sessions to on-campus tours and the opportunity to attend real classes. In doing so, students had a chance to see what learning at VCC is all about and what programs we have on offer.



### Diwali and Bandi Chhor Divas – October 21, 22

VCC celebrated Diwali and Bandi Chhor Divas at the Downtown and Broadway campus, bringing students, staff, and community members together for food, music, and culture. The event featured food from Grace of India Vancouver, volunteers from the Students' Union of Vancouver Community College (SUVCC) and VCC International Education, plus music, dancing, and community.



### DIVERSEcity Entrepreneur & Small Business Fair – October 22

VCC was proud to take part in DIVERSEcity's 2025 Entrepreneur and Small Business Fair at Surrey City Hall. We joined hundreds of exhibitors, participants, and community partners to support both new and experienced entrepreneurs, many of them newcomers to Canada. VCC's Graphic Design department shared information about Studio Nuvo, a student-run design service that helps small businesses access affordable, professional design work while supporting emerging creatives. Our Student Recruitment team was also there to connect business owners with VCC programs like our Small Business series.



### VCC Day – October 30





## VCC's News & Events Round-Up

September – November 2025

VCC celebrated VCC Day, a day dedicated to recognising the dedication and hard work of our community. The event featured engaging workshops, fun on-stage activities, inspiring stories from VCC employees about their experiences at the Vancouver Playhouse, and prizes to honour staff contributions. It was a wonderful opportunity to come together and celebrate everything that makes VCC such a vibrant and supportive community.



### A new milestone in the Federal Government's Canadian Dental Care Plan (CDCP) – October 31

VCC was honoured to welcome the Honourable Dr. Hedy Fry to Vancouver Community College today for an exciting announcement: a new milestone in the federal government's Canadian Dental Care Plan (CDCP). The event took place at VCC's Dental Clinic, showcasing where our students gain valuable hands-on experience working directly with patients under the guidance of instructors. VCC President and CEO, Ajay Patel, shared opening remarks before the announcement from Dr. Fry.



## VCC IN THE NEWS (HIGHLIGHTS)

### Innovation

- **BCBusiness** – [How partnering with Vancouver Community College builds community and real-world change](#): The article frames VCC as a proactive partner in education-industry collaboration, showcasing how the college invites organizations to help shape curriculum, provide experiential learning, and develop a workforce aligned with regional needs.
- **Daily Hive** – [You can indulge in fine dining at a fraction of the cost in Vancouver this fall](#): VCC's student-led dining operations are showcased as a way the college blends education and service, allowing culinary students to gain real hands-on experience while providing campus and community dining.
- **Daily Hive** – [Practice makes professional: How VCC is training our next generation of healthcare workers](#): Spotlights VCC's advanced healthcare simulation facilities, including 14 labs and high-fidelity patient simulators, showcasing how the college provides hands-on, industry-aligned training for future healthcare professionals.





## VCC's News & Events Round-Up

September – November 2025

- **Destination British Columbia – [Farewell \(but not goodbye\) to a pillar of BC's tourism industry](#):** While reflecting on the departure of a tourism leader, the story underscores the importance of institutional memory and community relationships, the article is echoing how VCC's programs often intersect with regional tourism and hospitality sectors.
- **Education News Canada – [How VCC is evolving to meet future clean energy labour market demands](#):** VCC is spotlighted for launching new programmes in clean energy and automotive innovation, backed by a major investment in its Broadway campus to build a specialized centre that aligns education with B.C.'s net-zero goals.
- **Financial Post – [The Elite 30: Chinese Restaurant Awards Announces Its First Ranked List of Chinese Restaurants in Canada](#):** While the article focuses on the inaugural national ranking of Chinese restaurants, it reinforces Metro Vancouver's culinary strength, a context in which VCC's culinary programs operate in a highly competitive and celebrated local food ecosystem.
- **VITA Daily – [Hungry for Change: Post-Secondary Student Food Insecurity](#):** Highlights VCC's efforts to address student food insecurity through initiatives like the Food Resiliency Fair, partnerships with community organizations, and survey data showing the scope of food access challenges among VCC students.

### Student & alumni success

- **BCLiving – [Pourquoi Pas Patisserie Shares the Local Love in Coquitlam and Beyond](#):** Shares how the owner Annie Chang, a VCC graduate, turned her passion for French-inspired pastries into a community-driven artisan café in Coquitlam. The article complements VCC's role in fostering community-based culinary talent through its programs and student restaurant initiatives.
- **Education News Canada – [VCC celebrates 50 years of Asian Culinary Arts training while fundraising \\$58,580](#):** VCC is spotlighted for marking a half-century of delivering specialized culinary education, raising \$58,580 in fundraising to support student competitions and the future growth of the program.
- **Education News Canada – [VCC recognizes 2025 Red Seal graduates](#):** Highlights how VCC celebrated graduates who achieved Red Seal certifications, positioning the college as a driver of skilled trades development in B.C.
- **Vancouver is Awesome – [GroudUp feat. Ada Ferguson](#):** Promotes a show at Guilt & Co by an artist called Ada Ferguson who is a graduate of Vancouver Community College. The event feature highlights community engagement and local creatives, a sphere where VCC students and faculty might participate or contribute to future collaborations.

### UPCOMING EVENTS

- **November 28 – Student Awards:** On November 28, 9:30 a.m.-3:00 p.m., at event space on VCC's Broadway campus, we will be holding student awards ceremonies to celebrate student success and present scholarships and awards to exceptional students. Students are recognized for academic excellence and leadership in the classroom or in their community. For more information, please visit the student awards page. Ceremonies are by invitation only.
- **December 5 – Fall Convocation:** Convocation ceremonies are held in the Spring and Fall of each year. Ceremonies in 2025 will be celebrated in person at the Queen Elizabeth Theatre\*. Graduates who complete their programs between May and September will be invited to the Fall ceremony,



## VCC's News & Events Round-Up

September – November 2025

held on Friday, December 5, 2025. Eligible graduates will receive an invitation by email in early November.

- **December 11 – Annual Holiday Market:** On Thursday from 10:00 a.m.-1:30 p.m., join us at the fourth annual holiday market and support the creativity and innovation of our VCC community at Atrium in our Downtown campus. Featuring unique, handcrafted goods from VCC student makers and entrepreneurs, this festive event is the perfect place to find one-of-a-kind gifts while uplifting our students and small businesses.

Please visit the [events page](#) for more details on upcoming events.

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PREPARED BY: VCC Marketing & Communications  
DATE: November 26, 2025 (Last report issued September 24, 2025)



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** November 26, 2025

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Program Revision & Name Change: Information Systems Security and Administration Post-Degree Diploma

### **BACKGROUND:**

The Centre for Continuing Studies is proposing a revision of the Network Technology Administration and Security (NTAS) Post-Degree Diploma, including a name change to Information Systems Security and Administration (ISSA) Post-Degree Diploma (PDD).

The NTAS PDD initially launched in September 2021 and saw very high student demand from 2021–2024. As a result of Immigration Refugee Citizenships Canada (IRCC) policy changes, the number of applicants declined through 2024.

Following consultation with International Education, alumni, Program Advisory Committee (PAC) members and instructors, the program is being streamlined to better align with industry needs and improve the marketability of the ISSA PDD among international students.

The number of program credits was reduced from 62 to 42, lowering the cost and shortening the time to completion. Revisions emphasize practical, hands-on learning and exposure to current and emerging technologies. The proposed change of the program name to Information Systems Security and Administration Post-Degree Diploma reflects the broader scope of this offering, including system administration and security, and provides more clarity for students and employers.

The program will prepare graduates for in-demand careers in computer systems administration, network analysis, cybersecurity, and infrastructure support.

The revised program aligns closely with CIP code 11.1001 *Network and system administration/administrator* and aligns with CIP code 11.1003 *Computer and information systems security/auditing/information assurance*, both of which are on the list of currently eligible codes for the post-graduation work permit (PGWP) field of study requirement as of September 2025.

Information Systems Security and Administration Post-Degree Diploma graduates will be able to meet the following program learning outcomes:

- Set up and maintain computer network systems using industry-standard tools and procedures.
- Provide desktop and server support while collaborating effectively with clients, peers, and technical teams.
- Apply security knowledge and practices to protect IT systems, data, and networked environments.
- Deploy and operate virtualization and cloud services to support IT infrastructure.
- Install, configure, update, and troubleshoot Windows and Linux servers in small to medium-scale business networks.
- Assist in the planning, coordination, and implementation of small to medium-scale IT projects.
- Assess, install, maintain, and troubleshoot computer hardware, operating systems, and software applications.
- Configure and maintain local area networks (LANs), wireless networks, and connected devices, with foundational knowledge of Wide Area Network (WAN) concepts.
- Use Digital Forensics and Incident Response (DFIR) techniques to detect, analyse, and document security incidents using industry standard playbooks.
- Configure and manage identity and access controls through directory services.
- Provide customer support using industry-standard practices in ticketing, diagnosis, and escalation while demonstrating professional communication and ensuring compliance with standard operating procedures.

#### **DISCUSSION:**

This program revision is presented for approval following the accelerated program change process outlined in the [Program Development and Approval \(409\)](#) procedures. This process enables the College to respond more nimbly to changes in the post-secondary environment, particularly changed IRCC rules affecting international students.

The concept paper and benchmark report were received for information by EdCo on November 12, 2025. At the same meeting, a “wireframe” program content guide (PCG) was approved, following review by Curriculum Committee on October 21, 2025.

A wireframe needs to contain (at a minimum): the intended credential name, effective date, program description (purpose), admission requirements, program learning outcomes, and the expected credit range.

The purpose of the wireframe PCG is to allow EdCo to “approve program/course curriculum elements necessary for early [Board] approval of any credential, such as program admissions criteria, program descriptions or program learning outcomes” (Program Development and Approval [procedure](#) 19.a.i).

The current proposal is for the Board of Governors to approve the program name change and implementation of the revised program, based on the wireframe/outline of the program.

Before the program can be implemented, the full curriculum (including complete program content guide and course outlines) needs to be approved by Education Council. The plan is for course outlines to be finalized early next year.

**RECOMMENDATION:**

THAT, on the advice of Education Council, the Board of Governors approve changing the name of the Network Technology Administration and Security Post-Degree Diploma to Information Systems Security and Administration Post-Degree Diploma, and implementation of the revised program.

**PREPARED BY:** Louise Dannhauer, Chair, Education Council

**ATTACHMENT:** APPENDIX A – Wireframe Program Content Guide (PCG) for Information Systems Security and Administration Post-Degree Diploma

APPENDIX B – Concept Paper: Information Systems Security and Administration Post-Degree Diploma

APPENDIX C – Benchmark Report: Network Technology Administration and Security Post-Degree Diploma

**DATE:** November 13, 2025



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# Information Systems Security and Administration Post-Degree Diploma

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## Wireframe Program Content Guide

Effective Date: January 2027

## **Purpose**

The Information Systems Security and Administration program prepares graduates with comprehensive, industry-relevant information technology (IT) skills, for dynamic careers in computer systems administration, network analysis, cybersecurity, and infrastructure support. Graduates will be prepared for entry-level roles, such as IT Support Technician, Network Analyst, Systems Administrator, Help Desk Analyst, or Security Operations Center (SOC) Analyst.

With a strong emphasis on practical skills, hands-on experience, and exposure to current and emerging technologies, this program equips students with diverse knowledge across a variety of IT domains. This broad foundation ensures graduates can adapt to confidently enter the workforce in foundational IT and cybersecurity roles, while also positioning them to grow in specialized areas, such as cloud services, virtualization, or network security as they gain professional experience.

## **Admission Requirements**

- An undergraduate degree from a recognized post-secondary institution, as determined by the institution.
- English Studies 12 with a minimum 'C' grade, or [equivalent](#).

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

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

PLAR is available for all courses. Students may complete up to 50% of the total credits of the program through PLAR and/or transfer credit. Tuition and fees may still apply to PLAR candidates. Methods for assessing prior learning may include exams, projects, assignments, interviews, and/or other evaluations.

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.

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

## **Program Duration & Maximum Time for Completion**

This program can be completed in four terms with full-time study, and can also be pursued part-time. The maximum time for completion is five years.

## **Program Learning Outcomes**

- Set up and maintain computer network systems using industry-standard tools and procedures.
- Provide desktop and server support while collaborating effectively with clients, peers, and technical teams.
- Apply security knowledge and practices to protect IT systems, data, and networked environments.
- Deploy and operate virtualization and cloud services to support IT infrastructure.

- Install, configure, update, and troubleshoot Windows and Linux servers in small to medium-scale business networks.
- Assist in the planning, coordination, and implementation of small to medium-scale IT projects.
- Assess, install, maintain, and troubleshoot computer hardware, operating systems, and software applications.
- Configure and maintain local area networks (LANs), wireless networks, and connected devices, with foundational knowledge of Wide Area Network (WAN) concepts.
- Use Digital Forensics and Incident Response (DFIR) techniques to detect, analyse, and document security incidents using industry standard playbooks.
- Configure and manage identity and access controls through directory services.
- Provide customer support using industry-standard practices in ticketing, diagnosis, and escalation while demonstrating professional communication and ensuring compliance with standard operating procedures.

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

Students begin with foundational concepts in computer hardware, networking, Windows desktop support and Linux operating system. These core technical skills are complemented by training in Windows Server and Active Directory. As students progress through the program they are introduced to advanced topics, including virtualization and wired and wireless networking. Specialized courses involving topics in defensive cybersecurity operations, ethical hacking and computer forensics provide students with practical, in-depth exposure to modern cyber threats and defensive strategies.

Throughout the curriculum, students gain hands-on experience in dedicated lab environments, working across both Windows and Linux systems. These technical areas are complemented by skills for professional development and documentation. Student learning is applied towards an industry integrated project to emphasize real world application, team collaboration and solution development.

### **Evaluation of Student Learning**

#### **Evaluation**

Student learning is evaluated through a combination of knowledge checks (e.g. quizzes and exams), lab and practical assignments, presentations, and integrative projects, such as production of industry-relevant artifacts (e.g. incident logs and resolutions, provisioning) and documentation involving written submissions (e.g. dashboards, technical analysis, recommendations).

#### **Grading and Progression**

Students must receive a minimum grade of 'C' (2.00) or 'S' to successfully complete each course, and a minimum program term grade point average of 2.00 to advance into subsequent terms in the program, and a minimum program cumulative grade point average of 2.00 upon completion of all program courses to successfully graduate.

#### **Attendance**

Regular attendance is expected of students in all their classes (including lectures, laboratories, project/group-work sessions etc.). Attendance supports learning continuity, teamwork, and mastery of skills required for IT roles applicable to this program. It ensures students benefit fully from both theoretical learning and hands-on experiences.



Students who are unavoidably absent should report to their instructors as soon as possible and discuss how to make up for missed work or otherwise stay on track. Any request for an academic concession must be clearly expressed.

### **Program Considerations**

- Learning environment requires the active use of digital tools, computer hardware, and software. Students are expected to develop and apply digital literacy skills, including configuring computer systems, troubleshooting technical issues, and documenting work in digital formats. Activities include working in simulated IT work environments.
- Learning environment requires extended periods (6 - 8 hours per day) of computer use with sustained visual focus on digital displays and repetitive hand, wrist, and arm movements with hardware devices, such as keyboard, mouse, switches, routers, cables, and small tools.
- Program environment involves time-sensitive task completion on deadline.
- Program tasks require access to a modern laptop capable of running Microsoft Windows and Linux operating system with full privileges. Online classes require audio-video hardware including webcam, speakers, and microphone. For details and minimum hardware requirements, please refer to the program's technology requirements document.

If you have a disability or diagnosis and think you might face challenges with any of the listed program considerations, please contact [disabilityservices@vcc.ca](mailto:disabilityservices@vcc.ca) or 604.871.7500 to explore possible accommodations/supports.

### **Courses**

**Total Program Credits: 42**

## 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	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
<b>Course Standings</b>			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

## Grade Point Average (GPA)

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/>

## Appendix B

## New Concept Paper Proposal

### Information Systems Security and Administration Post-Degree Diploma

**Name of Program:**

Information Systems Security and Administration

**School/Centre:**

Continuing Studies

**Credential Level:**

Post-Degree Diploma

**Anticipated Start Date:**

January 2027

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

**Contact(s)**

Name	E-mail	Phone/Ext.
Claire Sauvé	csauve@vcc.ca	8679
Sid Khullar	skhullar@vcc.ca	8316

## 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.**

This proposed program is a substantively revised version of the Network Technology, Administration, and Security (NTAS) Post-Degree Diploma. This restructured program builds upon the success of the NTAS program, originally launched in 2021.

The restructuring responds to declining enrollment due to recent IRCC policy changes affecting international students, while incorporating industry, instructor, and alumni feedback and recommendations for an industry-enhanced capstone component.

The re-named program, *Information Systems Security and Administration* (ISSA) Post-Degree Diploma prepares graduates with comprehensive, industry-relevant information technology (IT) skills for dynamic careers in computer systems administration, network analysis, cybersecurity, and infrastructure support. With a strong emphasis on practical skills, hands-

on experience, and exposure to current and emerging technologies, this program equips students with diverse knowledge across a variety of IT domains. This broad foundation ensures graduates can confidently enter the workforce in foundational IT and cybersecurity technical operations roles, while positioning them to grow in specialized areas such as cloud services, virtualization, or network security as they gain professional experience.

Programming is aligned towards the following National Occupation Classification (NOC) and Classification of Instructional Programs (CIP) codes:

- NOC
  - 22220 Computer Network Technician
  - 22221 User Support Technician
  - 21222 Information Systems Specialists
- CIPs currently eligible for the post-graduation work permit (PGWP) field of study requirement
  - 11.1001 - Network and system administration/administrator
  - 11.1003 - Computer and information systems security/auditing/information assurance
- Aligned CIP not eligible for PGWP
  - 11.1006 - Computer support specialist

Graduates will be prepared for entry-level roles including IT Support Technician, Network Analyst, Systems Administrator, Help Desk Analyst, Security Operations Center (SOC) Analyst, Desktop Support Specialist, Junior Network Administrator, Cloud Support Associate, and IT Infrastructure Technician.

The program builds support for certification pathways, which serve as essential qualification markers in IT, by enabling students to prepare for industry exams from CompTIA, Microsoft, AWS, and other recognized certification bodies following completion of relevant coursework.

**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 restructured program directly implements VCC's Strategic Innovation Plan priorities by developing new programming to respond to current market conditions while fostering industry collaboration through enhanced work-integrated learning components. The condensed 42-credit structure supports operational excellence through improved cost-effectiveness without compromising educational quality.

The program aligns with Continuing Studies' strategic aim to "repackage NTAS into a sustainable credential" and addresses International Education priorities by providing Post-

Graduate Work Permit eligible programming with practical experience components that support student career development and settlement goals.

At the provincial level, the program supports the Ministry's goals for affordable, accessible post-secondary education through reduced time-to-completion and costs, while directly responding to labour market needs in high-demand IT and cybersecurity sectors. This addresses the Minister's Mandate Letter priorities regarding skills shortages and provides structural solutions to funding challenges from federal immigration policy changes.

The program embodies VCC's core values through experiential learning in lab environments, lifelong learning opportunities for career changers, innovation in curriculum design, and accessibility through multiple admission pathways. It directly supports VCC's mission of providing relevant, practical education that prepares graduates for successful careers in their chosen fields.

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

The Information Systems Security and Administration post-degree diploma occupies a distinct position within VCC's technology programming portfolio, serving a specialized market segment without duplication of existing offerings.

While the current priority is a full-time PDD for international students, future programming will be adapted to provide additional professional training options for technology-related training for both international and domestic students with educational background and/or work experience in IT.

Components of this program may be suitable as complementary training or laddering opportunities to expand knowledge, expertise and employment opportunities for graduates of the following and similar programs:

- Information Technology Operations Professional (ITOP) Short Certificate
- Information Technology Operations Professional (ITOP) Certificate
- Computer Systems Technology (CST) Diploma

Currently, the ITOP and NTAS programs provide students with the skills and expertise to become technical systems and network security specialists, while the proposed ISSA program creates technical implementation specialists with systems administration focus.

Revisions to the ITOP programs will follow to support creation of complementary pathways alongside VCC's technology programming portfolio, thus allowing students to build specialized expertise across different areas of IT infrastructure and security management without program duplication.

## Needs Assessment

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

This programming addresses current and projected demands within British Columbia's technology sector for practitioners who can support infrastructure and security operations. It also serves as continuing professional development for individuals currently working in the field or for those seeking training towards industry certification preparation.

The restructuring specifically responds to:

- Alumni feedback requesting stronger applied learning and real-world experience
- Industry feedback through the Program Advisory Committee regarding workforce preparation needs
- International student demand for Post-Graduate Work Permit eligible programs that are also affordable
- Industry/instructor feedback on skills gaps in entry-level IT professionals

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

The programming relates to several job outcomes aligned with high-opportunity occupations in BC. Computer Network Technicians (NOC 22220) represent a significant portion of forecasted job openings, with established career progression pathways and competitive salary ranges. User Support Technicians (NOC 22221) similarly show strong provincial demand with growth projections supporting program viability.

The 2024 BC Labour Market Outlook forecasts approximately 17,480 job openings in occupations related to this program (NOCs 22220, 22221, 21222) in B.C. over the next decade, all of which require some level of post-secondary education or training.

Industry trends continue to support demand, including:

- British Columbia's position as one of the fastest growing tech ecosystems in North America, with over 12,000 tech companies
- Ongoing cybersecurity workforce needs across all sectors
- The persistent requirement for early-career IT talent who can bridge technical competencies with non-technical skills to support business operations
- Digital and technical skills shortage facing the Canadian labour market, including for cloud computing and digital infrastructure support

Program instructors and PAC feedback confirms ongoing workforce needs, with particular emphasis on candidates who combine technical skills with professional readiness and communication capabilities.

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

VCC International Education confirms significant demand for post-degree diploma programming in IT fields, particularly programs offering work-integrated learning components. The work-integrated learning element addresses key student recruitment priorities identified through market research.

Historical performance of the original NTAS program (2021-2024) demonstrated strong initial enrollment, with recent decline attributed to external policy factors rather than program quality or market relevance. Alumni survey responses indicate high program satisfaction with specific requests for enhanced practical experience components – something which has been directly addressed through the restructuring.

