

March 25, 2026, at 5:45 p.m.

**VCC Broadway Campus, Building A, Room 5025**

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Meeting ID: 256 511 296 016 08

Passcode: PQ7e6dN9

### Board Members

Mahin Rashid (Chair, Board/HRC)  
 Jeffrey Yu (Vice Chair/Chair, FAC)  
 Carol Ye  
 Chi Lo  
 Christie Sparklingeyes  
 Colin Zuo  
 Francesco Barillaro  
 Malou Morales  
 Michele Guerin  
 Dr. Paul Yeung  
 Simon Cheng  
 Dr. Steve Cardwell  
 Synthia Kloot (Chair, HRC)  
 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  
 Jessie Williams Dean, Indigenous Initiatives  
 Lucia Zabrieszach EC, VP Academic Office

### Ex-Officio

Ajay Patel President & CEO  
 Louise Dannhauer Chair, Education Council

### Guests

Frank Cosco President, VCCFA  
 Daniel Rohloff Chief Shop Steward, CUPE Local 4627  
 Anastasiya Stolyarova Executive Director, SUVCC

**We acknowledge that Vancouver Community College (VCC) is located on the traditional and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tseil-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 min		
<b>2. APPROVAL OF AGENDA/CONSENT AGENDA</b>		M. Rashid	2 min		
2.1 Minutes: Feb 5, 2026, Public Meeting				✓	3
2.2 Board correspondence & Activity					
2.3 News and Events				✓	7
2.4 Program Name Change: Construction Electrician & Clean Energy Diploma				✓	12
<b>3. ACTION TRACKER</b>		M. Rashid	1 min		
No Items	Info			--	--
<b>4. INDIGENIZATION AT VCC</b>					
Indigenous Story Booth Installation	Info	J. Williams	15 min	--	--

<b>5.</b>	<b>CONSTITUENCY GROUP REPORTS</b>	Info	Constituency Reps		
	5.1 CUPE Local 4627			5 min	
	5.2 SUVCC			5 min	
	5.3 VCCFA			5 min	✓ 18
<b>6.</b>	<b>EDUCATION COUNCIL</b>			20 min	
	6.1 Chair's Report	Info	L. Dannhauer		✓ 19
	6.2 Enrolment Plan 2026-27	Decision	L. Dannhauer /D. Wells		✓ 21
<b>7.</b>	<b>PROGRAMS, TUITION &amp; FEES</b>		L. Dannhauer / J. Yu	25 min	
	7.1 NEW: Pharmacy Technology Diploma				✓ 56
	7.1.1 Tuition	Decision			✓ 63
	7.2 NEW: Retail & Service Careers Certificate				✓ 81
	7.2.1 Tuition	Decision			✓ 90
	7.3 REVISED: Medical Laboratory Assistant Certificate				✓ 93
	7.3.1 Tuition	Decision			✓ 100
	7.4 REVISED: Credit Reduction – Auto Collision & Refinishing Foundation Certificate				✓