Several VCC IT team members have enrolled in predecessor courses for professional development, indicating recognition of program value within the institution. Industry professionals continue to seek certification preparation opportunities supported by structured programming.

The recent changes in federal immigration policies have shifted demand to shorter, more cost-effective credential pathways that maintain Post-Graduate Work Permit eligibility.

## 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?

Similar programming exists at other institutions but lacks the specific combination of systems administration, a cybersecurity focus, and an applied industry capstone offered in this restructured program.

The streamlined 42-credit structure provides competitive time-to-graduation while maintaining comprehensive skills development.

Compared to longer diploma programs (60+ credits), this structure offers faster credential completion and reduced costs while maintaining industry-relevant depth. Online alternatives typically lack the hands-on lab components essential for technical skills development.

Institution	Program Name	Length	Cost (Approx.)	Delivery
BCIT	Computer Information Systems Administration Diploma	2 years (full-time), 120 credits	\$12,728 (dom) \$46,967 (int'l)	In-person, full-time

<b>Institution</b>	<b>Program Name</b>	<b>Length</b>	<b>Cost (Approx.)</b>	<b>Delivery</b>
Douglas College	Cybersecurity - Computer and Information Systems PDD	4 terms, 60 credits	\$13,330 (dom) \$45,390 (int'l)	In-person and online options
VCC	Network Technology Administration and Security PDD (existing program)	6 terms, 62 credits	\$17,783.46 (dom) \$42,271.60 (int'l)	In-person, some hybrid
VCC	Information Systems Security and Administration PDD (current proposal)	4 terms, 42 credits	\$13,098 (dom) \$30,715 (int'l)	In-person, some hybrid
VCC	Cybersecurity GRC PDD	4 terms, 49 credits	\$20,446.32 (dom) \$33,408.13 (int'l)	In-person, some hybrid
VIU	Systems Administration and Cybersecurity Diploma	2 years, 68 credits	\$12,400 (dom) \$57,553 (int'l)	In-person, cohort-based
UFV	Cybersecurity PDD	4 terms, 49 credits	\$9,143 (dom) \$37,387 (int'l)	In-person, some online
Camosun	Cybersecurity & Network Technology Diploma	2 years (full-time), 60+ credits	\$19,561 (dom) \$37,182 (int'l)	In-person
TRU	Computer Network and Cybersecurity Diploma	2 years (full-time), 60 credits	\$45,631 (int'l)	In-person, cohort-based

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

No existing articulation committee currently serves this program area.

## 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?**

**International Students (primary target):** This program is primarily structured for international students holding undergraduate degrees in any field, seeking Canadian education credentials and industry-engaged learning opportunities. Students typically have interest in IT and network security, with varying levels of prior technical experience. This revised program positions itself to specifically serve students seeking efficient pathways to Post-Graduate Work Permit eligibility.

**Domestic Students:** The program serves domestic students including career changers seeking entry to IT, professionals wanting to formalize existing skills, and those pursuing career advancement in technology roles. The flexible admission requirements accommodate students with diverse educational backgrounds and work experience levels.

**Student Characteristics:** The learning environment requires extended periods (6 - 8 hours per day) of computer use with sustained visual focus on digital displays and repetitive hand, wrist, and arm movements with hardware devices, such as keyboard, mouse, switches, routers, cables, and small tools. Please refer to the Program Content Guide for a full list of program considerations.

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

The recruitment strategy leverages VCC's established international networks while building targeted outreach to domestic career changers and working professionals. For international students, we will work through VCC's existing agent network and in-country representatives to promote the program's unique combination of work-integrated learning opportunities and Post-Graduate Work Permit eligibility. Digital marketing campaigns will emphasize career outcomes and practical experience components that differentiate this program from purely academic alternatives.

Domestic recruitment focuses on reaching career changers and current IT professionals seeking skill enhancement through information sessions at industry networking events and employer partnerships. Alumni success stories and referrals will play a central role in demonstrating program value, while partnerships with sponsorship organizations and immigrant services will expand access to underrepresented groups. The program will explore a flexible structure and evening/weekend delivery options, to market specifically to working professionals who need to balance education with current employment or other obligations.

Community engagement through technology meetups, professional associations, and employer-sponsored information sessions will build awareness within the local IT community. Social media campaigns highlighting graduate employment outcomes will target both prospective students and potential employers, creating a comprehensive recruitment approach that builds program recognition across multiple stakeholder groups.

**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?**

Technology programming historically shows significant underrepresentation of women (21% in technical roles within information and communications technology sector) and Indigenous students (0.8% Indigenous representation in Canada's tech sector), with age diversity challenges when mixing younger students with working professionals. To address these equity issues, the program aims to expand partnerships with the Society of Canadian Women in Science and Technology (SCWIST) for recruitment and mentorship, while deepening relationships with the First Nations Technology Council to create pathway partnerships from their Technology Foundations program.

Continuing Studies, and this program in particular, engages instructors with industry experience, many of whom have strong relationships with local industry associations and chapters that actively encourage and support individuals from diverse and historically underrepresented backgrounds, such as women in technology (for example, SheLeadsTech | ISACA and Women in Cybersecurity - Women CyberSecurity Society) through mentorship and other opportunities.

The program structure incorporates multiple equity-enhancing features including multiple admission pathways, shortened program length reducing financial barriers, and evening/weekend delivery options supporting diverse life circumstances. Recognition of Prior Learning (PLAR) for up to 50% of program credits acknowledges diverse experiences, while integrated professional development addresses workplace readiness for all backgrounds. Industry mentorship through capstone projects, combined with integrated career services support, create comprehensive systems helping underrepresented students navigate academic and professional challenges.

## Quality

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

None at the time of concept paper submission.

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

Continuing Studies currently employs qualified instructors with extensive industry experience in information systems, network administration, and cybersecurity. These instructors bring current professional expertise and maintain active industry connections that enhance program relevance and student networking opportunities.

As the program expands, additional qualified instructors will be recruited through established hiring processes. All instructors will be required to demonstrate both technical expertise and teaching capability, with preference given to candidates holding relevant industry certifications and recent professional experience. Professional development opportunities (such as the TEAL micro-credential) will help instructors remain current with current practices in teaching and learning.

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

The program features hands-on laboratory environments that simulate real-world IT infrastructure scenarios, taught by industry professionals who bring current workplace perspectives. Students complete an industry capstone project that addresses authentic business challenges, in consultation with local employers, where possible.

## 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 Information Systems Security and Administration Post-Degree Diploma is designed as a four-term full-time program with up to one intake per term. The program can accommodate up to 24 students per intake, providing an optimal learning environment that supports both individual attention and collaborative learning experiences.

The 42-credit structure enables completion within this timeframe while maintaining comprehensive coverage of essential IT systems administration and cybersecurity competencies. Future delivery options may include part-time and evening formats to serve working professionals and domestic 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 from diverse educational backgrounds, with the program's admission requirement ensuring foundational academic preparation. Students with previous professional work experience in IT may receive Recognition of Prior Learning credit, while those new to this domain benefit from introductory courses designed to support career changers.

Upon graduation, students may pursue advanced certifications, specialized technology roles, or further education in related fields. The program's industry connections and capstone project experiences often lead directly to employment opportunities. Graduates may also be

eligible for transfer credits toward advanced diplomas or degree programs at other institutions, supporting continued professional development.

**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 initial program delivery is structured for full-time study during daytime hours, designed primarily for international students. Future adaptations may include part-time, evening, and weekend delivery options to serve working professionals and domestic students seeking career transition or skills enhancement.

Many hands-on laboratory components benefit from in-person attendance, though theoretical coursework may incorporate online elements in a blended delivery model. The program structure supports flexible delivery adaptation while maintaining the practical learning experiences essential for technical skills development.

**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 features a cohort-based structure with one primary entry point annually. However, individual courses may have standalone value for professional and career development purposes, allowing working professionals to access specific skill development without a full program commitment.

Recognition of Prior Learning provides flexibility for students with relevant experience or education, potentially reducing program duration or requirements. Future program development may incorporate additional entry points and modular completion options to serve diverse student needs and career goals.

## 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 is a restructured current program, and as such does not necessitate new infrastructure or facilities.

**IT Infrastructure:** The program leverages existing VCC computer laboratory facilities with planned upgrades to support current technology training needs. Cloud-based learning environments will expand capacity while reducing facility constraints for many program components.

**Facilities:** Existing classroom and laboratory spaces will accommodate initial program delivery. As enrollment grows, additional space requirements will be assessed and addressed through standard institutional planning processes.

**Human Resources:** Current Continuing Studies instructors possess the qualifications to deliver core program components. Additional hiring will occur, as needed, by following established procedures, with recruitment focused on industry-experienced professionals.

**Library and Learning Resources:** The program utilizes existing library resources with potential for enhanced digital resources and industry database access as enrollment justifies investment.

**Marketing:** Program launch marketing will leverage existing Continuing Studies channels while developing targeted international student recruitment materials emphasizing work-integrated learning opportunities.

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

Curriculum development will utilize existing Continuing Studies development resources and processes and ad-hoc support from CTLR. Industry partners will provide input on current skills' requirements and emerging technology trends, ensuring curriculum relevance.

Course materials will build upon existing resources while incorporating new content aligned with systems administration and cybersecurity focus areas. Industry connections will support guest lectures, project opportunities, and real-world case studies that enhance learning without requiring significant additional funding.

## **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?**

The program is designed to utilize existing resources effectively, minimizing risk from funding constraints. If additional resources become unavailable, implementation timelines may extend, but core program quality would be maintained through existing instructional expertise and infrastructure.

Marketing efforts would focus on cost-effective digital channels and existing VCC networks. Program development would proceed using current curriculum development processes, potentially with extended timelines but without compromising educational quality or industry relevance.

## 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):**

To facilitate the introduction of these changes with as little impact as possible to the students currently enrolled in the NTAS program, we have paused all subsequent intakes of the program in its current form and will teach it out for each cohort until they have completed the program. The proposed launch of the updated program in January 2027 will welcome in a new cohort who will begin taking the program in its new form. Accordingly, the old version will be phased out with no impact to current students, and the new version will therefore be introduced with no anticipated programmatic and/or phase-in constraints.

## 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?**

This program's sole source of funding is student tuition. Please refer to the attached Business Case for detailed costing information.

### **Attach Initial Business Case**

Business Case - Revisions to Information Systems Security Administration PDD

In addition to the Business Case attached, we are including the Fall 2025 Benchmarking report for our NTAS program.

## Appendix C

# NTAS Program Update Fall 2025 | Benchmarking Report

## Background

VCC's Network Technology Administration & Security (NTAS) PDD has been a significant component of our computing and technology area in Continuing Studies since its first intake in Fall 2021. Within the spectrum of tech-related programming at the time, NTAS quickly proved to be a popular program for international students: within two years since its inception, we began welcoming 11 cohorts per year, struggling to keep up with the availability of space and instructors. The changes IRCC implemented starting in 2024 adversely affected many programs across the college and the country. NTAS specifically experienced a sharp decline in inquiries – notably, this decline was more precipitous than that experienced by our other tech-related program, Cybersecurity GRC. Upon further analysis by both CS and IE, it was found that the dominant concerns from prospective students were that the program was desirable, though longer and more costly than alternatives.

In response, our team has worked closely with our instructors, PAC members and select SMEs to revise the program and make it more affordable and concise (see updated PCG). In its updated form, the revised NTAS<sup>1</sup> will continue to focus on preparing students to set-up, configure, and maintain computer and network systems, provide desktop and server support, implement system and data security policies, and generally ensure students gain employable skills in network infrastructure, administration, support, and security.

## Competitive Landscape

The landscape of programs in the local sector includes the following:

Institution	Program Name	Length	Cost (Approx.)	Delivery
BCIT	Computer Information Systems Administration	2 years (full-time), 120 credits	\$12,728 (dom) \$46,967 (int'l)	In-person, full-time

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<sup>1</sup> Note that the revised program will also include a name change to *Information Systems Security and Administration* (or ISSA) to more accurately reflect the program's scope.

<b>Douglas College</b>	PDD in Cybersecurity Computer and Information Systems PDD	4 terms, 60 credits	\$13,330 (dom) \$45,390 (int'l)	In-person and online options
<b>VCC</b>	Information Systems, Security and Administration PDD - proposed	4 terms, 42 credits	\$13,098 (dom) \$30,715 (int'l)	In-person, some hybrid
<b>VCC</b>	NTAS PDD – current	6 terms, 62 credits	\$17,783.46 (dom) \$42,271.60 (int'l)	In-person, some hybrid
<b>VCC</b>	Cybersecurity Governance, Risk & Compliance	4 terms, 49 credits	\$20,446.32 (dom) \$33,408.13 (int'l)	In-person, some hybrid
<b>VIU</b>	Systems Administration and Cybersecurity Diploma	2 years, 68 credits	\$12,400 (dom) \$57,553 (int'l)	In-person, cohort-based
<b>UFV</b>	Cybersecurity PDD	4 terms, 49 credits	\$9143 (dom) \$37,387 (int'l)	In-person, some online
<b>Camosun</b>	Cybersecurity & Network Technology Diploma	2 years (full-time), 60+ credits	\$19,561 (dom) \$37,182 (int'l)	In-person
<b>TRU</b>	Computer Network and Cybersecurity Diploma	2 years (full-time), 60 credits	\$45,631 (int'l)	In-person, cohort-based

Amid the other program offerings in the Lower Mainland, VCC's improved NTAS PDD is set to return as a valued and competitive program for international students. With a more concise focus on those aspects that drove its initial popularity (e.g., broad range of job-ready competencies, an intent focus on applied learning, and career-ready outcomes) and a reduction in overall time and cost to the student, the revamped NTAS program (ISSA) is a strategic, measured, and timely response to the new landscape of training opportunities for international students at VCC.



## Summary:

While it was prudent to pause intakes indefinitely for Continuing Studies' Optician diploma, the context in which we examine our NTAS PDD requires a different approach. This program thankfully falls within those that remain approved by IRCC for PGWP consideration, and the outcomes remain timely and impactful for students in their professional pursuits. And yet, the price and duration of its previous design proved off-putting for prospective students. The refinements to the program's duration and the foci of specific courses, provides us with the opportunity to re-establish this program as an attractive training opportunity for students in Western Canada.



## DECISION NOTE

**PREPARED FOR:** VCC Board of Governors Public Meeting

**DATE:** November 26, 2025

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Revised program: Accelerated Approval: Network Technology Administration & Security Post-Degree Diploma

### BACKGROUND

As per VCC's new Program Development and Approvals Policy and Procedures ([409](#)), the Board may approve new credentials, program implementation, and/or tuition before curriculum is approved through an Accelerated Program Change ([Procedures 19](#)). This allows the program to be marketed sooner, providing prospective students with a wireframe Program Content Guide (PCG), and tuition expectations. Recommendations under this procedure are presented by the President, with supporting advice from Education Council (EdCo) and Finance & Audit Committee (FAC).

This Decision Note supports the President's recommendation for the approval of the revised Network Technology Administration & Security Post-Degree Diploma Credential.

The Network Technology Administration and Security (NTAS) program, initially approved in June 2020, has run successfully since September 2021, primarily serving international students. In response to declining applications in 2024, largely attributed to recent changes in Immigration, Refugees and Citizenship Canada (IRCC) policies affecting international student recruitment, an Accelerated Program Change was initiated to revise the program to better align with current demand and evolving industry needs.

The 2024 BC Labour Market Outlook forecasts approximately 17,480 job openings in the tech sector related to this program (NOCs 22220, 22221, 21222) in B.C. over the next decade, all of which require some level of post-secondary education or training. The revised program includes seven courses with minor revisions, eight courses with major revisions, and one new course. Seven courses from the existing NTAS PDD have been removed.

To strengthen its competitive position and ensure continued relevance, the following key updates have been implemented:

- Reduced credits from 62 to 42 through streamlined course content
- Enhanced industry engagement through an updated Capstone course
- Increased emphasis on practical skills, exposure to current and emerging technologies
- Change in title to *Information Systems Security and Administration* (ISSA) to better reflect program outcomes

### Discussion:

This program was developed under the new accelerated approval procedures in the Program Development and Approvals Policy, which enables the College to respond more nimbly to changes in the post-secondary environment. The concept paper was received for information by EdCo on November 12, 2025 and, at the same time, a "wireframe" program content guide (PCG) was approved. At a minimum, a

wireframe needs to contain: the intended credential name, effective date, program description (purpose), admission requirements, program learning outcomes, and the expected credit range. The full curriculum has not yet been presented to EdCo or its Curriculum Committee. Curriculum must be in place prior to program launch.

The proposed program aligns closely with CIP code 11.1001 *Network and system administration/administrator* and aligns with CIP code 11.1003 *Computer and information systems security/auditing/information assurance*, both of which are on the list of currently eligible codes for the post-graduation work permit (PGWP) field of study requirement as of September 2025.

The current proposal is for the Board of Governors to approve the new credential and program implementation, based on the wireframe/outline of the program. The program changes proposed aim to increase the marketability of the ISSA PDD amongst international students, while enhancing the distinctiveness between the ISSA and Cybersecurity GRC PDDs. Continuing Studies plans to launch this program in January 2027.

The proposal for both the international and domestic tuition was approved by the Finance & Audit Committee on November 13, 2025.

#### **RECOMMENDATION:**

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 revised Network Technology Administration & Security Post-Degree Diploma (now titled, *Information Systems Security and Administration Post-Degree Diploma*) credential and program implementation.

**PREPARED BY:** David Wells, Vice President Academic & Research

**REF:** Concept Paper (Page 71 of board package)



## DECISION NOTE

**DATE:** November 26, 2025

**PREPARED FOR:** Board of Governors

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Tuition: Revised Network Technology Administration & Security Post-Degree Diploma

### BACKGROUND:

The Network Technology Administration and Security (NTAS) program, initially approved in June 2020, has run successfully since September 2021, primarily serving international students.

In response to declining applications in 2024, largely attributed to recent changes in Immigration, Refugees and Citizenship Canada (IRCC) policies affecting international student recruitment, an Accelerated Program Change was initiated to revise the program to better align with current demand and evolving industry needs.

To strengthen its competitive position and ensure continued relevance, the following key updates have been implemented:

- Reduced credits from 62 to 42 through streamlined course content
- Enhanced industry engagement through an updated Capstone course
- Increased emphasis on practical skills, exposure to current and emerging technologies
- Change in title to *Information Systems Security and Administration* to better reflect program outcomes

### DISCUSSION

In recommending tuition for this program, a competitive analysis was conducted reviewing similar information technology programs at public post-secondary institutions in British Columbia. The proposed VCC tuition rates are competitive within the marketplace while ensuring program sustainability.

*Note that program lengths vary across institutions, ranging from certificates, diplomas and post-degree diplomas.*

The following table summarizes the findings:

Institution	Program	Program Credits	Estimated Domestic Tuition	Estimated International Tuition
BCIT	Computer Information Systems Administration	120	\$12,728	\$46,967
Douglas College	Cybersecurity Computer and Information Systems PDD	60	\$13,330	\$45,390
VIU	Systems Administration and Cybersecurity Diploma	68	\$12,400	\$57,553
Camosun	Cybersecurity and Network Technology Diploma	60+	\$19,561	\$37,182

*Note: Costs are estimated based on publicly available information from 2052-2026. They do not include mandatory ancillary/student fees for domestic students or additional expenses like books or software.*

Courses that are offered by multiple programs will retain their legacy domestic tuition rate at \$284.91/credit and for significantly revised and new courses will be set at \$292.57/credit to ensure compliance with the provincial [tuition limit policy](#).

International tuition rate will be set at \$731.33, a slight increase from current \$695.44.80/credit, and in alignment with academic rates in FY2627. Continuing Studies plans to launch this program in January 2027.

The proposed tuition of \$12,145 (Domestic) and \$30,715 (International) for the revised Network Technology Administration and Security Post-Degree Diploma program is recommended for two primary reasons. First, it provides a reasonable net contribution to the College, which will better support the long-term sustainability of the program and its equipment needs. Second, this pricing structure ensures financial viability while delivering value to students and meeting industry demand.

As required, the proposal obtained Senior Team approval before being submitted to FAC.

#### **RECOMMENDATION:**

THAT, on the recommendation of the Finance and Audit Committee, for the revised Network Technology Administration and Security Post-Degree Diploma program, the Board of Governors approve tuition, effective August 1, 2026:

Domestic: \$12,145 (average of \$289.16 per credit)  
International: \$30,715 (\$731.33 per credit)

**ATTACHMENTS:** APPENDIX A: Program Costing

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

## APPENDIX A

## Program Name Information Systems Security Administration

Program Start Date January 2027. Tuition Effective Date: August 1 2026

Scenarios	Current	Proposal
	International only with 62 credits	Blended cohort with increased tuition rate & decreased number of credits
Tuition per credit per student - International	\$695.44	\$731.33
Tuition per student - International	\$43,117.03	\$30,715.85
Tuition per credit per student - Domestic	\$0.00	\$0.00
Tuition per student - Domestic	\$18,075.48	\$12,144.59
No. of Intakes	1	1
No. of students per intake - Domestic (projected)	0	0
No. of students per intake - International (proj)	14	14
Total students (with X FTE attrition) - Domestic	0	0
Total students (with X FTE attrition) - International	13	13
Program Duration (months)	24	16
Instructor Paid hours per intake	1035	679.5
Number of credits	62	42
Support Staff FTE (CUPE)	0.40	0.40
Administrator Staff FTE	0.40	0.40
Operational costs	1,000	1,000

## Revenue

Projected Tuition revenue -Domestic	\$ -	\$ -
Projected Tuition revenue - International	\$ 583,471	\$ 415,395
Projected Tuition revenue -Other Fees	\$ 10,853	\$ 8,350
<b>Total revenue (projected)</b>	<b>\$ 594,324</b>	<b>\$ 423,746</b>

## CS Instructor

Salary	\$ 98,325	\$ 61,133
Benefits (15%)	\$ 14,749	\$ 9,170
<b>Total CS instructor costs</b>	<b>\$ 113,074</b>	<b>\$ 70,302</b>

## Support Staff

Salary (Step 5)	\$ 25,559	\$ 25,559
Benefits (30.5%)	\$ 7,795	\$ 7,795
<b>Total support staff costs (CUPE)</b>	<b>\$ 33,354</b>	<b>\$ 33,354</b>

Salary	\$ 38,389	\$ 38,389
Benefits (28%)	\$ 10,749	\$ 10,749
<b>Total administrator staff costs</b>	<b>\$ 49,138</b>	<b>\$ 49,138</b>

## Total labour cost

<b>\$ 195,566</b>	<b>\$ 152,795</b>
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## Operational costs

Operational Expenses	\$ 1,000	\$ 1,000
Licensing Fees	\$ 40,822	\$ 21,501
Capital/Technology/Equipment	\$ -	\$ -
Curriculum Renewal	\$ 56,544	\$ 38,304
Intl Student Agency Fees	\$ 87,521	\$ 62,309
<b>Total operational costs</b>	<b>\$ 185,887</b>	<b>\$ 123,114</b>

## Indirect student support

Indirect student support	\$ 129,440	\$ 96,675
<b>Total indirect student support</b>	<b>\$ 129,440</b>	<b>\$ 96,675</b>

## Total expenditures

<b>\$ 510,892</b>	<b>\$ 372,584</b>
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## Net contribution to VCC overhead / (Deficit)

<b>\$ 83,432</b>	<b>\$ 51,162</b>
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## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** November 26, 2025

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Revised Program: American Sign Language and Deaf Studies Certificate

### BACKGROUND:

The School of Arts & Sciences is proposing revisions to the American Sign Language and Deaf Studies Certificate, following the program renewal in 2022. A key goal of these changes is to make the program more accessible to a wider range of students.

The program was aligned with the standard term structure and credit policy: the new program is now 31.5 credits (reduced from 56 credits) and can be completed over two academic terms. To reduce the number of credits, content not required for students who do not wish to continue on to the Sign Language Interpretation Diploma program was removed from the certificate.

This content will be offered in the form of two new bridging courses, separate from the certificate program: ASLD 1215 American Sign Language Level 7B and INTR 1000 Introduction to Sign Language Interpreting.

American Sign Language and Deaf Studies Certificate graduates will be able to meet the following program learning outcomes:

- Identify and celebrate the diversity and complexities of Deaf communities and their signed languages through interdisciplinary approaches.
- Communicate proficiently using ASL in various contexts and employment settings by demonstrating knowledge of linguistics in ASL.
- Apply Deaf cultural knowledge when communicating, working or collaborating with Deaf people.

- Apply relevant communication approaches and / or preferences that consider the cultural and linguistic needs of the Deaf, Hard of Hearing, and Deaf Blind individual.
- Identify legislation, resources, and service providers for the equitable advancement of Deaf rights, accessibility and inclusion.
- Explain historical and current societal trends that contribute to barriers and successes of Deaf people's access to education, employment, healthcare and other public services.
- Apply principles of social justice, allyship, and positionality while working with and alongside Deaf people.
- Analyze the impact of power, privilege and institutional oppression on the Deaf individual and Deaf people.
- Identify Deaf representation in literature, visual art, film and social media.

### **DISCUSSION:**

Curriculum Committee reviewed the revised program curriculum in June 2024 and requested only minor changes, which were completed. Education Council unanimously approved the curriculum in September 2024.

Curriculum for the two bridging courses ASLD 1215 and INTR 1000 was reviewed by Curriculum Committee in February 2025 and approved by Education Council in March 2025.

Due to delays related to tuition review at the Ministry level, this proposal did not move forward for final approval by VCC's Board of Governors until now.

### **Remark on course approvals and motions**

At the September 2024 meeting, Education Council approved 10 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.

The motion therefore includes a recommendation to the Board, without EdCo's formal advice, to approve the creation of 10 new courses that are part of this program.

Conversely, EdCo voted in March 2025 to recommend creation of the new bridging courses ASLD 1215 and INTR 1000 to the Board of Governors. However, policies 409 and 410 do not require formal EdCo advice to the Board for the creation of courses that are not required components of a program or credential, as is the case for these bridging courses. For this reason, EdCo is not presenting a motion related to these two courses, and any motions related to course tuition will come forward through the Finance and Audit Committee.

### **RECOMMENDATION:**

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the revised American Sign Language and Deaf Studies Certificate program.



THAT the Board of Governors approve the creation of 10 new courses as named in the program content guide.

**PREPARED BY:** Louise Dannhauer, Chair, Education Council

**ATTACHMENT:** APPENDIX A – Program Content Guide (PCG) for the American Sign Language and Deaf Studies Certificate

**DATE:** November 13, 2025

## Appendix A



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# **American Sign Language and Deaf Studies Certificate**

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## Program Content Guide

Effective Date: September 2026

## **Purpose**

Vancouver Community College's ASL and Deaf Studies Certificate provides students with foundational knowledge and skills in American Sign Language, Deaf culture, the diversity of the Deaf, Hard of Hearing, and Deaf-Blind community (DHOHDB), and the complexities of allyship and social justice within the DHOHDB community. Community is the strength and heart of our programs at VCC and what identifies us as a leader in Deaf studies. The program is delivered in a bilingual-bicultural (ASL and English) immersion approach. Graduates of the program will be better able to communicate with and ally with the DHOHDB community as well as to go on to further education to work in/alongside the DHOHDB community.

## **Admission Requirements**

- American Sign Language Level 1 - SIGN 1000 or SIGN 1020 or equivalent with a minimum grade of 'B-'.
- English 12 with C or equivalent, or English Language Proficiency at an English 12 level.

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

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

## **Program Duration & Maximum Time for Completion**

The full-time ASL & Deaf Studies Certificate Program is 8 months in length. This program may also be taken part-time. Students have 3 years to complete the program.

## **Program Learning Outcomes**

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

- Identify and celebrate the diversity and complexities of Deaf communities and their signed languages through interdisciplinary approaches.
- Communicate proficiently using ASL in various contexts and employment settings by demonstrating knowledge of linguistics in ASL.
- Apply Deaf cultural knowledge when communicating, working or collaborating with Deaf people.
- Apply relevant communication approaches and / or preferences that consider the cultural and linguistic needs of the Deaf, Hard of Hearing, and Deaf Blind individual.
- Identify legislation, resources, and service providers for the equitable advancement of Deaf rights, accessibility and inclusion.
- Explain historical and current societal trends that contribute to barriers and successes of Deaf people's access to education, employment, healthcare and other public services.
- Apply principles of social justice, allyship, and positionality while working with and alongside Deaf people.
- Analyze the impact of power, privilege and institutional oppression on the Deaf individual and Deaf people.
- Identify Deaf representation in literature, visual art, film and social media.

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

The full-time program is scheduled over two terms, where both terms consist of practice and theory in ASL courses, ASL labs, ASL linguistics, and knowledge of Deaf culture and community through art, social media and literature. Additionally, principles of social justice and allyship and one's own positionality within its context are studied to prepare students to work with the DHOHDB community in a variety of settings. Students will have the unique experience of an immersion approach with diverse instructors and community language models. Community collaboration, small class sizes, individual attention and feedback enhance a positive and successful learning journey.

The primary focus of the program is the acquisition and understanding of ASL. This comprises nearly **70%** of the program. Receptive and expressive skills with appropriate cultural applications are developed through a functional/notional approach to second language acquisition. This also involves studies in ASL grammar/syntax, which is markedly different from English grammar/syntax. In addition, collaboration with Deaf community organizations and services is essential for student exposure to various services and language models.

Students work both individually and in groups. Courses are presented through lecture, small group discussion, assigned readings, labs, self-study and online activities. An important component of the program is laboratory time when students have the opportunity to practice their ASL skills with the input of instructional assistants.

## **Evaluation of Student Learning**

Students are evaluated on their performance on practical assignments, projects, written assignments, presentations using ASL or gesture, oral presentations, and tests. Students are evaluated according to their ability to comprehend ASL and their ability to express themselves in ASL.

Students must achieve a minimum 'B-' (**68%**) in all courses, and a minimum program term grade point average of 'B-' (68%) to advance into subsequent courses/terms in the program.

## **Program Considerations**

- Some previous exposure to the Deaf Community and sensitivity to Deaf issues is an asset.
- Ability to maintain prolonged eye contact can impact ability to receive and understand ASL
- Good manual dexterity.

**Courses**

<b>Course #</b>	<b>Course Name</b>	<b>Credits</b>
ASLD 1100	American Sign Language Levels 3-4	6.0
ASLD 1105	Introduction To Linguistics of ASL 1	1.5
ASLD 1110	American Sign Language Lab Levels 3-4	2.0
ASLD 1120	Introduction to Deaf Culture and Community	3.0
ASLD 1130	Social Justice Perspective of Societal Systems and the Deaf	3.5
ASLD 1200	American Sign Language Levels 5-7	6.0
ASLD 1205	Introduction to Linguistics of ASL 2	1.5
ASLD 1210	American Sign Language Lab Levels 5-7	2.0
ASLD 1220	Deafhood: Journey of the Deaf	3.0
ASLD 1230	Allyship and Accountable Collaboration	3.0

**Total Program Credits: 31.5**

## 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	Minimum progression grade	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
<b>Course Standings</b>			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

### Grade Point Average (GPA)

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/>

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## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** November 26, 2025

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
TUITION: Revised American Sign Language (ASL) and Deaf Studies Certificate

### BACKGROUND:

VCC currently offers the American Sign Language (ASL) certificate as a 51-credit, ten-month program. The certificate is a pre-requisite for the Sign Language Interpretation Diploma program.

Following program renewal in 2021-22, the department has re-designed the program to update the curriculum and reduce the program length to 8 months. The new certificate is 31.5 credits, aligning with [VCC Policy 412](#) (Granting of Credentials), which specifies a range of 18 to 45 credits for certificates. Course content was streamlined to remove redundancy between courses and with the Sign Language Interpretation program. Some course content removed from the original 51-credit program is being incorporated into new bridging courses for the Sign Language Interpretation Diploma. The Ministry of Post-Secondary Education and Future Skills recently found that the revised ASL-DS Certificate can be considered new for the purpose of determining a new tuition rate.

The Sign Language Interpretation Diploma is also currently under revision and is early in the [Degree Quality Assessment Board](#) (DQAB) application process to become an applied Bachelor's degree program. When the degree approval process is complete, the revised ASL certificate will serve as the first year of the degree program for students who wish to continue into Sign Language Interpretation; these students will then move into the three-year degree program.

### TUITION:

2026-27 tuition for the existing 10-month program is \$5,443.88 (\$104.69 per credit).

Using the tuition band of **\$209.41 per credit**, the tuition for the revised 8-month program would be **\$6,596** for domestic students. For international students, the tuition band of **\$644.28** would result in tuition of **\$20,295**.

**IMPLICATIONS:**

Using a projected enrolment of 32 domestic students (two cohorts of 16), the current program has a net cost of \$666,975 per year. The revised program, with \$209.41 per credit tuition, has an estimated net cost of \$366,703 per year.

The per-credit rate of \$209.41 represents a 23% tuition increase over the existing program. This rate would make this program similar in cost to the recently cancelled Lakeland College program for Fall 2025.

**COMPARABLES:**

Table 2. 2024-25 tuition for ASL programs at other post-secondary institutions in Canada.

<b>Institution</b>	<b>Program duration</b>	<b>Domestic tuition</b>
George Brown College (ON)	8 months	\$4,264
Lakeland College (AB)	8 months	\$6,540*
Nova Scotia Community College	8 months	\$3,260
Red River College (MB)	8 months	\$5,017
<b>Average tuition</b>		<b>\$4,770</b>

*\*Lakeland College has canceled its Fall 2025 intake.*

As required, the tuition proposal obtained Senior Team approval before being submitted to FAC.

**RECOMMENDATION:**

THAT, on the recommendation of the Finance and Audit Committee, for the revised ASL and Deaf Studies Certificate, the Board of Governors approve the following tuition, effective August 1, 2026.

Domestic: \$6,596 (\$209.41 per credit)  
 International: \$20,295 (\$644.28 per credit)

**ATTACHMENTS:** APPENDIX A: Program Costing

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



## APPENDIX A

## Program Name ASL-DS Certificate

Tuition Effective Date: August 1 2026. Program Start Date Sept 2026

Scenarios	Current	Proposal
	Current	209 tuition band
Tuition per credit per student - International	\$547.97	\$644.28
Tuition per student - International	\$28,494.44	\$20,294.91
Tuition per credit per student - Domestic	\$104.69	\$209.41
Tuition per student - Domestic	\$5,443.88	\$6,596.29
No. of Intakes	1	1
No. of students per intake - Domestic (projected)	32	32
No. of students per intake - International (proj)	0	0
Total students (with X FTE attrition) - Domestic	29	29
Total students (with X FTE attrition) - International	0	0
Duration - instructor months	23	14
Program Duration (months)	10	8
Duration - instructional programming days	468	272
Other days	0	0
Department head release days	69	69
Duty days per year	180	180
Instructor FTE required per intake	2.98	1.89
Number of credits	52	32
Support Staff FTE	2.00	2.00
Operational costs	4,150	4,150
Block fund per student FTE	\$ 6,683	\$ 6,683

## Revenue

Projected Tuition revenue -Domestic	\$ 174,204	\$ 211,081
Projected Tuition revenue - International	\$ -	\$ -
Projected Tuition revenue -Other Fees	\$ 10,362	\$ 9,311
Block/Other funding	\$ 193,807	\$ 193,807
<b>Total revenue (projected)</b>	<b>\$ 378,373</b>	<b>\$ 414,199</b>

## Instructor

Salary (step 1)	\$ 353,774	\$ 224,650
Benefits (28%)	\$ 99,057	\$ 62,902
<b>Total instructor costs</b>	<b>\$ 452,830</b>	<b>\$ 287,551</b>

## Support Staff

Salary (Step 5)	\$ 137,918	\$ 137,918
Benefits (30.5%)	\$ 42,065	\$ 42,065
<b>Total support staff costs</b>	<b>\$ 179,982</b>	<b>\$ 179,982</b>

## Total labour cost

<b>\$ 632,813</b>	<b>\$ 467,534</b>
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## Operational costs

Operational Expenses	\$ 4,150	\$ 4,150
Capital/Technology/Equipment	\$ -	\$ -
Curriculum Renewal	\$ 16,380	\$ 16,380
Intl Student Agency Fees	\$ -	\$ -
<b>Total operational costs</b>	<b>\$ 20,530</b>	<b>\$ 20,530</b>

## Indirect student support

Indirect student support	\$ 392,006	\$ 292,838
<b>Total indirect student support</b>	<b>\$ 392,006</b>	<b>\$ 292,838</b>

## Total expenditures

<b>\$ 1,045,348</b>	<b>\$ 780,902</b>
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## Net contribution to VCC overhead / (Deficit)

<b>\$ (666,975)</b>	<b>\$ (366,703)</b>
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## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** November 26, 2025

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
New Program: Refrigeration and Air Conditioning Mechanic Foundation Certificate

### BACKGROUND:

The School of Trades, Technology and Design is proposing a new program: the Refrigeration and Air Conditioning Mechanic Foundation Certificate. The program is designed to provide students with the fundamental skills, knowledge, and competencies required to enter the refrigeration and air conditioning industry. The program is aimed at domestic students and responds to strong labour market demand for trained mechanics. It also addresses growing student interest, reflected in waitlists at other institutions offering similar programming. The certificate aligns with SkilledTradesBC's provincial curriculum, and graduates can continue to pursue an apprenticeship and the Red Seal in the Refrigeration and Air Conditioning Mechanic trade.

Refrigeration and Air Conditioning Mechanic Foundation Certificate graduates will be able to meet the following program learning outcomes:

- Apply workplace safety standards and procedures in accordance with WCB regulations, WHMIS requirements, and industry-specific safety protocols, including proper handling of hazardous materials and use of personal protective equipment.
- Demonstrate proficiency in refrigeration system fundamentals by explaining thermodynamic principles, refrigeration cycles, and the function and operation of major system components including compressors, condensers, evaporators, and metering devices.
- Perform installation, service, and maintenance procedures on residential and commercial refrigeration equipment, including charging, recovery, recycling, evacuation, and troubleshooting of air conditioning and refrigeration systems.

- Interpret and create technical documentation including electrical diagrams, piping drawings, refrigerant logs, maintenance records, and manufacturer specifications relevant to the HVAC and refrigeration industry.
- Execute electrical work safely and competently by analyzing circuits, selecting appropriate circuit protection devices, installing electrical controls and motors, and using electrical test equipment to diagnose and troubleshoot system problems.
- Demonstrate proficiency in welding and brazing techniques specific to refrigeration applications, including high-temperature welding, brazing on copper pipe, and safe operation of oxyacetylene equipment
- Select and operate trade-specific tools and equipment appropriately and safely, including diagnostic tools, tube working tools, gauge manifold sets, and electrical meters for installation and service work.
- Apply environmental regulations and best practices for refrigerant handling, including preparation for Environment Canada's CFC/HCFC/HFC certification, proper refrigerant selection, and implementation of environmentally responsible service procedures.

#### **DISCUSSION:**

The proposal was reviewed by Curriculum Committee on August 19, 2025 and Education Council on September 9, 2025. Education Council unanimously approved the new curriculum.

The program received provisional approval, meaning an ad hoc committee will be established to support the program and department during the first offering. This process allows for minor program changes to be made more flexibly and provides additional guidance and support to new program leads.

#### **RECOMMENDATION:**

THAT, on the advice of Education Council, the Board of Governors approve the new Refrigeration and Air Conditioning Mechanic Foundation Certificate credential, creation of 12 courses as named in the program content guide, and program implementation.

**PREPARED BY:** Louise Dannhauer, Chair, Education Council

**ATTACHMENT:** APPENDIX A – Program Content Guide (PCG) for the Refrigeration and Air Conditioning Mechanic Foundation Certificate

**DATE:** November 13, 2025



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# Refrigeration and Air Conditioning Mechanic Foundation Certificate

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## Program Content Guide

Effective Date: September 2026

## **Purpose**

The Refrigeration and Air Conditioning Mechanic Foundation program provides students with comprehensive theoretical knowledge and hands-on practical skills required for entry-level positions in the HVAC and refrigeration industry. Through a combination of safety training, technical instruction, and practical application, students develop competencies in refrigeration system fundamentals, electrical systems, welding techniques, service procedures, and industry documentation. This program prepares graduates to work safely and effectively with residential and commercial refrigeration equipment while meeting industry standards and environmental regulations.

## **Admission Requirements**

- Composition 11 (English 11) with a minimum 'C-' grade, [or equivalent](#)
- Foundations of Math and Pre-Calculus 10 with a minimum 'C-' grade, [or equivalent](#)
- OR  
Department assessment of mechanical reasoning

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

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

Students may complete up to 65% of the total credits of the program through PLAR and/or transfer credit. Please see individual course outlines for PLAR details. Tuition and fees apply to PLAR. Methods for assessing prior learning may include portfolios and interviews. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations.

International Students should contact VCC International Education Advising to learn how PLAR can impact immigration status, prior to proceeding with the PLAR request. See [Prior Learning Assessment and Recognition](#) policy for more information.

## **Program Duration & Maximum Time for Completion**

The program is 25 weeks in length. Students have a maximum of three (3) years to complete the program.

## **Program Learning Outcomes**

- Apply workplace safety standards and procedures in accordance with WCB regulations, WHMIS requirements, and industry-specific safety protocols for refrigeration and HVAC work, including proper handling of hazardous materials and use of personal protective equipment.
- Demonstrate proficiency in refrigeration system fundamentals by explaining thermodynamic principles, refrigeration cycles, and the function and operation of major system components including compressors, condensers, evaporators, and metering devices.

- Perform installation, service, and maintenance procedures on residential and commercial refrigeration equipment, including charging, recovery, recycling, evacuation, and troubleshooting of air conditioning and refrigeration systems.
- Interpret and create technical documentation including electrical diagrams, piping drawings, refrigerant logs, maintenance records, and manufacturer specifications relevant to the HVAC and refrigeration industry.
- Execute electrical work safely and competently by analyzing circuits, selecting appropriate circuit protection devices, installing electrical controls and motors, and using electrical test equipment to diagnose and troubleshoot system problems.
- Demonstrate proficiency in welding and brazing techniques specific to refrigeration applications, including high-temperature welding, brazing on copper pipe, and safe operation of oxyacetylene equipment
- Select and operate trade-specific tools and equipment appropriately and safely, including diagnostic tools, tube working tools, gauge manifold sets, and electrical meters for installation and service work.
- Apply environmental regulations and best practices for refrigerant handling, including preparation for Environment Canada's CFC/HCFC/HFC certification, proper refrigerant selection, and implementation of environmentally responsible service procedures.

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

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

### **Evaluation of Student Learning**

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

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

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

Students must receive a minimum average of 70% to successfully complete each course, and a minimum program grade point average of 70% to graduate.

### **Program Considerations**

Tasks involve precise hand-eye coordination and frequent use of hand and power tools.

**Courses**

<b>Course #</b>	<b>Course Name</b>	<b>Credits</b>
RACM 1110	Trade Safety Practices and Learning Techniques	1.5
RACM 1120	Technical Information	3.5
RACM 1130	High Temperature Welding	1.0
RACM 1140	Trade Tools and Fasteners	3.0
RACM 1151	Fundamentals of Refrigeration 1	5.0
RACM 1162	Fundamentals of Refrigeration 2	5.0
RACM 1171	Service Procedures 1	3.0
RACM 1212	Service Procedures 2	3.0
RACM 1220	Electrical Fundamentals	4.5
RACM 1230	Electrical Diagrams	3.0
RACM 1240	Electrical Test Equipment	2.0
RACM 1250	Electrical and Mechanical Equipment	2.0

**Total Program Credits: 36.5**

## 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-	70-75	Minimum Pass	2.67
F	0-69	Failing Grade – unable to proceed to next Term	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
<b>Course Standings</b>			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

## Grade Point Average (GPA)

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

**DATE:** November 26, 2025

**PREPARED FOR:** Board of Governors

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
TUITION: New Refrigeration Air Conditioning Mechanic Foundation Program

### BACKGROUND:

Vancouver Community College's (VCC) School of Trades, Technology and Design has developed a 720 hour Refrigeration and Air Conditioning Mechanic Foundation program to meet the evolving needs of the province's HVAC and refrigeration sectors. There is a consistent demand for skilled refrigeration and air conditioning mechanics in British Columbia, driven by new construction projects, climate control needs, environmental regulations, and the growing focus on energy-efficient cooling systems. Projections indicate a need for thousands of new HVAC technicians in Canada over the next decade.

This program is designed to provide students with the foundational knowledge and practical skills required for entry-level employment in the refrigeration and air conditioning trade. By offering a direct pathway into the industry, the Refrigeration and Air Conditioning Mechanic Foundation program will enhance student access and success, aligning with VCC's mandate to provide accessible job training that is well-connected with industry needs.

### DISCUSSION:

In recommending a new tuition for this program, a competitive analysis was conducted to review the pricing of similar foundation-level refrigeration and air conditioning mechanic programs at other public post-secondary institutions in British Columbia. The proposed VCC tuition rates are competitive within the marketplace, ensuring the program is an attractive option for prospective students.

*Note that program lengths vary across institutions, ranging from 720 to 1020 hours. VIU offers a longer 34-week program (1020 hours), while TRU and Okanagan College offer 25-week programs (750 hours).*

The following table summarizes the findings:

Institution	Program	Program Hours	Estimated Tuition & Fees
British Columbia Institute of Technology (BCIT)	Refrigeration and Air Conditioning Mechanic Foundation	720	\$3,625.75
Thompson Rivers University (TRU)	Refrigeration and Air Conditioning Certificate	750	\$3,730.04
Okanagan College	Refrigeration and Air Conditioning Mechanic Pre-Apprenticeship	750	\$5,216.00
Vancouver Island University (VIU)	Refrigeration Air-Conditioning Mechanic Foundation	1020	\$4,582.62
Camosun College	Refrigeration & Air Conditioning Mechanic Foundation	720	\$3,508.00

*Note: Costs are estimated based on publicly available information from 2024-2025 and include mandatory ancillary/student fees for domestic students. They do not include additional expenses like books or tools unless specified. Some institutions may have updated their tuition rates for 2025-2026.*

The proposed tuition of \$10,678.68 (\$292.57 per credit) for the new Refrigeration Air Conditioning Mechanic Foundation program is recommended for two primary reasons. First, it provides a contribution to the College, which will better support the long-term sustainability of the program and its equipment needs. This pricing structure ensures financial viability while delivering value to students and meeting industry demand.

As required, the proposal obtained Senior Team approval before being submitted to the FAC.

#### **RECOMMENDATION:**

THAT, on the recommendation of the Finance and Audit Committee, for the new Refrigeration Air Conditioning Mechanic Foundation program, the Board of Governors approve domestic tuition of \$10,678.68 (\$292.57 per credit), effective January 2026.

**ATTACHMENTS:** APPENDIX A - Program Costing

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

## APPENDIX A

## Program Name Refridgeration and Air Conditioning Mechanic Foundation

Effective Date September 2026

Proposal	
Scenarios	New program
Tuition per credit per student - Domestic	\$292.57
Tuition per student - Domestic	\$10,678.68
No. of Intakes	2
No. of students per intake - Domestic (projected)	24
Total students (with X FTE attrition) - Domestic	48
Duration - instructor months	13
Program Duration (months)	6
Duration - instructional programming days	256
Other days	0
Department head release days	45
Duty days per year	180
Instructor FTE required per intake	1.67
Number of credits	37
Support Staff FTE	0.20
Operational costs	10,000

**Revenue**

Projected Tuition revenue -Domestic	\$	512,577
Projected Tuition revenue - International	\$	-
Projected Tuition revenue -Other Fees	\$	19,294
<b>Total revenue (projected)</b>	<b>\$</b>	<b>531,870</b>

**Instructor**

Salary (step 1)	\$	198,034
Benefits (28%)	\$	55,450
<b>Total instructor costs</b>	<b>\$</b>	<b>253,484</b>

**Support Staff**

Salary (Step 5)	\$	12,529
Benefits (30.5%)	\$	3,821
<b>Total support staff costs</b>	<b>\$</b>	<b>16,350</b>

**Total labour cost****\$ 269,834****Operational costs**

Operational Expenses	\$	10,000
Curriculum Renewal	\$	18,000
Intl Student Agency Fees	\$	-
<b>Total operational costs</b>	<b>\$</b>	<b>28,000</b>

**Indirect student support**

Indirect student support	\$	178,700
<b>Total indirect student support</b>	<b>\$</b>	<b>178,700</b>

**Total expenditures****\$ 476,534****Net contribution to VCC overhead / (Deficit)****\$ 55,336**



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** November 26, 2025

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
New Program: Wind Turbine Technician Certificate

### BACKGROUND:

The School of Trades, Technology and Design is proposing a new program: the Wind Turbine Technician Certificate. This certificate is part of the suite of programs developed for VCC's new Centre for Clean Energy and Automotive Innovation and aimed at domestic students. This program will prepare students for entry-level careers in the expanding renewable energy sector, specifically focusing on wind turbine maintenance and operations.

Within BC and across Canada, there are limited training opportunities for wind turbine technician training (e.g., Northern Lights College). VCC's comprehensive, wind energy-specific certificate program has the potential to become a leader in this field in the Lower Mainland.

Wind Turbine Technician Certificate graduates will be able to meet the following program learning outcomes:

- Apply industry safety protocols and procedures for wind turbine operations, including emergency response, rescue operations, and electrical safety.
- Analyze and maintain mechanical systems including gearboxes, drive trains, hydraulic systems, and cooling systems according to manufacturer specifications.
- Perform electrical measurements, tests, and maintenance procedures on turbine power and control systems.
- Interpret technical documentation including schematics, procedures, and manufacturer specifications for various turbine configurations.
- Execute maintenance procedures for critical turbine components including blades, towers, and control systems.

- Troubleshoot mechanical, electrical, and control system issues using systematic diagnostic approaches.
- Document maintenance activities, test results, and safety procedures according to industry standards.
- Implement project management techniques for maintenance operations including work planning, resource allocation, and quality control.

**DISCUSSION:**

Curriculum Committee reviewed the proposal on August 19, 2025 and requested only minor adjustments, which were completed.

Education Council unanimously approved the new curriculum at its September 9, 2025 meeting.

As this program will be taught out of the newly established Clean Energy Technology Department, the program will go through provisional approval. An ad hoc committee will be formed to support the program during its first offering, with the ability to approve smaller curriculum adjustments.

**RECOMMENDATION:**

THAT, on the advice of Education Council, the Board of Governors approve the new Wind Turbine Technician Certificate credential, creation of ten courses as named in the program content guide, and program implementation.

**PREPARED BY:** Louise Dannhauer, Chair, Education Council

**ATTACHMENT:** APPENDIX A – Program Content Guide (PCG) for the Wind Turbine Technician Certificate

**DATE:** November 13, 2025

## Appendix A



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# Wind Turbine Technician Certificate

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## Program Content Guide

Effective Date: September 2026

## **Purpose**

The Wind Turbine Technician Certificate prepares students for immediate employment in the rapidly growing renewable energy sector. Students will develop essential technical skills to install, maintain, and troubleshoot wind turbine systems. Graduates will be qualified for entry-level positions in wind farm operations, maintenance, and construction, supporting Canada's transition to clean energy while gaining specialized skills that command premium compensation in the renewable energy industry.

## **Admission Requirements**

- Composition 11 (English 11) with a minimum 'C-' grade, [or equivalent](#)
- Foundations of Math and Pre-Calculus 10 with a minimum 'C-' grade, [or equivalent](#)  
OR  
Department assessment of mechanical reasoning

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

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

Students may complete up to 65% of the total credits of the program through PLAR and/or transfer credit. Please see individual course outlines for PLAR details. Tuition and fees apply to PLAR. Methods for assessing prior learning may include portfolios and interviews. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations.

International Students should contact VCC International Education Advising to learn how PLAR can impact immigration status, prior to proceeding with the PLAR request. See [Prior Learning Assessment and Recognition](#) policy for more information.

## **Program Duration & Maximum Time for Completion**

Program Duration: 30 weeks (2 terms)

Maximum Time for Completion: 3 years

## **Program Learning Outcomes**

- Apply industry safety protocols and procedures for wind turbine operations, including emergency response, rescue operations, and electrical safety.
- Analyze and maintain mechanical systems including gearboxes, drive trains, hydraulic systems, and cooling systems according to manufacturer specifications.
- Perform electrical measurements, tests, and maintenance procedures on turbine power and control systems.
- Interpret technical documentation including schematics, procedures, and manufacturer specifications for various turbine configurations.

- Execute maintenance procedures for critical turbine components including blades, towers, and control systems.
- Troubleshoot mechanical, electrical, and control system issues using systematic diagnostic approaches.
- Document maintenance activities, test results, and safety procedures according to industry standards.
- Implement project management techniques for maintenance operations including work planning, resource allocation, and quality control.

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

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

### **Evaluation of Student Learning**

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

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

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

Students must receive a minimum grade of 70% ('B-') to successfully complete each course, and a minimum program grade point average of 70% ('B-') to graduate.

### **Program Considerations**

- Tasks involve precise hand-eye coordination and frequent use of hand and power tools.
- Program tasks require frequent movement alternating between standing, bending, kneeling and reaching.
- Program environment involves some tasks perform at significant height.
- Program environment includes regular exposure to loud machinery noise, power tools, and equipment vibrations.
- Travel to different locations may be required for some program activities.



**Courses**

<b>Course #</b>	<b>Course Name</b>	<b>Credits</b>
WTEC 1100	Introduction to Wind Turbine Systems and Safety	2.5
WTEC 1105	Electrical Fundamentals and Safety	2.5
WTEC 1110	Power Electronics and Measurement	2.5
WTEC 1115	Turbine Construction and Tower Systems	2.5
WTEC 1120	Mechanical Systems	2.5
WTEC 1200	Advanced Mechanical Systems and Gearboxes	2.5
WTEC 1205	Hydraulic and Cooling Systems	2.5
WTEC 1210	Control and Monitoring Systems	2.5
WTEC 1215	Blade Systems and Maintenance	2.5
WTEC 1220	Advanced Maintenance and Project Management	2.5

**Total Program Credits: 25.0**

## 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+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75	Minimum Progression Grade	2.67
F	0-69	Failing Grade – unable to proceed to next Term	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
<b>Course Standings</b>			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

## Grade Point Average (GPA)

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

**DATE:** November 26, 2025

**PREPARED FOR:** Board of Governors

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
TUITION: New Wind Turbine Maintenance Technician Certificate

### BACKGROUND:

VCC's School of Trades, Technology and Design has developed a 720 hour (30-week) Wind Turbine Technician Certificate program to meet the rapidly growing demand for skilled technicians in British Columbia's renewable energy sector. Wind energy is one of the fastest-growing job markets in North America, with employment projected to grow 45% from 2024 to 2032 according to the U.S. Bureau of Labor Statistics. In Canada, wind generation capacity is expected to more than double by 2030, creating thousands of new technician positions.

This program is designed to provide students with comprehensive technical skills in wind turbine installation, maintenance, troubleshooting, and safety procedures. By offering direct pathways into this high-demand industry, the Wind Turbine Technician Certificate program aligns with VCC's mandate to provide accessible job training that meets critical industry needs in the clean energy transition.

### DISCUSSION:

In recommending tuition for this program, a competitive analysis was conducted reviewing similar wind turbine and renewable energy technician programs at public post-secondary institutions across Canada, with emphasis on British Columbia. The proposed VCC tuition rates are competitive within the marketplace while ensuring program sustainability.

*Note that program lengths vary across institutions, ranging from microcredentials to full certificates. Some programs are delivered online while others require on-campus attendance.*

The following table summarizes the findings:

Institution	Program	Program Credits	Estimated Tuition & Fees
British Columbia Institute of Technology (BCIT)	Wind Turbine Essentials Microcredential	5	\$1,099.33
Holland College (PEI)	Wind Turbine Technology	37	\$7,874.00
Lethbridge Polytechnic (Alberta)	Wind Turbine Technician Certificate	42	\$11,395.00

*Note: Costs are estimated based on publicly available information from 2024-2025 and include mandatory ancillary/student fees for domestic students. They do not include additional expenses like books or tools unless specified. Some institutions may have updated their tuition rates for 2025-2026.*

The proposed tuition of \$9,544.40 (\$381.78 per credit) for the new Wind Turbine Maintenance Technician Certificate program is recommended for two primary reasons. First, it provides a reasonable net contribution to VCC, which will better support the long-term sustainability of the program and its equipment needs. This pricing structure ensures financial viability while delivering value to students and meeting industry demand.

As required, the proposal obtained Senior Team approval before being submitted to FAC.

**RECOMMENDATION:**

THAT, on the recommendation of the Finance & Audit Committee, for the new Wind Turbine Maintenance Technician Certificate program, the Board of Governors approve domestic tuition of \$9,544.40 (\$381.78 per credit), effective August 1, 2026.

**ATTACHMENTS:** APPENDIX A: Program Costing

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

## APPENDIX A

## Program Name Wind Turbine Technician

Effective Date: August 1, 2026

Proposal	
Scenarios	New program
Tuition per credit per student - Domestic	\$381.78
Tuition per student - Domestic	\$9,544.40
No. of Intakes	1
No. of students per intake - Domestic (projected)	24
Total students (with X FTE attrition) - Domestic	24
Duration - instructor months	5
Program Duration (months)	8
Duration - instructional programming days	100
Department head release days	20
Duty days per year	180
Instructor FTE required per intake	0.67
Number of credits	25
Support Staff FTE	0.10
Operational costs	1,000

## Revenue

Projected Tuition revenue -Domestic	\$ 229,065
Projected Tuition revenue -Other Fees	\$ 8,288
<b>Total revenue (projected)</b>	<b>\$ 237,354</b>

## Instructor

Salary (step 1)	\$ 79,056
Benefits (28%)	\$ 22,136
<b>Total instructor costs</b>	<b>\$ 101,191</b>

## Support Staff

Salary (Step 5)	\$ 6,390
Benefits (30.5%)	\$ 1,949
<b>Total support staff costs</b>	<b>\$ 8,339</b>

## Total labour cost

\$ 109,530

## Operational costs

Operational Expenses	\$ 1,000
Curriculum Renewal	\$ 31,002
<b>Total operational costs</b>	<b>\$ 32,002</b>

## Indirect student support

Indirect student support	\$ 84,919
<b>Total indirect student support</b>	<b>\$ 84,919</b>

## Total expenditures

\$ 226,451

## Net contribution to VCC overhead / (Deficit)

\$ 10,903



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** November 26, 2025

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Discontinuance of Continuing Studies Programs

### BACKGROUND:

The Centre for Continuing Studies is proposing to discontinue several programs that have been replaced through Program Renewal and redesign, as outlined in Table 1.

***Table 1: Previous Programs and Replacement Programs***

Previous Program	Replacement Program	Effective date
Leadership suite of programs: <ul style="list-style-type: none"> <li>• Business Leadership and Management Certificate</li> <li>• Leadership Certificate</li> <li>• Leadership Coaching Associate Certificate</li> <li>• Leadership Coaching Certificate</li> <li>• Management Skills for Supervisors Certificate</li> </ul>	Applied Leadership and Business Management Certificate	September 2024
Networking Technology Certificate	IT Operations Professional Certificate	May 2022
<ul style="list-style-type: none"> <li>• Community Counselling Skills Certificate</li> <li>• Addictions Counselling Skills Advanced Certificate</li> </ul>	Counselling Skills Foundations: Mental Health & Addictions	January 2024*
Wedding and Event Management Certificate	Event Management Short Certificate	September 2023

\* A previous iteration of this program, the Counselling Skills Foundation Certificate had an effective date of September 2019

Each of the programs listed above have been functionally replaced through the Program Renewal and redesign processes. Additionally, these programs operated through à-la-carte

course-based registration rather than cohort-based enrollments. All affected students, therefore, have been supported to complete their program through teach-out or transition to the new program, or have exceeded the maximum program completion duration as of December 2024.

As a result, the Dean of Continuing Studies and associated Program Coordinators are requesting discontinuance of these programs, effective January 2026.

#### **DISCUSSION:**

Education Council reviewed this proposal at its November 12, 2025 meeting.

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.

In this case, the Education Council Chair supported the approach of moving straight to discontinuance of these programs without a prior period of suspension, since they were functionally replaced by other programs, which VCC continues to run. In addition, there is agreement among the Dean and Program Coordinators, and no impacts on students who were enrolled in the original programs.

Education Council agreed with this approach.

#### **RECOMMENDATION:**

THAT, on the advice of Education Council, the Board of Governors approve the discontinuance of the following programs effective January 1, 2026:

- Addictions Counselling Skills Advanced Certificate
- Business Leadership and Management Certificate
- Community Counselling Skills Certificate
- Leadership Certificate
- Leadership Coaching Associate Certificate
- Leadership Coaching Certificate
- Management Skills for Supervisors Certificate
- Networking Technology Certificate
- Wedding and Event Management Certificate

**PREPARED BY:** Louise Dannhauer, Chair, Education Council

**DATE:** November 13, 2025



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** November 26, 2025

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
 Program Discontinuance: ABE Graduation Program Certificate and  
 ABE Intermediate Program Certificate

### BACKGROUND:

The School of Arts and Sciences is proposing to discontinue the ABE (Adult Basic Education) Graduation Program Certificate and ABE Intermediate Program Certificate.

These certificates were developed in 2015 to offer grade 12 and grade 10 level completion credentials, respectively. The intent was to enable ABE students to ladder into other programs at VCC. However, since their creation, both credentials have seen a very low number of graduates. Most ABE students take individual courses to upgrade or complete specific pre-requisites, as opposed to completing a full program of study for high school graduation. Students who wish to complete their Adult Dogwood (high school graduation certificate) can still do so in the absence of these certificates.

A working group was formed in 2022 with the goal of improving the overall experience of students and prospective students in ABE at VCC. A significant outcome of this working group was the decision to create an 'Adult Upgrading Course Content Guide.' This Course Content Guide (or CCG) contains a list of all grade 10–12 ABE courses and functions similarly to a Program Content Guide, without leading to a credential.

With the development of the CCG, it was determined that the ABE Graduation Program Certificate and ABE Intermediate Program Certificate were no longer needed, and discontinuing them would reduce confusion for students. Additional changes are underway to improve and streamline the student experience for ABE students, including creation of a student-facing Upgrading Hub and re-organizing departments by subject instead of delivery mode.



The Board of Governors approved suspension of these certificates in June 2023. The current proposal is to discontinue these programs effective January 1, 2026.

**DISCUSSION:**

The proposal for program discontinuance was presented to Education Council on November 12, 2025. In discussion, it was confirmed that the School has not seen demand for VCC's certificate credentials. As noted above, the courses continue to be offered, and completed credits count towards the B.C. Adult Graduation Diploma (Adult Dogwood).

Education Council unanimously supported the proposal.

**RECOMMENDATION:**

THAT, on the advice of Education Council, the Board of Governors approve the discontinuance of the ABE Graduation Program Certificate and ABE Intermediate Program Certificate effective January 1, 2026.

**PREPARED BY:** Louise Dannhauer, Chair, Education Council

**DATE:** November 13, 2025



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** November 26, 2025

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Program Discontinuance: VR/AR Design and Development Diploma

### BACKGROUND:

The School of Arts and Sciences is proposing to discontinue the VR/AR Design and Development Diploma. The program was developed as a joint educational offering with the Vancouver Film School (VFS). A memorandum of understanding with VFS was executed in March 2019, followed by an affiliation agreement in 2020. Students completed foundational courses at VCC, VR/AR courses at VFS, then an extended Practicum at VCC. VCC was the credential granting institution.

The affiliation agreement expired on January 31, 2023 and was not renewed.

The program was suspended by the Board of Governors in November 2023 due to low enrollment, and the School is now recommending that the program be discontinued.

The program was expected to generate 31 domestic registrations and three international registrations per annual intake. Registrations per annual intake are shown in Table 1.

Table 1. Registrations in VR/AR Design and Development program, 2020-2024.

Fiscal year	Total registrations
2020-21	3
2021-22	4
2022-23	6
2023-24	4

At the time of suspension, International Education confirmed that the program was not attracting many international students, as the tuition was relatively high, and graduates were only eligible for a significantly reduced post-graduate work permit as compared to other two-year programs. Both tuition and work permit length were due to VFS portion of the program, which was costly and did not count toward the two-year program length required by IRCC for a three-year post-graduate work permit.

The unpaid, 4-month, 19-credit workplace practicum also proved to be a barrier for students, who felt that paying to work for a private company was not good value for their tuition dollars. Students interested in the VR/AR industry can enrol directly at VFS for the two-term program and obtain similar paid positions to gain work experience instead.

Given the increased competition among institutions for international students and the inherent disadvantages of the VR/AR program structure, the program seems unlikely to attract enough students to become sustainable.

The current proposal is to discontinue this program effective January 1, 2026.

**DISCUSSION:**

The proposal for program discontinuance was presented to Education Council on November 12, 2025. Education Council unanimously supported the proposal.

**RECOMMENDATION:**

THAT, on the advice of Education Council, the Board of Governors approve the discontinuance of the VR/AR Design and Development Diploma program effective January 1, 2026.

**PREPARED BY:** Louise Dannhauer, Chair, Education Council

**DATE:** November 13, 2025



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** November 26, 2025

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
 Program Discontinuance: Applied Technology for the Visually Impaired Certificate and Office Administration for the Visually Impaired Certificate

### BACKGROUND:

The School of Arts and Sciences is proposing to discontinue the Office Administration Certificate for the Visually Impaired and the Applied Technology Certificate for the Visually Impaired. The programs were designed in 1999 and revised in 2003. These programs were intended to provide an alternative pathway for visually impaired students to access the mainstream Office Administration or related programs.

The Board of Governors approved the suspension of these programs in May 2018 due to low enrollment (Table 1). The current proposal is to discontinue these programs effective January 1, 2026.

Table 1. Enrollment statistics for the Office Administration Certificate for the Visually Impaired and Applied Technology for the Visually Impaired programs

Fiscal year	Students	Enrollments
2011-12	9	23
2012-13	7	28
2013-14	8	21
2014-15	3	5
2015-16	1	1
2016-17	2	3

**DISCUSSION:**

The Visually Impaired department equips visually impaired students with the skills they need to use screen reading, magnification and keyboard shortcuts in their Basic level courses. With mastery of these skills, students can be accommodated in other VCC programs rather than requiring a program specific to visually impaired students.

Maintaining the narrower focus of the Visually Impaired department supports sustainability of their programs.

The proposal for program discontinuance was presented to Education Council on November 12, 2025. Education Council unanimously supported the proposal.

**RECOMMENDATION:**

THAT, on the advice of Education Council, the Board of Governors approve the discontinuance of the Applied Technology for the Visually Impaired Certificate and Office Administration for the Visually Impaired Certificate effective January 1, 2026.

**PREPARED BY:** Louise Dannhauer, Chair, Education Council

**DATE:** November 13, 2025



## DECISION NOTE

**DATE:** November 26, 2025

**PREPARED FOR:** Board of Governors

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
TUITION: New Construction Electrician Apprenticeship Courses

### BACKGROUND:

Vancouver Community College's (VCC) School of Trades, Technology and Design has reviewed the tuition structure for its Construction Electrician Apprenticeship program to ensure competitive positioning within the British Columbia (BC) post-secondary landscape.

There is strong and consistent demand for certified construction electricians in BC driven by ongoing residential and commercial construction projects, infrastructure development, and the transition to renewable energy systems. According to [Trades Training BC](#), electricians are needed across construction, industrial, and institutional settings, with over 83,000 skilled trades job openings expected in the province over the next decade.

The Construction Electrician Apprenticeship program consists of four levels of progressive technical training, with each level requiring 10 weeks (300 hours) of in-school training. Apprentices must also complete 6,000 hours of work-based training over the four-year program. This program aligns with [SkilledTradesBC's](#) certification requirements, which came into effect for electrical trades on December 1, 2023. Upon completion, graduates receive their Red Seal endorsement, enabling them to work anywhere in Canada.

### DISCUSSION:

In recommending tuition for the Construction Electrician Apprenticeship Level 1 program, a competitive analysis was conducted to review the pricing of similar apprenticeship programs at other public post-secondary institutions in British Columbia. The analysis reveals variation in how institutions structure and report their apprenticeship tuition, with some including all mandatory fees while others report base tuition only.

All apprenticeship levels follow a standard 10-week (300 hour) format across BC institutions as mandated by SkilledTradesBC.

The following table summarizes the findings:

Institution	Program	Program Hours	Estimated Tuition & Fees
British Columbia Institute of Technology (BCIT)	Electrical (Harmonized) Apprenticeship All Levels	300	\$1,565.30
Thompson Rivers University (TRU)	Construction Electrician Apprenticeship All Levels	300	\$1,409.18
Okanagan College	Construction Electrician Apprenticeship All Levels	300	\$1,493.22
Vancouver Island University (VIU)	Electrician Apprenticeship All Levels	300	\$1,175.30
Camosun College	Electrical Apprenticeship All Levels	300	\$1,112.50

*Note: Costs are estimated based on publicly available information and include mandatory ancillary/student fees for domestic students where specified. They do not include additional expenses like books, tools, or personal protective equipment unless specified. Some institutions may have updated their tuition rates for 2025-2026.*

The proposed tuition of \$4,066.76 (\$246.47 per credit) for the Construction Electrician Apprenticeship courses is recommended for two primary reasons. First, it provides a net contribution to VCC, which will better support the long-term sustainability of the program and its equipment needs. This pricing structure ensures financial viability while delivering value to students and meeting industry demand.

As required, the proposal obtained Senior Team approval before being submitted to FAC.

#### **RECOMMENDATION:**

THAT, on the recommendation of the Finance and Audit Committee, for the new Construction Electrician Apprenticeship courses, the Board of Governors approve domestic tuition of \$4,066.76 (\$246.47 per credit), effective January 1, 2026.

**ATTACHMENTS:** APPENDIX A – Program Costing

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

## APPENDIX A

## VCC Program Name Construction Electrician Apprenticeship

Effective Date Jan 2026

Proposal	
Scenarios	W/O STBC
Tuition per credit per student - Domestic	\$246.47
Tuition per student - Domestic	\$4,066.76
No. of Intakes	1
No. of students per intake - Domestic (projected)	24
Total students (with X FTE attrition) - Domestic	24
Duration - instructor months	3
Program Duration (months)	3
Duration - instructional programming days	50
Duty days per year	180
Instructor FTE required per intake	0.28
Number of credits	16.5
Support Staff FTE	0.00
Operational costs	1,000

## Revenue

Projected Tuition revenue -Domestic	\$	97,602
Projected Tuition revenue -Other Fees	\$	5,057
Block/Other funding	\$	-
<b>Total revenue (projected)</b>	<b>\$</b>	<b>102,659</b>

## Instructor

Salary (step 1)	\$	32,294
Benefits (28%)	\$	9,042
<b>Total instructor costs</b>	<b>\$</b>	<b>41,336</b>

## Support Staff

Salary (Step 5)	\$	-
Benefits (30.5%)	\$	-
<b>Total support staff costs</b>	<b>\$</b>	<b>-</b>

## Total labour cost

**\$ 41,336**

## Operational costs

Operational Expenses	\$	1,000
Capital/Technology/Equipment	\$	-
Curriculum Renewal	\$	20,461
Intl Student Agency Fees	\$	-
<b>Total operational costs</b>	<b>\$</b>	<b>21,461</b>

## Indirect student support

Indirect student support	\$	37,679
<b>Total indirect student support</b>	<b>\$</b>	<b>37,679</b>

## Total expenditures

**\$ 100,476**

## Net contribution to VCC overhead / (Deficit)

**\$ 2,183**





## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** November 26, 2025

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
TUITION: International Tuition for Sign Language Interpretation Diploma

### BACKGROUND:

VCC has historically offered a one-year Certificate in American Sign Language (ASL) and Deaf Studies; graduates of the certificate program who were interested in continuing their studies to become Sign Language Interpreters would then apply to the two-year Sign Language Interpretation (SLI) diploma at Douglas College. The SLI program moved to VCC in 2023-24, allowing students to more seamlessly complete their studies.

The department is currently working to expand the existing three years of study into a four-year Applied Degree in ASL-English Interpretation so that graduates are better prepared to enter the workforce. The new degree will have both domestic and international tuition rates set; however, in the meantime, VCC's International Education Department has requested an international tuition rate for the existing Sign Language Interpretation Diploma program for 2026-27.

### TUITION:

Current domestic tuition for the 2-year diploma program is \$8,551.80 (142.53 per credit). International tuition has not been set. The recommended international tuition for the 2-year diploma program is **\$38,565.80 (\$644.28 per credit)**, effective September 1, 2026.

### RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, for the Sign Language Interpretation Diploma program, the Board of Governors approved new international tuition of \$38,565.80 (\$644.28 per credit, effective September 1, 2026.

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



## INFORMATION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** November 26, 2025

**ISSUE:** **2025/26 Forecast to Budget and Procurement Status Update**

### 2025/26 August Forecast to Budget Overview

As shown in **Table 4**, Vancouver Community College (VCC) is projecting a deficit of approximately \$3.8 million for the 2025/26 fiscal year, based on six months of actual results and six months of forecast. Total revenue is forecasted at \$172.8 million, which is \$1.3 million above budget (\$171.4 million) but \$13.6 million lower than the prior year (\$186.4 million). Within this, domestic tuition revenue is projected to exceed the original budget by \$169K, and international revenue is projected to exceed budget by \$680K. (**Table 1, 2 and 3**).

The School of Hospitality, Food Studies and Applied Business domestic tuition revenue is projected at \$41,550 above budget; international tuition revenue is \$197K above budget. While Project Management and Hospitality programs are expected to contribute \$1.34 million in additional international tuition revenue, this increase is offset by reduction of \$1.18 million in Accounting, Marketing, Culinary, and Business Management programs

The School of Trades, Technology and Design's domestic tuition revenue is forecasted to be \$60,945 above budget, primarily due to higher enrolments in the Electronics and Hair Design & Skin/Body Therapy programs by \$89K above budget. However, this increase is partially offset by a \$67,000 decrease in domestic tuition from the CAD & BIM program. International tuition revenue is projected to exceed the budget by \$36,034, mainly due to higher enrolment in the Hair Design & Skin/Body Therapy, Auto Collision, and Heavy Mechanic programs. However, the Electronics program is \$145,000 below budget.

The School of Health and Science domestic tuition revenue is expected to be \$251K below budget, primarily in Healthcare Assistant, Practical Nursing and Dental Tech programs. International tuition revenue is forecasted at \$146K below budget, mostly from Dental Tech program. The School of Arts and Sciences domestic tuition is forecasted at \$25,272 above budget, while international tuition revenue is \$437K above budget. ECCE program domestic tuition is expected to be \$116K below budget, but ECCE international tuition is \$69K above budget, University Transfer (UT) programs are contributing \$283K above budget.

Continuing Studies domestic tuition revenue is forecasted at \$153K above budget from MDRT, Renal Dialysis and Paralegal programs, and international tuition revenue is \$155K above budget from Cyber Security program. Centre for Education Excellence domestic tuition is projected to exceed \$139K from Instructor Diploma program.

Total Expenses are forecasted to be \$176.6 million, which is \$5.1 million above budget (\$171.4 million), and \$9.6 million lower than the prior year (\$186.2 million). The variance above budget is primarily attributable to higher salary and benefit expenses. These costs arise from the College's contractual obligations to provide continued compensation for employees during and following delayed workforce adjustments resulting from reduced international enrolment and due to unbudgeted increase in enrolments, as well as increased faculty sick leave expenses.

The College is closely monitoring enrolment for January. However, pending changes to IRCC policies have created uncertainty for certain programs. As a result, tuition revenue projections have been revised downward to align with current enrolment trends. An updated forecast reflecting these changes will be presented at the January Finance & Audit Committee meeting.

**ATTACHMENTS:**           APPENDIX A:  
Table 1, 2 and 3: Summary – Forecast Revenue by School (Apr 2025 – Mar 2026)  
Table 4 – Statement of Operations: 2025/26 Forecast with Six Months Actual (Ended September 30, 2025) and Six Months Forecast

**PREPARED BY:**           Jamie Choi, Executive Director Financial Services & CFO

## Summary – Forecast Revenue by School

## APPENDIX A

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

	Current Year 2025/26 Forecast (Apr 2025 - Mar 2026)	Current Year 2025/26 Budget (Apr 2025 - Mar 2026)	Variance (Forecast vs Budget)	Prior Year 2024/25 Actuals (Apr 2024 - Mar 2025)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	2,305,994	2,152,078	153,916	2,536,944	(230,950)
SCHOOL OF ARTS AND SCIENCES	2,132,612	2,107,340	25,272	1,839,715	292,897
SCHOOL OF HEALTH	4,774,535	5,026,235	(251,700)	4,519,218	255,317
SCHOOL OF HOSP, FOOD & BUSINESS	1,941,826	1,900,276	41,550	1,716,490	225,336
CENTER FOR EDUCATION EXCELLENCE	787,116	647,734	139,382	1,000,271	(213,155)
SCHOOL OF TRADES, TECH & DESIGN	3,135,605	3,074,660	60,945	3,085,450	50,155
	<b>15,077,688</b>	<b>14,908,323</b>	<b>169,365</b>	<b>14,698,088</b>	<b>379,601</b>

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

	Current Year 2025/26 Forecast (Apr 2025 - Mar 2026)	Current Year 2025/26 Budget (Apr 2025 - Mar 2026)	Variance (Forecast vs Budget)	Prior Year 2024/25 Actuals (Apr 2024 - Mar 2025)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	3,638,003	3,482,406	155,597	8,075,403	(4,437,400)
SCHOOL OF ARTS AND SCIENCES	4,601,149	4,163,663	437,486	3,840,483	760,665
SCHOOL OF HEALTH	2,638,804	2,784,881	(146,077)	2,333,317	305,487
SCHOOL OF HOSP, FOOD & BUSINESS	29,272,594	29,075,103	197,491	51,736,460	(22,463,866)
CENTER FOR EDUCATION EXCELLENCE	0	0	0	5,714	(5,714)
SCHOOL OF TRADES, TECH & DESIGN	11,132,018	11,095,984	36,034	12,873,848	(1,741,830)
	<b>51,282,568</b>	<b>50,602,037</b>	<b>680,531</b>	<b>78,865,226</b>	<b>(27,582,657)</b>

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

	Current Year 2025/26 Forecast (Apr 2025 - Mar 2026)	Current Year 2025/26 Budget (Apr 2025 - Mar 2026)	Variance (Forecast vs Budget)	Prior Year 2024/25 Actuals (Apr 2024 - Mar 2025)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	5,943,997	5,634,484	309,513	10,612,347	(4,668,350)
SCHOOL OF ARTS AND SCIENCES	6,733,761	6,271,003	462,758	5,680,198	1,053,563
SCHOOL OF HEALTH	7,413,340	7,811,116	(397,776)	6,852,535	560,804
SCHOOL OF HOSP, FOOD & BUSINESS	31,214,420	30,975,379	239,041	53,452,950	(22,238,530)
CENTER FOR EDUCATION EXCELLENCE	787,116	647,734	139,382	1,005,984	(218,868)
SCHOOL OF TRADES, TECH & DESIGN	14,267,623	14,170,644	96,979	15,959,298	(1,691,675)
	<b>66,360,257</b>	<b>65,510,360</b>	<b>849,897</b>	<b>93,563,313</b>	<b>(27,203,056)</b>

**Statement of Operations – Comparison to Budget and Prior Year**  
**2025/26 Forecast with Six Months Actual (Ended September 30, 2025) and Six Months Forecast**

Table 4:

(In \$ Thousands)	Current Year 2025/26 Forecast (6 + 6)	Current Year 2025/26 Budget	Forecast vs Budget	Comments	Prior Year 2024/25 Actuals	Current Year Forecast vs Prior Year Actuals
Province of B.C. Grants & Contributions	81,015	80,723	292	Includes BC Gov't Grants & Contributions. Additional Tech Funding \$274K received	58,396	22,619
Future Skills Grant	37		37		346	(309)
Tuition and student fees	69,954	69,451	503	Table 1, 2 & 3	98,424	(28,470)
Other Grants & Contract Services	713	626	87		7,047	(6,334)
Sales of goods and services	5,481	5,501	(20)		5,954	(473)
Miscellaneous income	3,128	3,177	(49)		3,347	(219)
Donation income (Foundation Related)	1,121	800	321	Additional bursaries/scholarships awarded	962	159
Amortization of deferred capital contribution	7,853	7,339	514	Increased due to addition of restricted capital	7,405	448
Interest income	3,526	3,848	(322)	Decreased due to reduced cash balance	4,594	(1,068)
<b>REVENUES</b>	<b>172,828</b>	<b>171,464</b>	<b>1,364</b>		<b>186,474</b>	<b>(13,646)</b>
<b>SALARY AND BENEFIT EXPENSES</b>	<b>127,584</b>	<b>122,431</b>	<b>(5,153)</b>	Salary and benefit costs increased due to the college's contractual obligations to provide continued compensation for employees during /following delayed workforce adjustments and due to unbudgeted increase in enrolments \$3.9 M; faculty sick leave and associated benefit costs increased \$430K; additional severance for September workforce adjustment \$500K	<b>134,416</b>	<b>6,832</b>
Supplies and general expenses	14,180	14,139	(41)		14,903	723
Bursary/Scholarship	1,121	800	(321)		962	(159)
Professional fees	12,187	12,335	148		14,570	2,383
Building and telecom	7,924	8,053	129		8,118	194
Cost of Goods Sold	3,474	3,601	127		3,630	156
Depreciation Expense	10,159	10,104	(55)		9,683	(476)
<b>OPERATING EXPENSES</b>	<b>49,046</b>	<b>49,033</b>	<b>(13)</b>		<b>51,866</b>	<b>2,821</b>
<b>TOTAL EXPENSES</b>	<b>176,630</b>	<b>171,464</b>	<b>(5,167)</b>		<b>186,283</b>	<b>9,653</b>
<b>NET SURPLUS (DEFICIT)</b>	<b>(3,802)</b>		<b>(3,802)</b>		<b>192</b>	<b>(3,994)</b>



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** November 26, 2025

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
 Contract Administration (132) – New  
 Educational Affiliations (407) – Rescind  
 Education Service Contract (406) – Rescind

### BACKGROUND:

The Department of Safety, Security, Risk and Privacy is proposing a new policy: Contract Administration policy (132). This policy establishes a framework for the creation, review and approval of non-procurement contracts.

The new policy enhances contract oversight and risk management by clearly delineating responsibilities, signing authorities, and approval processes for each of the following contract categories:

1. Educational and non-revenue generating contracts (e.g., affiliations, work-integrated learning)
2. Revenue-generating contracts (e.g., licensing, education service agreements)
3. Significant contracts (contracts with a substantial impact or potential risk for the College, e.g. sale of real property, intellectual property)

Implementation of this policy will include the development of templates, a contract repository, and support resources.

Key elements of the Educational Affiliations (407) and Education Service Contract (406) policies were incorporated in the new policy, in consultation with former Education Council Chair Natasha Mandryk and Partnership Development Office (PDO) Director Michael Yue. The proposal is for these two policies to be rescinded once the new policy is approved.

### DISCUSSION:

The policy was reviewed by Administrative Policy Committee and Operations Council on the administrative side, as well as Education Policy Committee (EPC) and Education Council (EdCo).

Comments received during the College feedback process focused on agreements related to work-integrated learning (WIL). In response, the policy was revised to designate department heads (rather than deans/directors) as the contract authority for WIL agreements.

By enabling department heads to sign these agreements, the approval process may become less cumbersome and more responsive to industry timelines; however, it was acknowledged that this change may increase administrative demands and will require clear processes to support department workloads. There remains some concern about the number of short-duration WIL agreements that might need to be managed by departments; additional work on templates is necessary.

Supporting resources, including contract templates, will be made available online once they have been finalized. The policy implementation process will include presentations, e.g. at Leaders' Forum, to raise awareness of the new policy and related processes.

**Note on governance process:**

The Educational Affiliations (407) policy, subsumed under the new policy and proposed to be rescinded, follows the educational policy approval pathway.

Policy 407 is approved jointly by Education Council and the Board of Governors.

The pertinent sections of the BC [College and Institute Act](#) are section 23 (Advisory role of the education council) and 25 (Joint approval):

**Advisory role of the education council**

**23 (1)** An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:

(k) terms for affiliation with other post secondary bodies;

**Joint approval**

**25 (1)** To be implemented, decisions concerning the following matters must have joint approval:

(a) curriculum evaluation for determining whether

(i) courses or programs, or course credit, from another institution, university or other body are equivalent to courses or programs, or course credit, at the institution, or

(ii) courses or programs, or course credit, from one part of the institution are equivalent to courses or programs, or course credit, in another part of the institution;

(b) other responsibilities of the board that, on the initiative of the board, the board and the education council agree are subject to joint approval.

The Contract Administration policy combines both educational and non-educational agreements. The appropriate approval pathway was discussed with the policy writer and the Chairs of the Administrative Policy Committee, Education Policy Committee, and Education Council.

The current proposal was reviewed by Administrative Policy Committee and Operations Council on the administrative side, as well as Education Policy Committee. Currently, the review body is identified as Operations Council, and the approval body as Board of Governors with Education Council Advice.

Education Policy Committee recommended that the Board's Governance Committee review and make a recommendation to the Board of Governors on the appropriate review and approval bodies for future iterations of this policy, which includes advice from Education Council on policies and procedures related to academic affiliation agreements.

Governance Committee reviewed the proposal at its November 13, 2025 meeting.

**Additional Note Regarding Education Service Contract (406)**

Policy 406, now subsumed under Contract Administration (132), is approved by the Board of Governors with Operations Council as the review body.



While OpsCo discussed rescission of Policy 406 at its October 23, 2025 meeting in the context of new Policy 132, there was no formal motion for rescission. The policy was instead brought to Education Council, which recommended rescinding the policy at its November 12, 2025 meeting. However, based on approval and review bodies, the motion should originate from Operations Council, not EdCo.

Following the Governance Committee meeting, it was confirmed that rescission of Policy 406 requires a formal OpsCo motion. To address this, the item has been added to the November 27, 2025 Operations Council agenda.

To allow the Contract Administration (132) policy to move forward without operational delay, it is recommended that the Board approve the rescission of Policy 406 pending OpsCo's formal motion. This sequencing enables the Board to approve the proposal on November 26 while ensuring rescission takes effect immediately after OpsCo's approval on November 27.

This approach also prevents delays to the implementation of Contract Administration (132), which relies on rescinding Policies 406 and 407 to come fully into effect.

#### **RECOMMENDATION:**

THAT, on the recommendation of Governance Committee, with advice from Education Council, the Board of Governors approve, in the form presented at this meeting, the Contract Administration (132) policy and procedures.

THAT, on the recommendation of Governance Committee, the Board of Governors jointly approve rescinding the Educational Affiliations (407) policy and procedures, effective once the Contract Administration (132) policy is approved.

THAT, on the recommendation of Governance Committee, the Board of Governors approve rescinding the Education Service Contract (406) policy and procedures, pending Operations Council's formal motion, effective once the Contract Administration (132) policy is approved.

<b>PREPARED BY:</b>	Louise Dannhauer Chair, Governance Committee & Education Council
<b>APPENDIX A:</b>	Contract Administration (132) Policy and Procedures
<b>APPENDIX B:</b>	Contract Signing Authority Matrix
<b>APPENDIX C:</b>	Educational Affiliations (407) Policy and Procedures – to be rescinded
<b>APPENDIX D:</b>	Education Service Contract (406) Policy and Procedures – to be rescinded
<b>DATE:</b>	November 14, 2025

## Appendix A

# Contract Administration

**Policy Type**

Administrative

**Policy Name**

Contract Administration

**Policy Number**

132

**Effective Date - Policy**

N/A

**Effective Date - Procedures**

N/A

**Last Full Review Date**

N/A

**Next Scheduled Review Date**

N/A

**Approval Body**

Board of Governors with Education Council Advice

**Policy Sponsor**

President

**Review Body**

Operations Council

**Responsible Authority**

Safety, Security, Risk and Privacy

## Policy

**Context and Purpose**

This policy establishes the College's non-procurement contract administration framework. It outlines the required steps for the creation, review, and approval of contracts and creates specific approval workflows to minimize risk to the College. This policy assigns contract signing and management authority to various positions throughout the College.

**Scope and Limits**

This policy applies to all VCC employees and the Board of Governors. The policy includes education and non-revenue generating agreements (e.g. affiliation, articulation, dual credit, work-integrated learning, etc.), revenue generating agreements (e.g. licensing, education

service agreements, partnership etc.), and significant contracts (e.g. sale of real property, intellectual property, etc.)

This policy does not apply to contracts that are agreements, or contain agreement, to procure goods, services, construction, and/or to incur chargeable expenses. For these types of contracts please refer to Procurement Policy 130.

This policy excludes contracts managed by the Facilities department and the VCC Foundation. It also excludes employment contracts managed by People Services.

### **Policy Principles**

1. The College will enter into and manage contracts in a manner that is consistent with best business practices, and which minimizes the risks associated with contractual arrangements.
2. The College will only enter into contracts that comply with applicable legislation, regulatory requirements, and College policies and that align with and support the mission, mandate, and strategic direction of VCC.
3. The College is a legal entity. Individual employees, departments, or schools do not have legal rights to contract on behalf of the College in their own name. Employees are not authorized to sign contracts unless they have been granted that authority pursuant to this policy, or a resolution from the Board of Governors or such authority has been delegated.
4. Indemnity clauses require review and written approval from the provincial Risk Management Branch prior to contract execution.
5. The Department of Safety, Security, Risk and Privacy will provide administrative oversight to the contract development process, including contract review prior to submission for signature, and obtaining written approval of all Contract indemnity clauses from the Risk Management Branch.
6. Every contract must have a designated Contract Manager who will ensure proper performance of the Contract and administration of all related obligations of the College under the contract.
7. Employees must not engage in any activity that may create, or appear to create, a conflict of interest.
8. Where the contract is initiated by the College, employees may only use a College-approved contract template to enter into a contractual arrangement on behalf of the College, except in those circumstances where a College-approved contract template does not exist.
9. Services within the scope of a contract may not commence until a contract has been signed by both parties.
10. The Indigenous Education & Community Engagement (IECE) department must be consulted for any contract related an Indigenous partner, service or activity.
11. Contracts that include activities or services which require physical space at the College must verify with Facilities Management that space is available before executing the contract; these contracts must include the Space Rental Schedule.

12. The Contract Manager shall process amendments, changes, extensions to, or renewals of contracts in the same manner as if a new contract.
13. The College's copy of all contracts will be securely stored in an electronic repository by either the Appropriate Vice President or the responsible Dean/Director in accordance with the College's Records Retention Schedule.

## Procedures

### All Procedures

# Educational and Non-Revenue Generating Contracts 132-1

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## EDUCATIONAL AFFILIATION AGREEMENTS

### General:

1. Educational Affiliations may include a contract that leads to:
  - a. The issuance of a VCC credential, a VCC course completion credit, a joint credential and/or course completion credit involving both VCC and another institution/body; and/or
  - b. The recognition of a credential or course completion credit offered by another institution; and/or
  - c. A joint applied research project agreed to at an institutional level between VCC and another organization(s) that involves employees, students, and/or publication of research under the College's name.
2. Educational Affiliations should enhance the quality, range, and relevance of VCC's educational and applied research offerings and should improve student access, transferability, and opportunities. Opportunities for affiliation should only be considered with organizations that share compatible goals and values with VCC and agree to abide by VCC's policies and procedures.

### Contract Development:

3. Proposals may originate from any member of the College, including but not limited to Instructors, Department Heads, Associate Directors, Deans, or Senior Administrators.
4. During the exploratory and development phases, the proposer, in partnership with the appropriate Dean, should consult with institutional partners who may be affected by the partnership (e.g. International Education, Indigenous Education and Community Engagement, Centre for Teaching, Learning & Research, Facilities Management).

5. The Dean must approve exploratory discussions with a potential partner. The Dean should carefully consider whether the potential affiliation is aligned with the College's mandate, values, and risk tolerance.
6. The Dean must submit a Decision Note to the Vice President, Academic & Research for review and approval before moving forward in the negotiation process.
7. If the Vice President, Academic & Research considers the Affiliation appropriate, they may at their discretion request that the Dean, or their designate, develop a Memorandum of Understanding (MoU) with the potential partner prior to an Educational Affiliation being developed.
8. If an MoU is developed, it may act as an umbrella document which covers multiple initiatives with the same partner. MoUs are not a legally binding document and must be signed by the Vice President, Academic & Research and kept within their office and in the online contract repository.
9. The Dean, or their designate, will develop the terms of the Educational Affiliation Agreement and ensure the agreement clearly outlines the purpose, roles and responsibilities of all partners, governance requirements, and financial or operational responsibilities.
10. The proposed Educational Affiliation must be reviewed by relevant parties at the College to ensure the agreement supports students and fits the College's strategic and financial plans. It must also undergo a risk assessment through the Department of Safety, Security, Risk and Privacy to minimize risks to students and the College.
11. All affiliation agreements must be reviewed by the Vice President, Academic & Research and presented to the Education Council and Board of Governors before they are signed.
12. Agreements containing indemnity clauses must be reviewed and approved by the Risk Management Branch before being presented to the Education Council and Board of Governors, unless they conform to a VCC-approved template.

#### **Approval of Educational Affiliations:**

13. All Educational Affiliation Agreements must be approved by the Board of Governors, except where the evaluation of transfer credit has been delegated to the Registrar under Policy 317 – Transfer Credit, or for Articulation Agreements between VCC and other post-secondary institutions included in the BC Transfer Guide.
14. Depending on the terms of the affiliation, the Education Council must either approve the Affiliation Agreement or provide advice to the Board prior to their decision.
  - a. In cases where the agreement determines whether courses, programs, or course credit from another institution are equivalent to courses, programs or course credit at VCC the agreement must be approved jointly by the Educational Council and the Board of Governors as set out in the *College and Institute Act*.
  - b. In all other cases, the Education Council provides advice to the Board prior to their decision.
15. After governance approval, the Educational Affiliation Agreement is signed by the Vice President, Academic & Research. The official copy is kept in the office of the Vice President, Academic & Research, as well as the College's online contract repository.

### **Review and Reporting:**

16. The Vice President, Academic, or delegate, is responsible for reviewing all educational affiliations at the time of renewal, or no less than once every five years.
17. The Vice President, Academic will provide an annual report to the Education Council on all active or recently completed Educational Affiliations.

### **WORK-INTEGRATED LEARNING AGREEMENTS**

18. Work-Integrated Learning (WIL) partnerships should be formalized with a Work Integrated Learning Agreement between the College and the work integrated learning host. Under these procedures a Work Integrated Learning Agreement, is required for activities that meet all of the following criteria:
  - a. Integrated within a program of studies
  - b. Supervised by an employer, preceptor, or instructor
  - c. Occurs off-campus or within a real-world environment
  - d. Monitored
  - e. Evaluated by the College
  - f. Identified as a gradable component.
19. Departments are encouraged to utilize the Partnership Development Office's Work Integrated Learning Process Staff Manual to standardize the WIL process across the College.
20. Contracts with WIL hosts may be utilized by any Department at the College without requiring an additional Work Integrated Learning Agreement.
21. Departments that have programs which contain a WIL component should identify a designate staff or faculty member(s) to manage the administration of contracts with WIL hosts.
22. Either program staff or students may identify a potential WIL host, however the Department Head, or designate, must assess the suitability of the placement, approve the host, and verify whether a Work Integrated Learning Agreement is already in place at the College through VCC Works.
23. Departments should use the VCC approved Work Integrated Learning Agreement template. Use of a non-approved template requires the review of the Department of Safety, Security, Risk and Privacy and potentially the Risk Management Branch.
24. Department Heads are the Contract Authority for Work Integrated Learning Agreements on behalf of the College.
25. Copies of signed Work Integrated Learning Agreements must be stored by the responsible department and on the VCCWorks platform.

### **PARTNERSHIP AGREEMENTS**

26. A non-revenue generating Partnership Agreement is one that usually has no monetary value, but which focuses on mutual academic, cultural, community, or administrative benefits. Non-revenue generating partnership agreements are usually Memoranda of Understanding (MoU), academic collaborations, community engagement initiatives, or student exchange programs.

27. Non-revenue generating Partnership Agreements may not have pre-approved templates due to the diverse nature of the agreements.

#### **Memorandum of Understanding:**

28. A Memorandum of Understanding (MoU) is an agreement to explore formal opportunities with a partner or partners. An MoU can be an umbrella document for a variety of agreements which emerge from the initial MoU.
29. A MoU is not a legally binding agreement; however, proposers should engage the Department of Safety, Security, Risk and Privacy while developing the MoU to identify any risks associated with the agreement. Additional reviewers may be identified depending on the nature of the MoU.
30. The responsible Dean/Director is the Contract Authority for MoUs. Contracts resulting from the MoU may be subject to a different Mandatory Reviewer and Contract Authority depending on the nature of the contract.
31. Copies of executed MoUs will be stored in the College's online contract repository and in the office of the appropriate Vice President.

#### **Other Partnership Agreements:**

32. Any member of the College may present a partnership opportunity to their Dean/Director; however, the terms of the agreement must be negotiated by the Dean/Director or their delegate.
33. These agreements are usually legally binding and must be reviewed by the relevant Dean/Director, the Department of Safety, Security, Risk and Privacy, and any other relevant department.
34. The Contract Authority for all other Partnership Agreements is the responsible Vice President.
35. Copies of executed Partnership Agreements shall be stored in the office of the appropriate Vice President and the College's online contract repository.

## **Revenue Generating Contracts - 132-2**

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#### **General:**

1. These Procedures apply to revenue-generating contracts entered into by the College. These include, but are not limited to; Education Service Contracts, Licensing Agreements, and some Partnership Agreements, but excludes:
  - a. Grant and Gift agreements managed by the VCC Foundation.
  - b. External room booking, filming, and lease and rental agreements managed by the Facilities Management Department.
  - c. Procurement-related contracts which include terms that generate revenue for VCC.

2. The financial terms of revenue-generating contracts must be clear, transparent, and beneficial to the College. Contracts should include provisions for timely payments, cost recovery, and revenue-sharing where applicable. Financial arrangements must be reported to the College's Financial Services Department and documented in accordance with financial reporting standards.
3. All revenue-generating contracts must use a College-approved template, where available.
4. All revenue-generating contracts that fall under these procedures must be reviewed by Financial Services and Safety, Security, Risk and Privacy (SSRP) to identify and mitigate potential financial, legal, operational, and reputational risks.
5. Contracts should include appropriate insurance, indemnification, and liability clauses to protect the College's interests.

### **Education Service Contracts**

#### **General:**

6. Education Service Contracts cannot cause any reduction to existing programming and must comply with all governance and curriculum approval processes.
7. The Vice President, Academic & Research, or delegate, is required by the *College and Institute Act* to report to the Education Council on Education Service Contracts upon their implementation.
8. Copies of executed Education Service Contracts will be stored by the Partnership Development Office in accordance with the College's Records Retention Policy.
9. The Partnership Development Office will provide resources for employees to assist with developing Education Service Contracts.

#### **Contract Development:**

10. When an Education Service Contract opportunity arises, the potential Contract Manager will undertake exploratory discussions to assess feasibility with the Dean or Director and the Partnership Development Office (PDO), as well as with service areas that may be directly impacted by the Education Service Contract (such as Disability Services, Roombooking, or Facilities Management).
11. Through the contract development phase PDO may:
  - a. Assist and advise on any exploratory discussions and contract assessment, costing and pricing
  - b. Provide input on programming and delivery logistics
  - c. Support project development and proposal writing process
  - d. Review proposals prior to submission
  - e. Provide input on contract and project closure.
12. The Contract Manager must consult with Financial Services to determine preliminary costing. Contract Managers must complete the Contract Information and Costing Form to obtain final approval from Finance.
13. If a VCC-approved template is not used, the potential Contract Manager must consult with SSRP to conduct a risk assessment.



**Approval of Education Service Contracts:**

14. Education Service Contracts require the approval of both the relevant Dean/Director and Financial Services before the contract can be executed. The relevant Dean/Director is the Contract Authority for the Contract.
15. Upon contract execution, Financial Services will:
  - a. Assign each Education Service Contract a separate organisation code
  - b. Provide oversight of contract revenue and expenditures
  - c. Support financial reporting for internal and external parties
  - d. Support Departments to fulfill auditing requirements.
16. The Contract Manager is responsible for following internal policies and procedures, delivering any required internal or external reports, and conducting ongoing risk monitoring throughout the duration of the contract.
17. Before the termination of the contract and the closure of the organisation code, the Contract Manager must confirm with Financial Services that all contract revenues and expenses are accounted for, and that the contract no longer has any activities within the appropriate fiscal year.

**Licensing Agreements:****General:**

18. Licensing Agreements which relate to the licensing of VCC's real property, intellectual property, and technology are considered Significant Contracts and must follow those procedures.
19. Departments may negotiate agreements that license the College's curriculum, courses, programs, and other copyrighted materials or intellectual property.
20. The Contract Manager must ensure that the College is licensing material that is the property of the College, and is not the agreed upon intellectual property of an employee.
21. Licensing agreements must not assign ownership or retention of VCC's property beyond the termination date of the agreement.

**Contract Development:**

22. Employees interested in developing a Licensing Agreement with an external partner must conduct a feasibility analysis including an assessment of financial and operational impacts, a risk assessment, and a summary of strategic benefits to the College.
23. The proposer must receive approval from Financial Services before executing the Licensing Agreement, regardless of the value of the agreement.
24. If the licensing involves technology owned or utilized by VCC, the Contract Manager must also consult with the VCC IT Department.
25. If a VCC-approved template is not used, the potential Contract Manager must consult with the Department of Safety, Security, Risk and Privacy to conduct a risk assessment.

**Approval of Licensing Agreements:**

26. Contract Authorities for Licensing Agreements are dependent on the contract value. Contract Managers must ensure the review and approval follows the Contract Signing Authority Matrix.
27. The responsible Dean/Director will review the feasibility assessment and any documentation from the Mandatory Reviewers before presenting the Licensing Agreement to the appropriate Contract Authorities.
28. Following approval from the Contract Authorities, the Contract Manager will consult with Financial Services to process payment for the licensed materials.
29. Signed agreements will be stored by the responsible Dean/Director and on the College's online contract repository.

**Partnership Agreements:**

30. Partnership Agreements which generate revenue for the College (but which are not Education Service Contracts or Licensing Agreements), may not have pre-approved templates due to the diverse nature of these agreements.
31. Proposers should conduct a feasibility assessment and risk assessment and ensure the partnership organization aligns with VCC's values, mission, mandate, and strategic direction.
32. Proposers should consult with their Dean or Director to identify potentially impacted departments or service areas to review the contract.
33. The Contract Manager must consult with Financial Services to determine preliminary costing. Contract Managers must complete the Contract Information and Costing Form to obtain final approval from Finance.
34. Revenue-generating Partnership Agreements are subject to the Contract Authorities outlined in the Contract Signing Authority Matrix based on the dollar value of the agreement.
35. Partnership Agreements will be stored by the responsible Dean/Director and the College's online contract repository.

## Significant Contracts - 132-3

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**General:**

1. Significant contracts are those that may have a substantial impact or pose an extraordinary risk to the College. This may include Contracts that:
  - a. are precedent-setting;
  - b. involve sensitive issues;
  - c. have the potential to harm VCC's reputation, or
  - d. relate to the licensing, sale, purchase, or disposition of VCC real property and technology.

2. Contracts that involve activities in other countries, or where VCC is entering into a joint venture, partnership, or similar relationship with another institution or private company outside of Canada, must undergo a risk assessment through the SSRP to determine whether it meets the standard of a Significant Contract.

#### **Contract Development:**

3. The relevant Dean must notify the appropriate Vice President if they suspect any proposed contract meets the criteria of a Significant Contract.
4. The proposer must submit a summary document to the appropriate Vice President detailing the purpose, scope, financial implications, potential risks, and strategic importance of the Contract.
5. If the appropriate Vice President determines the Contract is in VCC's interest and aligned with the College's values and strategic goals, they will give conditional approval to continue with the contract development process.
6. All Significant Contracts must undergo a comprehensive risk assessment through the SSRP.
7. The SSRP will consult with the Risk Management Branch during the development of any Significant Contract. The Risk Management Branch must provide approval on the final, unsigned, version of the Contract.
8. The appropriate Vice President will determine if any other Mandatory Reviewers are required (i.e. Procurement, Facilities Management, Finance) and whether an external legal review is required.

#### **Approval of Significant Contracts:**

9. The appropriate Vice President, or designate, will prepare a report for the Board of Governors. The report should include the contract summary, risk assessment, legal opinion if required, and their recommendation for approval.
10. For all Significant Contracts, the CFO and President are the Mandatory Reviewers, supported by the appropriate Vice President. The Board of Governors is the Contract Authority.
11. Upon written approval by the Board of Governors, the President may sign the Contract.
12. A fully executed copy of the Contract, along with the relevant documentation, must be stored securely by the appropriate Vice President as well as in the College's contract management system.

#### **Review and Reporting:**

13. Following the execution of the Contract, a post-execution review should be conducted by the Contract Manager to ensure that all contract obligations are being met and to monitor any ongoing risks.
14. The process of reviewing and approving Significant Contracts must be transparent and well-documented. All records related to the review process, including meeting

minutes, risk assessments, legal opinions, and approval documents must be retained according to the College's Record Retention Schedule.

## References and Resources

### Definitions

Term	Description
Contract	A written agreement between two or more parties that defines the relationship of the parties and creates legally binding obligations on the College that are enforceable or otherwise recognizable at law. References to "Agreements" are understood under this policy to be Contracts.
Contract Authority	The authority to execute Contracts on behalf of the College. It is distinct from Signing and Spending Authority (Policy 114).
Contract Manager	The employee responsible for ensuring the terms and conditions of the Contract are being implemented as agreed by the parties to the Contract.
Contribution Agreement	An agreement that is used to transfer funding from a government agency to an organization for a specific project. It specifies the amount of funding, eligible project costs, and the responsibilities of both the funding agency and the recipient.
Educational Affiliation	An agreement with another post-secondary institutions or other body that creates opportunities for educational programming, student pathways, or applied research. Educational affiliations extend the College's ability to create learning experiences for students, partnerships offering credentials, collaborations for applied research and scholarship, or equivalent course/credit pathways between institutions. Educational Affiliations include Applied Research Projects, Articulation, Block Transfer, Consortium Model, or Joint Credential Contracts.
Education Service Contract	A binding written agreement that captures the terms surrounding the delivery of training or educational services outside of base budgeted activities. Agreements of this nature typically have an established term and result in additional revenue.
Indemnity	A risk transfer mechanism between parties in a contract allocating who will pay for certain types or causes of loss. The intent of indemnification is that a party be returned to the financial position it was in before the loss occurred.
Letter of Agreement	A written offer specifying goods, services, or space to be provided at the agreed to prices, terms, and time. It becomes a binding contract when signed by all parties.

<b>Term</b>	<b>Description</b>
Licensing Agreement	A contract which outlines how materials owned by a party may be used by other parties in exchange for payment to the owner.
Mandatory Reviewer	The VCC personnel authorized to review a Contract before it is executed.
Memorandum of Understanding	A non-monetary agreement between two or more parties outlined in a formal document. It is used as a statement of intent of what each party will be responsible for without creating any legal obligations. It clarifies the relationship and can, but does not always, create a path to move forward with a contract.
Partnership Agreement	An agreement between the College and an external body which focuses on mutual academic, cultural, community, or administrative benefits. They may be revenue or non-revenue generating depending on the specific contract.
Proposer	The individual who initiates or develops the opportunity or partnership covered by the Contract. The Proposer is not necessarily the Contract Manager.
Revenue Generating Contract	A binding contract between the College and another party that defines the terms under which the College receives revenue. These include, but are not limited to; Education Service Contracts, Licensing Agreements, and some Partnership Agreements.
Risk Management Branch	The provincial government department in the Ministry of Finance that is responsible for the effective management of risk to which the government is exposed by virtue of its assets, programs and operations, including the assets, programs and operations of government entities.
Significant Contract	A Contract that may have a substantial impact or pose extraordinary risk to VCC and includes Contracts that are precedent-setting, involve sensitive issues, or have the potential to harm VCC's reputation.
Work Integrated Learning	A form of curricular experiential education that formally integrates a student's academic studies with quality experiences within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization, and a student. WIL can occur at the course or program level and includes the development of student learning objectives and outcomes related to employability, agency, knowledge and skill mobility, and life-long learning. WIL includes, but is not restricted to, activities such as practicums, clinical placements, and internships.

## Related VCC Policies

<b>VCC Policies</b>	<b>Policy Number</b>
Signing and Spending Authority	114
Financial Responsibility and Accountability	115
Capital Assets	117
Procurement	130
Rental of College Facilities	140
Standards of Employee Conduct & Conflict of Interest	202
Education Service Contract	406
Educational Affiliations	407
Sponsorship	530
Archives	521
Records Management	520

## Related Resources

- [College and Institute Act](#), RSBC 1996, c 52

## Appendix B

Revenue Generating Contracts		
Contract Dollar Amount	Mandatory Reviewer	Contract Authority
Over \$500,000	CFO, Initiating Vice-President, and BC Risk Management Branch	Board of Governors and President
Up to \$500,000	Initiating Vice President and VCC Risk Management, Financial Services	President and CFO
Up to \$100,000	Initiating Dean/Director and VCC Risk Management, Financial Services	CFO and Initiating Vice President
Up to \$50,000	VCC Risk Management, Financial Services	Initiating Dean/Director
Any Education Service Contract	Partnership Development Office, Financial Services, Affected Service Department(s)	Initiating Dean/Director
Ex. Education Service Contracts, Licensing Agreements, some Partnership Agreements *VCC Foundation Contracts fall under Policy 530 and 531 **Lease, Rental, and Filming Agreements fall under Policy 140		

Educational/Non-Monetary Contracts		
Contract Type	Mandatory Reviewer	Contract Authority
Work Integrated Learning	Department Head	Department Head
Memorandum of Understanding	VCC Risk Management	Initiating Dean/Director
Educational Affiliation Agreement	Initiating Dean (BoG*), VCC Risk Management	Vice President, Academic
Partnership Agreement**	Initiating Dean/Director, VCC Risk Management	Responsible Vice President
Affiliation Agreements include: Articulation Agreements, Block Transfer, Consortium Model, Joint Credential, and Applied Research Project *If Affiliation Agreement involves VCC granting credit equivalency to external programs, the BoG and EdCo MUST approve **If Partnership Agreements contain a revenue generating opportunity for VCC it must follow the Revenue Generating Contract Authority matrix		

Significant Contracts		
Contract Type	Mandatory Reviewer	Contract Authority
All	Appropriate Vice President, CFO, President	Board of Governors



**To Be Rescinded****Education Service Contract****Policy Type**

Academic

**Policy Name**

Education Service Contract

**Policy Number**

406

**Effective Date - Policy**

March 31, 2021

**Effective Date - Procedures**

March 31, 2021

**Last Full Review Date**

March 2021

**Next Scheduled Review Date**

March 2026

**Approval Body**

Board of Governors

**Policy Sponsor**

President

**Review Body**

Operations Council

**Responsible Authority**

AVP Students

**Policy****Context and Purpose**

The purpose of this policy is to establish a clear process for developing, approving and managing contracts with external funding organizations for the provision of education services by Vancouver Community College (VCC; the College).

The College recognizes that Education Service Contracts may benefit the institution in a number of ways, including:

- a. Generating revenue
- b. Addressing industry need

- c. Developing partnerships
- d. Creating innovative projects
- e. Building institutional capacity
- f. Benefiting the community

### **Scope and Limits**

This policy applies to education service contracts involving financial transactions.

College employees working off-campus on activities related to Education Services Contracts are governed by the policies, Collective Agreements, and other rules of their employment with the College.

Reporting on Education Service Contracts to Education Council, after implementation by the institution but without prior review by Education Council, is a requirement of The College and Institute Act, section 23(1)(c)(ii).

### **Policy Principles**

1. Education Service Contracts will align with and support the mission, mandate and strategic direction of VCC.
2. Education Service Contracts are primarily intended to provide a net financial contribution to support College activities.
3. Education Service Contracts will not cause any reduction to existing programming.
4. Opportunities for Education Service Contracts are considered with external funders or organizations that share compatible goals and values with VCC, and must agree to conform to all VCC's policies, procedures, and Collective Agreements.
5. Educational offerings will comply with curriculum approval and all governance processes.
6. Education Service Contracts will not restrict the commitment of the College to offer a broad range of programs and services to its community.
7. Education Service Contracts are approved and signed by the appropriate College authority.

## **Procedures**

### **All Procedures**

#### **GENERAL**

1. Education Service Contracts must be formalized in writing and approved by the relevant educational and financial approvals before service delivery commences. Education Service Contracts include the budget, deliverables, and reporting requirements.

2. Upon signing the contract, all relevant documents will be added to the Contract Repository through the Partnership Development Office (PDO), and an organization code will be assigned by Financial Services.
3. A series of resources applicable to contracts is available for internal users on myVCC, including but not limited to the Contract Management Guide, costing forms, and contract templates.
4. All non-standard contracts will be reviewed by additional parties (such as the Procurement Department or a lawyer) to ensure that VCC is not exposed to undue risk or liability in cases involving insurance implications.

## **ROLES & RESPONSIBILITIES**

5. The Contract Owner (or delegate) will:
  - a. Hold exploratory discussions and assessment prior to or concurrently with the costing process
  - b. Cost the contract using the current contract costing template and obtain approval from Finance
  - c. Consult all relevant departments and service areas where appropriate
  - d. Liaise with the Partnership Development Office (PDO) where applicable
  - e. Present the formal contract to the relevant signing and spending authority (as outlined in Signing and Spending Authority policy 114) for approval
  - f. Be accountable for all aspects of delivery, monitoring, evaluation, and non-financial reporting
6. The Contract Manager is responsible for contract administration, including:
  - a. Financial accountability, in consultation with Financial Services, following internal accounting standards and procedures
  - b. Reporting (external and internal) as required by the contract and VCC policies where applicable
  - c. Risk management & monitoring
7. The Partnership Development Office (PDO) will:
  - a. Assist and advise on exploratory discussions and contract assessment , costing and pricing
  - b. Provide input on programming and delivery logistics
  - c. Provide support during the project development and proposal writing process
  - d. Store and archive contracts and related documents in the Contract Repository
  - e. Provide ongoing support for contract administration and evaluation
  - f. Present an annual report to Education Council summarizing the education service contracts delivered in the preceding year as required by The College and Institute Act, section 23(1)(c)(ii).
  - g. Review proposals prior to submission.
  - h. Provide input on contract and project closure
8. The Financial Services department will:
  - a. Review and approve the costing of Education Service Contracts
  - b. Assign each Education Service Contract a separate organization code

- c. Provide oversight of contract revenue and expenditures
  - d. Support financial reporting for internal and external parties
  - e. Fulfill auditing requirements
- 9. Departments are responsible for the delivery of educational services as prescribed by the contract, including but not limited to:
  - a. Hiring contract staff and instructors
  - b. Scheduling and room booking
  - c. Course/program, delivery
  - d. Supporting students
  - e. Overseeing educational quality

## **EXPLORATORY DISCUSSIONS**

- 10. When an Education Service Contract opportunity arises, the relevant department(s) will undertake exploratory discussions to assess the feasibility of the opportunity.
- 11. The following consultations are required during the exploratory discussion process:
  - a. Dean or Director
  - b. Partnership Development Office
  - c. Financial Services, to obtain preliminary costing and budget approval
- 12. Additional consultations are required with areas that will be directly impacted by the Education Services Contract (such as Student Services for contracts with a significant number of students with disabilities or with Facilities for contracts with extensive space needs).
- 13. Exploratory discussions lead to assessment and will result in one of three possible outcomes:
  - a. Initial approval, and subsequent development of an Education Service Contract
  - b. Referral to the PDO or other department for further exploratory discussions
  - c. Non-action

## **CLOSURE OF AN EDUCATION SERVICE CONTRACT**

- 14. The Contract Owner or delegate will be responsible for contract evaluation in consultation with the PDO, and will ensure satisfaction of any external closure requirements.
- 15. The Contract Owner will provide the PDO with any relevant details to inform reporting and institutional best practices.
- 16. Before closure of the organization code, Financial Services confirms that all contract revenue and expenses are accounted for, and that the contract no longer has any activities within the relevant fiscal year.

## References and Resources

### Definitions

Term	Description
Contract Manager	The individual responsible for the administration of the contract, including deliverables, risk management and monitoring, as delegated by the Contract Owner.
Contract Owner	The individual who holds ultimate responsibility for the contract, typically including signing authority in alignment with the thresholds prescribed in policy.
Contract Repository	A central digital site used to store the key documents of the contracts (including proposals, agreements, budgets, reports, etc.), which acts as a clearinghouse for all contracts and provides information used for reporting and contract development purposes.
Educational Affiliations	Agreements with post-secondary institutions or other bodies that create opportunities for educational programming, student pathways, or applied research. Educational affiliations extend the College's ability to create learning experiences for students, partnerships for offering credentials, collaborations for applied research and scholarship, or equivalent course/credit pathways between institutions (See policy 407).
Education Service Contract	A binding written agreement that captures the terms surrounding the delivery of training or educational services outside of base budgeted activities. Agreements of this nature are typically time-limited and result in additional revenue.

### Related VCC Policies

VCC Policies	Policy Number
Ancillary Services	145
Educational Affiliations	407
Signing and Spending Authority	114
Space Allocation and Room Booking	141
Sponsorship	530
Standards of Employee Conduct & Conflict of Interest	202
Use of College Supplies, Products, Services, and Facilities	142

### Related Resources

- [College and Institute Act](#), RSBC 1996, c 52

## Appendix D

### To Be Rescinded

# Educational Affiliations

**Policy Type**

Academic

**Policy Name**

Educational Affiliations

**Policy Number**

407

**Effective Date - Policy**

February 10, 2021

**Effective Date - Procedures**

February 10, 2021

**Last Full Review Date**

February 10, 2021

**Next Scheduled Review Date**

February 2026

**Approval Body**

Board of Governors and Education Council Jointly

**Policy Sponsor**

Vice President Academic & Applied Research

**Review Body**

Education Policy Committee

**Responsible Authority**

AVP Academic

## Policy

**Context and Purpose**

Educational affiliations are agreements with post-secondary institutions or other bodies that create opportunities for educational programming, student pathways, or applied research. Educational affiliations extend Vancouver Community College's (VCC; the College) ability to create learning experiences for students, partnerships for offering credentials, collaborations for applied research and scholarship, or equivalent course/credit pathways between institutions.

This policy and related procedures establish the guiding principles for educational affiliations and establish a development and approval process that assists Vancouver Community

College in making informed judgements about the desirability of specific affiliations and in articulating a clear process that governs agreements.

### **Scope and Limits**

This policy and related procedures applies to affiliation agreements entered into by VCC involving:

- the issuance of a VCC credential, a VCC course completion credit, a joint credential and/or course completion credit involving both VCC and another institution/body; and/or
- the recognition of a credential or course completion credit offered by another institution; and/or
- a joint applied research project agreed to at an institutional level between VCC and another organization(s) that involves employees, students, and/or publication of research under the College's name.

The policy does not apply to:

- Education Service Contract training (see Policy 406) or other industry partnerships, unless they result in the recognition of a credential or course completion credit offered by another institution, a joint credential, or a joint research project at an institutional level.
- Education Service Contracts that relate to packaging existing programs or courses that have already gone through governance approval (such as offering another cohort of a program or a series of approved courses taught for a client).
- Articulation agreements between VCC and other post-secondary institutions that are included in the BC Transfer Guide.
- Agreements with other organizations for the sole purpose of providing practicum/clinical placements, work experience, or cooperative education.
- Applied research projects funded through Canadian, British Columbia or other provinces/territories government funding, or funding secured by individual employees to support a research project.
- Affiliations that do not involve education such as procurement, finance, and facilities.

### **Policy Principles**

1. All educational affiliations will align with and support the mission, mandate, and strategic direction of VCC.
2. Opportunities for educational affiliations are considered with organizations that share compatible goals and values with VCC, and agree to conform to all VCC's policies and procedures.

3. Educational affiliations should enhance the quality, range, and relevance of VCC's educational and applied research offerings, and should improve student access, transferability, and opportunities.
4. VCC has ultimate responsibility for the quality, academic standards, and student experience of any academic credential granted in its name, and educational affiliations must recognize the respective roles of Education Council and the Board of Governors in decision-making over educational matters.
5. Educational affiliations must ensure institutional academic freedom and independence from interference in educational decision-making and applied research. Agreements must respect all elements of academic freedom established in VCC policy and in VCC Collective Agreements. All educational affiliations are open to public scrutiny to ensure transparency.
6. VCC will only establish educational affiliations with partners who can demonstrate appropriate academic or professional standing, along with financial and legal standing. Agreements should have evident benefits for all partners, while minimizing risk to any partner.
7. Affiliation agreements will specify terms for dates of review and renewal and the credential to be awarded, and will include mechanisms for dispute resolution, non-compliance, and cancelation of an agreement.
8. All educational affiliations must establish terms to protect intellectual property.
9. All affiliation agreements will be subject to periodic review, no less than once every five years.

## Procedures

### All Procedures

#### GENERAL

1. Developing an educational affiliation agreement involves the following three phases:
  - a. Exploratory discussions
  - b. Developing a memorandum of understanding
  - c. Developing an educational affiliation agreement for a specific initiative
2. A series of resources applicable to educational affiliations are available for internal users on myVCC, including affiliation agreement templates.

#### EXPLORATORY DISCUSSIONS

3. Educational affiliation proposals may originate from any member of the College, including but not limited to Instructors, Department Leaders, Deans, or Senior Leadership.
4. The proposer must first seek approval from the appropriate Dean to enter into exploratory discussions with a potential partner. The Dean and proposer should



carefully consider the Principles outlined in the related Policy to ensure that a potential affiliation is aligned with the College's mandate and values.

- a. If the proposed partnership involves international students or programs, approval is also required from the Director of International Education.
  - b. If the proposed partnership involves Indigenous students or programs, approval is also required from the Dean of Indigenous Initiatives.
  - c. If the proposed partnership involves an applied research project, consultation is also required with the Dean responsible for the Centre of Teaching, Learning & Research.
  - d. If the proposed partnership involves significant or unusual student service requirements, consultation is also required with the Associate Vice President, Students & Enrolment Services.
  - e. Initial consultations should be held with appropriate department faculty and staff.
5. The Dean and proposer are responsible for an initial assessment of any risks to the College from the affiliation.
  6. If the exploratory discussions indicate that an affiliation may be beneficial to all partners, the proposer and Dean submit a Decision Note to the appropriate Vice President for review and approval.

#### **MEMORANDUM OF UNDERSTANDING**

7. In most cases, educational affiliations will require a memorandum of understanding (MOU) between the parties. The document outlines the broad objectives and potential scope of activities, and signals the intent to collaborate and develop a formal partnership. It does not create an affiliation agreement with another institution.
8. Multiple affiliation or other agreements may be developed as the result of one (1) MOU with an organization.
9. The Vice President, Academic & Research (or delegate) is responsible for developing the MOU with the partner organization. The Vice President, Academic & Research approves the final document for VCC.
10. The official copy is kept in the office of the Vice President, Academic & Research. A copy of the MOU is sent to the President's Office, Education Council, and the Board of Governors for information.

#### **AFFILIATION AGREEMENT**

11. As individual educational initiatives are developed under an MOU, each initiative should have an educational affiliation agreement outlining the purpose, roles and responsibilities of all partners, governance requirements, and financial/operational terms.
12. The Vice President, Academic & Research (or delegate) is responsible for developing the affiliation agreement with the partner organization.

13. The proposed affiliation agreement must be reviewed by relevant faculty, relevant staff, student services, the Registrar's Office, People Services, Financial Services, Safety, Security, Risk and Privacy, and any other relevant parties within the College to ensure that the agreement properly supports students, fits the College's strategic and financial plans, and minimizes risks to students and the College.
14. Affiliation agreements related to programming will typically include sections on:
  - a. Credential or credits awarded or transferred
  - b. Internal requirements related to the Office of the Registrar, Institutional Research and Finance
  - c. Collective Agreements
  - d. Human Resources
  - e. Learning Resources including an appropriate level of student services
  - f. Marketing and student information
  - g. Intellectual property
  - h. Occupational safety and security
15. Affiliation agreements related to applied research will typically include sections on:
  - a. Research ethics and review
  - b. Collective Agreements
  - c. Human Resources
  - d. Intellectual property
  - e. Occupational safety and security
16. All affiliation agreements will specify:
  - a. Terms for dates of review and renewal
  - b. Mechanisms for dispute resolution, non-compliance, and cancelation of agreements

## **APPROVAL OF EDUCATIONAL AFFILIATION AGREEMENTS**

17. All affiliation agreements must be approved by the Board of Governors.
18. Depending on the terms of the affiliation, Education Council must either approve the affiliation agreement or provide advice to the Board prior to their decision.
  - a. In cases where the agreement determines whether "courses or programs, or course credit, from another institution, university or other body are equivalent to courses or programs, or course credit, at the College" (*College and Institute Act*, RSBC 1996, c 52 s 25(1)(a)), or the agreement relates to the development of programs, courses, or other curriculum content (s 24(2)), the agreement must be jointly approved by Education Council.
  - b. In all other cases, Education Council provides advice to the Board prior to their decision.
19. Proposed affiliation agreements are sent to the Education Council Office for decision by Education Council. The Education Council Office sends it to the Executive Assistant to the Board for decision by the Board of Governors.

20. After governance approval, the affiliation agreement is signed by the President or a Vice President, and by an authorized person at the partner organization. The official copy is kept in the office of the Vice President, Academic & Research.

## REVIEW AND REPORTING

21. The Vice President, Academic & Research (or delegate) is responsible for reviewing all affiliations at the time of renewal, or no less than once every five years.
22. The Vice President, Academic & Research provides an annual report to Education Council on all active or recently completed educational affiliations.

## References and Resources

### Definitions

Term	Description
Affiliation Agreement	An arrangement with another institution or body that involves the awarding of a credential, the establishment of equivalency between the courses or programs between VCC and another institutions, the movement of students between institutions, or applied research projects at an institutional level. Common examples include:
Applied Research Project	A project established by VCC as an institution in partnership with other institutions where funding or resources are provided to the College, and involves the research activities of employees or students.
Articulation	Agreements that provide for inter-institutional transfer of credit for courses or programs. These formal agreements set out the terms under which credits or credentials awarded by one institution will be given transfer status by the other institutions. Normally the submission requirements will resemble those within the BC Council of Admissions and Transfer (BCCAT) guide.
Block Transfer	The process whereby a block of credits is granted to students who have successfully completed a certificate, diploma, or cluster of courses that is recognized as having an academic wholeness or integrity, and that can be related meaningfully to a credential at another institution.
Consortium Model	An agreement in which several institutions collaborate on the development of a generic curriculum but independently offer parts of or the entire program at their institution or jointly administer a program that is hosted at one or more institution.

<b>Term</b>	<b>Description</b>
Joint Credential	The process whereby two or more independent institutions offer designated portions of a jointly developed/agreed to curriculum that result in a credential where both institutions are cited as the credential granter.
Memorandum of Understanding	An agreement between two or more parties outlined in a formal document. It is not legally binding but signals the willingness of the parties to move forward with a contract.

### Related VCC Policies

<b>VCC Policies</b>	<b>Policy Number</b>
Copyright	510
Curriculum Development and Approval	410
Curriculum/Educational/Institutional Materials Created within the College	513
Education Service Contract	406
Ethics and Integrity in Research and Scholarly Activity	421
Ethical Conduct for Research Involving Humans	420
Prior Learning Assessment and Recognition	316
Qualifications for Continuing Studies Instructors	206
Qualifications for Faculty and Instructors	205
Sponsorship	530

### Related Resources

- [College and Institute Act](#), RSBC 1996, c 52



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** November 26, 2025

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Admissions Policy (301)  
Flexible Admissions Policy (302)

### BACKGROUND:

The Registrar's Office is proposing changes to the Admissions (301) and Flexible Admissions (302) policies, in tandem with proposed edits to the Tuition and Fee Refund (311) policy.

The Tuition and Fee Refund policy is being updated to clarify that students denied a study permit by IRCC (Immigration, Refugees and Citizenship Canada) based on providing inaccurate, incomplete, untruthful or misrepresented information, may not be eligible for a full refund. This policy is currently going through the administrative policy approval process.

A statement was added to the Admissions and Flexible Admissions policies to explicitly specify that students are required to provide complete, accurate and truthful information as part of the application process. This edit aims to provide clarity for students as well as ensuring VCC has appropriate mechanisms to safeguard the integrity of its admissions processes.

### DISCUSSION:

Registrar Dave McMullen presented all three policies and procedures to Education Policy Committee (EPC) at its October 8, 2025 meeting. The committee requested minor wording changes for consistency across the policies, and to provide some flexibility around the reasons for refund denials. These changes were completed. No comments were received during the College feedback process.

Education Policy Committee and Education Council reviewed the admissions policies on November 5 and 12, 2025, respectively. EdCo requested aligning language in the Admissions (301) policy, principle #1, with protected characteristics outlined in [BC's Human Rights Code](#). The updated draft was presented at the November 13, 2025 Governance Committee meeting.

Governance Committee requested consultation with Dean of Indigenous Initiatives, Jessie Williams, around the term "Indigenous identity" included in the updated policy principle. Consultation is in progress, and an update will be provided at the Board of Governors meeting.

### RECOMMENDATION:

THAT, on the recommendation of Governance Committee, with advice from Education Council, the Board of Governors approve, in the form presented at this meeting, the revised Admissions (301) and Flexible Admissions (302) policies and procedures.

**PREPARED BY:** Louise Dannhauer, Chair, Governance Committee & Education Council

**APPENDIX A:** Admissions (301) Policy and Procedures (tracked changes)

**APPENDIX B:** Flexible Admissions (302) Policy and Procedures (tracked changes)

**DATE:** November 13, 2025

## Appendix A

# Admissions

**Policy Type**

Academic

**Policy Name**

Admissions

**Policy Number**

301

**Effective Date - Policy**

TBD

**Effective Date - Procedures**

TBD

**Last Full Review Date**

November 24, 2021

**Next Scheduled Review Date**

November 2026

**Approval Body**

Board of Governors with Education Council Advice

**Policy Sponsor**

Vice President Academic &amp; Applied Research

**Review Body**

Education Policy Committee

**Responsible Authority**

Registrar's Office

## Policy

**Context and Purpose**

This Policy and related Procedures inform applicants of the principles, requirements and processes for admission to Vancouver Community College (VCC; the College) and to specific programs/courses. VCC will admit qualified applicants, both domestic and international, in a consistent, transparent and timely manner according to approved admission requirements of the College and/or program/course.

**Scope and Limits**

This Policy applies to all applicants and to all programs/courses offered by VCC.

Admission requirements are approved by Education Council and the Board of Governors in accordance with Section 23.1 of the *College and Institute Act*.

The College has related policies that may enhance or support enrolment decisions for student applicants who are Indigenous and/or have a disability and/or have non-traditional educational backgrounds.

### Policy Principles

1. VCC provides equality of access to the College and its programs/courses regardless of race, ancestry, place of origin, colour, ~~ethnic origin, citizenship, creed, Indigenous identity, religion,~~ sex, sexual orientation, gender ~~identity or~~ expression, age, criminal ~~record conviction,~~ marital status, family status, or mental or physical disability.
2. VCC is committed to an admissions process that is fair, transparent, accessible, and timely.
3. The Registrar's Office is responsible for establishing, in consultation with Schools and Departments, institutional and program application periods.
4. The College will establish program/course admission requirements that seek to optimize student access and success; requirements can be academic and non-academic in nature.
5. Admission requirements and course pre-requisites should be reliable predictors of student success.
6. Admission requirements for programs are listed in the Program Content Guide (PCG). Pre-requisites for courses that are not part of a program are listed in the Course Outlines.
7. Canadian citizens, permanent residents, and others determined eligible by Immigration, Refugees and Citizenship Canada (IRCC) to study in Canada are eligible to apply for admission.
8. The Provincial Government establishes funded institutional enrolment targets for domestic students.
9. International students are required to meet IRCC regulations for studying in Canada. The College admits students on a first-qualified, first-admitted basis whereby students must satisfy all admissions criteria to establish eligibility and are then offered places by date of eligibility. Exceptions may include:
  - a. programs/courses that use selective admissions processes to rank order qualified applicants; and
  - b. returning students who apply to be readmitted (insert students) into a program at an advanced level, subject to availability of space.
10. To ensure that the College is not rejecting well qualified students because they have a non-traditional educational background, the College may use flexible admissions processes.
11. In consultation with relevant internal and external parties, reasonable limits may be placed on international student enrolment on a program-by-program basis. Relevant



external parties may include regulatory bodies such as the Industry Training Authority and/or Immigration, Refugee and Citizenship Canada.

12. VCC encourages the admission of international students where such admissions do not displace domestic students, where unused capacity exists, or where the capacity can be increased.
13. Applicants are responsible for providing all required admission documents for their programs/courses as outlined on the College's website. [Failure to provide accurate, complete, and truthful application information may impact an individual's admissibility to VCC.](#)
14. The College will provide a review mechanism for applicants who are not satisfied with an admissions decision.

## Procedures

### All Procedures

#### General College Admission Requirements

1. To be admitted to the College, applicants must qualify as either domestic students or as international students.
  - a. Applicants who are in possession of valid documentation confirming their legal status as Canadian citizens, permanent residents or as allowed by the Tuition and Fees Policy 310 will be treated as domestic students for the purpose of enrolment, tuition fee assessment, scholarship and award funding.
  - b. Applicants who are not domestic students and who meet the guidelines established for international students studying in Canada by Immigration, Refugees and Citizenship Canada will qualify as international students.
2. To be considered as a visiting student, applicants must present the following:
  - a. A completed application noting their request to be considered a visiting student; and
  - b. A Letter of Permission from their home institution which stipulates the course(s) the student will take at VCC, and that will be recognized at their home institution.
3. As part of the annual enrolment planning process determinations will be made around reasonable limits on international student admission on a program by program basis.
4. Admissions Officers will review application information to ensure that declared immigration status is consistent with previous educational experience. In the event that questions arise, staff will follow up with the applicant and may request additional supporting documentation to support the information provided.
5. At the time of enrolment, students must be at least 16 years of age (17 years for international students)
6. Underage applicants may be granted special admission on an individual basis, subject to the following:

For domestic applicants:

- a. a written consent from a parent or guardian, and
- b. letters of support from individuals who are familiar with the applicant's circumstances (such as a school principal or health care provider).

For international applicants:

- c. proof of high school graduation, and
- d. adherence to the guidelines established by Immigration, Refugees and Citizenship Canada.

**Program/Course Admission Requirements**

- 7. Once applicants have met the general VCC admission requirements, they must then meet the admission requirements or course pre-requisites of the program/course as listed in the approved Program Content Guide or Course Outline.
- 8. There are three (3) processes the College can use to admit students into its programs and courses:
  - a. Standard Admissions;
  - b. Selective Admissions;
  - c. Flexible Admissions.

**Applying for Admissions at VCC**

- 9. Applicants are required to submit all required documents as outlined on the College website, to the relevant Registration Area including, but not limited to official transcripts, original assessment results, proof of citizenship, or other non-academic requirements. The submitting of fraudulent application related documents will result in a minimum penalty of a one year restriction from applying to or acceptance into any VCC program and courses.
- 10. Applicants will pay an application fee where required.
- 11. In programs where demand exceeds capacity applicants may be waitlisted in order of their qualifying date, except for Indigenous applicants. For further information refer to the Indigenous Education Enrolment Policy 304.
- 12. Applicants will be officially notified of admission decisions by the relevant Registration Area.
- 13. Applicants will be notified of conditional acceptance and of any submission deadlines by the relevant Registration Area.

**Transfer Credit**

14. Students must apply for transfer credit and submit official transcripts, applicable course outlines and any other supporting documents to the relevant Registration Area. For further information refer to the Transfer Credit Policy 317.

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

15. Students seeking PLAR must apply and submit all supporting documentation to the relevant Registration Area and pay the applicable fee. For further information refer to PLAR Policy 316.

**Insert Applicant**

16. Insert students who have taken at least a one (1) year break from their program at VCC, or are transferring into a program from another institution, must submit an application to the relevant Registration Area. The Registration Area works with the department to facilitate an appropriate entry point based on the applicant's educational history and seat availability.
17. Insert students who have taken less than a one (1) year break from their program must meet with their program's Department Leader to determine an appropriate re-entry point. The decision and details must be communicated to the Registration Area by the Department Leader in a timely fashion.

**Admissions Review**

18. Students can appeal an admissions decision by submitting an Admissions Review form within 30 days of being notified of the decision. Forms are available from the relevant Registration Area and must be submitted along with any supporting documentation.
19. The relevant Registration Area will determine if the supporting documentation meets the admission/selection requirements in consultation with the relevant department as required.
20. The relevant Registration Area will notify the applicant in writing of the results of the Admissions Review within 15 business days after the form and supporting documentation have been submitted.
21. In special cases, applicants who do not meet certain admission requirements may be admitted with agreement between the Registrar (or delegate) and the appropriate Department Leader. Consultation with Student Services representatives may be held as needed. The appropriate Dean is notified of the decision by the Department Leader.

## References and Resources

### Definitions

Term	Description
Academic Admission Requirements	A list of courses, certifications or skills that students must present to be admissible to a program. These requirements are set to ensure that admitted students have the necessary knowledge and background to be reasonably assured of program success.
Other Admission Requirements	Program specific requirements other than academic admission requirements such as Criminal Record Check, proof of immunization, and CPR certification. Applicants should be aware of any non-academic requirements prior to entering a program. Refer to PCGs for a list of all program specific requirements.
Applicant	A person who has applied to a course or program and paid an application fee.
Cohort Program	A program of study in which students (cohort members) start a program together, collaboratively participate in the same courses and graduate together.
Conditional Acceptance	Acceptance offered before all admission requirements are met. Conditions must be met prior to commencing study.
English Language Proficiency	The ability to function in an instructional environment where the language of instruction is English, as dictated by the program or course. This is demonstrated through completion of previous education in English, an upgrading course or an assessment test. This is to ensure that the applicant has the ability to understand and communicate in English so that they are reasonably assured of having the capacity to be successful in their studies.
Equivalent	An alternate course or program of study that is similar to an academic admission requirement which can be presented instead of stated course requirements.
Flexible Admissions	Alternative admissions processes that are based on identifying, assessing and recognizing skills, knowledge, or competencies that have been acquired through previous education, work experience, non-credentialed training, independent study, volunteer activities, and hobbies. To ensure consistency and fairness, standardized evaluation practices will be used to assess an applicant's qualifications.

<b>Term</b>	<b>Description</b>
Insert Applicants	Refers to former VCC students who have been previously accepted into a program and who had to leave the program for health, lack of progression or other reasons; or students transferring with Prior Learning Assessment or transfer credit from another recognized institution. VCC students in non-cohort programs are not considered insert students when returning to their program of study and they must complete within the duration listed within the Program Content Guide.
International Student	Students who meet the Immigration, Refugee and Citizenship Canada Guidelines established for international students to be eligible to study in Canada. With a few exceptions, international students must have a valid study permit if they are taking a course of studies that will last for more than six months.
Official Transcript	The record of a student's academic history. To be considered official, transcripts must be in an institutionally sealed envelope and endorsed by the issuing institution or sent via secure electronic delivery by the issuing institution.
Pre-requisite	A course or other requirement necessary for registration into a specific course. It means that a student must have taken the course noted to ensure that they have the level of understanding and competency in order to complete the course which they are registering in.
Prior Learning Assessment and Recognition (PLAR)	Assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements or pre-requisites of a program offered by the College.
Program Content Guide (PCG)	A curriculum document that contains the essential features of a program of study, such as: program name, purpose, number of credits, duration, program learning outcomes, admission requirements, grading system, course list, instructional strategies, evaluation of student learning, and the credential received upon completion.
Registered Student	A person who has been recorded within the Banner Student Information System as having been placed in a seat in a full-time or part-time credit or non-credit course offered by VCC.
Registration Area	The areas of the College responsible for registering students: <ul style="list-style-type: none"> <li>• Registrar's Office (RO)</li> <li>• Continuing Studies (CS)</li> </ul>

<b>Term</b>	<b>Description</b>
	<ul style="list-style-type: none"> <li>• International Education (IE)</li> <li>• School of Instructor Education (SIE)</li> </ul>
Selective Admissions	Admission of students to a program or course based on a departmental assessment, in addition to the minimum entrance requirements; or to a program where additional admission requirements over and above the College's general admission requirements have been approved by the Education Council and the Board of Governors. Admission to a program is determined through a review of applications by the Department based on established criteria. Registration for selective admission programs can either be through open registration or limited enrolment (meaning there are a limited number of spaces or seats available in a program or course).
Standard Admissions	Admission to a program is performed on a first qualified, first accepted basis.
Transfer Credit	The granting of credit for a course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student's formal transcript.
Underage Applicants	For the purposes of this policy, underage domestic applicant refers to anyone under 16 years of age, and underage international applicant refers to anyone under 17 years of age.
Visiting Student	A student who is currently enrolled in a program of study at another recognized post-secondary institution, and who applies to complete specific course(s) at VCC for transfer credit back to their home institution.

### Related VCC Policies

<b>VCC Policies</b>	<b>Policy Number</b>
Flexible Admissions	302
Grading, Progression and Withdrawal	411
Granting of Credentials	412
Indigenous Education Enrolment	304
Prevention of Harassment, Discrimination, and Bullying	201
Prior Learning Assessment and Recognition	316
Accommodation for Students with Disabilities	327

VCC Policies	Policy Number
Tuition and Fees	310

**Related Resources**

- [Criminal Records Review Act](#), RSBC 1996, c 86
- [Human Rights Code](#), RSBC 1996, c 210
- [Immigration and Refugee Protection Act](#), SC 2001, c 27

## Appendix B

# Flexible Admissions

**Policy Type**

Academic

**Policy Name**

Flexible Admissions

**Policy Number**

302

**Effective Date - Policy**

TBD

**Effective Date - Procedures**

TBD

**Last Full Review Date**

April 2015

**Next Scheduled Review Date**

September 2022

**Approval Body**

Board of Governors with Education Council Advice

**Policy Sponsor**

Vice President Academic &amp; Applied Research

**Review Body**

Education Policy Committee

**Responsible Authority**

Registrar's Office

## Policy

**Context and Purpose**

The purpose of this policy is to establish multiple pathways for students to be admitted to Vancouver Community College (VCC; the College) beyond traditional admission requirements. This includes students with non-traditional educational backgrounds as well as pathways that will assist students with becoming admissible to other programs.

**Scope and Limits**

This policy applies to all programs unless otherwise noted. Determination will be made at the program level and is based on whether there is enough information available to ensure



that the applicant stands a reasonable chance of being successful in their program of choice. The means of evaluation is to establish student suitability and ensure that students have the necessary skills, capabilities and knowledge base in order to be successful in their program of choice. Please see Admissions Policy 301 for overall admissions criteria to enter the College.

### Policy Principles

1. VCC is committed to an admissions process that is fair, transparent, accessible, and timely.
2. The College will establish program admission requirements that seek to optimize student access and success; requirements can be academic and non-academic in nature.
3. Admission requirements are approved by Education Council and the Board of Governors as per Section 23.1 of the College and Institute Act. Admission requirements for programs are listed in the Program Content Guide (PCG).
4. To ensure that the College is not rejecting well qualified students because they have a non-traditional educational background, the College has flexible admissions processes. To ensure consistency and fairness, standardized evaluation processes will be employed to assess applicants' qualifications.
5. The College has related policies that may affect enrolment decisions for student applicants who are Indigenous, International and/or have a disability.
6. Applicants are responsible for providing all required documents for their programs/courses as outlined on the College website. Failure to provide accurate, complete, and truthful application information may impact an individual's admissibility to VCC.
7. All formal offers of admission will be issued from the Registrar's Office, International Education or Continuing Studies Office.

### Procedures

#### All Procedures

As with regular admission to College programs, flexible admission is focused on ensuring that potential students have the necessary background to be reasonably assured of success at the post secondary level. Each of the pathways of flexible admission will have their own specific criteria. There may be some limitations associated with admission but these will be detailed below.

#### FLEXIBLE ADMISSIONS PATHWAYS AT VCC

1. Mature Student Admission is designed for applicants who have not graduated from high school. This pathway is designed to admit students who are reasonably assured

of having the necessary skills and capabilities to be successful in their program of choice. Mature Student applicants must meet the following criteria:

- a. Applicants must be at least 19 years of age on the first day of their classes at VCC.
  - b. Applicants must be able to demonstrate English Language Proficiency.
  - c. Applicants must present English 12 with a grade of C, or equivalent.
  - d. Additional information may be requested from the applicant (e.g. resume, assessment test results, etc.) dependent on their program of choice to better determine admissibility.
2. Open Studies Admission is designed to admit applicants to the College for the purposes of taking individual courses which are not part of selective enrolment programs (Eg. University Transfer classes.). The student will not be admitted to an actual program but will be able to take individual classes for credit. These credits could be applied if the applicant was admitted to a specific program here at VCC or are potentially transferable. To be admitted as an Open Studies student, applicants must meet the following criteria:
  - a. Submit an application and be able to demonstrate English proficiency;
  - b. Students will then be able to register for any course where they can demonstrate they meet the pre-requisites and which is available to Open Studies students, provided space is available in the class;
  - c. Students will be required to provide necessary documentation to show they have the required pre-requisites.
3. Open Studies Admissions does have some specific restrictions that students should be aware of. VCC reserves the right to designate which courses qualify for Open Studies. Open Studies applicants will:
  - a. Register after program students to ensure that program students are provided with opportunity to register in courses they require to complete their program of study.
  - b. Be restricted to completing a maximum of 30 credits at VCC under the Open Studies umbrella. If students wish to continue, they would then need to apply towards a specific program at the College.
4. Individual Flexible Admissions is designed to admit applicants to the College who may have a non-traditional education background. A standing committee will determine whether the applicant possesses appropriate background and knowledge to be successful in their program of choice. To be admitted as an Individual Flexible Admissions student, applicants must submit the following:
  - a. An application along with a written request for Individual Flexible Admission and be able to demonstrate English proficiency;
  - b. Applicants will submit all appropriate documentation in support of their application to demonstrate mastery of required skills. This may include but not limited to official transcripts, original assessment results and other supporting documentation.
5. Transfer Student Admission is designed to provide an admissions path for applicants who may or may not present all high school based admission requirements but have

gone on to successfully complete some post- secondary education (e.g. Open Studies). To be considered for program admission utilizing this pathway, applicants would have to present the following:

- a. Applicants will have to have successfully completed a minimum of 15 credits of transferable post secondary course work with a GPA of 2.0 on these courses.
  - b. Of this completed course work, students must present successful complete courses in areas where they may lack high school entry requirements (e.g. English 12 could be replaced with ENGL 1101 or BIOL 12 could be replaced with BIOL 1100) with appropriate grades.
6. Visiting Student Admission is designed to allow students from another recognized post secondary institution to come take specific classes at VCC for credit but that will be transferred back to their home institution for credit towards their program there. In order to be considered as a Visiting Student, applicants must present the following:
- a. A completed application noting they wish to attend as a Visiting Student;
  - b. A Letter of Permission from their home institution which stipulates the course(s) the student is to take at VCC which will be recognized by their home institution.

## References and Resources

### Definitions

Term	Description
Admission Requirements	A list of courses, certifications or skills that students must present to be admissible to a program. These requirements are set to ensure that admitted students have the necessary knowledge and background to be reasonably assured of program success.
English Language Proficiency	An applicant must demonstrate their ability to function in an instructional environment where the language of instruction is English, as dictated by the program or course. This is to ensure that the applicant has the ability to understand and communicate in English so that they are reasonably assured of having the capacity to be successful in their studies. This is demonstrated through completion of previous education in English, an upgrading course or an assessment test.
Equivalent	An alternate course or program of study that is similar to an academic admission requirement which can be presented instead of stated course requirements.

<b>Term</b>	<b>Description</b>
Flexible Admissions	Alternative admissions processes that are based on identifying, assessing and recognizing skills, knowledge, or competencies that have been acquired through previous education, work experience, non-credentialed training, independent study, volunteer activities, and hobbies. To ensure consistency and fairness, standardized evaluation practices will be used to assess an applicant's qualifications.
Pre-requisite	A required course that a student must have taken the course noted to ensure that they have the level of understanding and competency in order to successfully complete the course which they are registering in.
Program Content Guide (PCG)	A curriculum document that contains the essential features of a program of study, such as: program name, purpose, number of credits, duration, program learning outcomes, admission requirements, grading system, course list, instructional strategies, evaluation of student learning, and the credential received upon completion.
Registration Area	The areas of the College responsible for registering students: <ul style="list-style-type: none"> <li>• Registrar's Office (RO)</li> <li>• Continuing Studies (CS)</li> <li>• International Education (IE)</li> <li>• School of Instructor Education (SIE)</li> </ul>
Selective Admissions	The right of the College to admit students to a program or course based on a departmental assessment, in addition to the minimum entrance requirements; or to a program where additional admission requirements over and above the College's general admission requirements have been approved by the Education Council and the Board of Governors. Admission to a program is determined through a review of applications by the Department based on established criteria. Registration for selective admission programs can either be through open registration or limited enrolment (meaning there are a limited number of spaces or seats available in a program or course).
Standard Admissions	Admission to a program is performed on a first qualified, first accepted basis.

#### **Related VCC Policies**

<b>VCC Policies</b>	<b>Policy Number</b>
Admissions	301
Granting of Credentials	412

<b>VCC Policies</b>	<b>Policy Number</b>
Indigenous Education Enrolment	304
Prevention of Harassment, Discrimination, and Bullying	201
Prior Learning Assessment and Recognition	316
Accommodation for Students with Disabilities	327
Transfer Credit	317



## November 2025

### Operational Plan Update

As we close out the Strategic Operating plan time horizon, we have accomplished a great deal over the past three years. With the focus now on the SEE VCC campaign, the development of a new three-year plan will be considered following the public launch of the campaign (now estimated to be later 2026). Work continues to establish a risk registry for the Foundation. It is anticipated that a draft of the Registry will be tabled with the Foundation Board at their February meeting. The Governance committee continues to meet regularly to review and update three policies.

### Campaign Updates

#### **Health Simulation Centre**

We are pleased to announce several major gifts that total just over **\$600K** to support the construction of a new Immersive Simulation Lab. We are now within \$150K to be raised to complete this project.

#### **Culinary VR Project**

A gift of \$100,000 was received in August by the RBC Foundation to support the development of four new Virtual Reality butchery units.

#### **Prospecting**

The prospect pipeline continues to grow and develop. Meaningful conversations with a number of prospective partners across the health, financial, auto, energy, and tech sectors have taken place; with a number of proposals out for consideration. The changing political climate and economic shifts continue to be challenges to securing decision on funding requests.

### Other Fundraising, Granting and Stewardship Activities

#### **Asian Culinary 50<sup>th</sup> Anniversary Fundraising Luncheon**

On September 27, VCC Foundation hosted FEAST!, VCC's Asian Culinary Arts program fundraiser presented by Scotiabank. The event welcomed nearly 100 esteemed guests to VCC's [JJ's Restaurant](#), where diners and sponsors raised **\$58,580** over a five-course meal, all while celebrating 50 years of Asian Culinary Arts at VCC.

In addition to providing equipment and program needs, the funds raised will support the [VCC Culinary Arts](#) team representing Canada at the International Chinese Chef Master Competition in Macau, China, in November 2025. FEAST! served as a practice run for alumni Junhao Li and Shaoyi Sun, with VCC veteran instructors Chef Sonny Ho and Chef Jie (Jay) Wen supporting.

**Flourish** – Dates for next year's event has been set for March 5<sup>th</sup>, 2026. The overall Fundraising Goal has been set for \$300K (last year's record-breaking total was \$239K). Sponsorship revenue has already exceeded last year (\$125K) with over \$135K in cash and \$40K in kind in place to date. Tickets pricing has been increased to \$195 early bird and \$250 regular price and will go on sale November 12, 2025. **We are seeking Governor support in two areas:**

- 1. Share the information about Flourish to their networks; asking each Director to invite and promote tickets sales for 8-10 people to attend the event.**

## 2. Recruitment of Live Auction Prizing.

**Giving Tuesday** – The annual Giving Tuesday campaign will launch at the end of November and will run until December 31, 2025. The campaign will once again support the VCC food security programs. All donations received by the Foundation will be matched up to \$20,000.

**Governors are encouraged to make their annual contribution during this period to show their support!**

**Culinary Renovation Project** – Architecture plans are now in place and construction timelines are being determined to activate on the \$38M government grant received by the College last year, to renovate the culinary department facilities. Over \$8.25M has been identified in naming right opportunities for the renovated space. A mini cabinet will be recruited to help initiate this fundraising campaign under the SEE VCC umbrella. This campaign will follow the completion of the Healthcare Simulation fundraising campaign.

**Seiffert/SnowCap Enterprises Stewardship Event** A stewardship event with Snowcap Enterprises team took place November 12<sup>th</sup>, as an ongoing donor update as a result of the naming of the Seiffert Market. The event included a tour of the Market and the bakery department to view recently purchased equipment, and an introduction to the Snowcap award recipients for the Fall term.

### Calendar of Important Dates

Fall Awards	November 28, 2025
Convocation	December 5, 2025
Hy's Fundraiser JAMS	February 4, 2026
Flourish	March 5, 2026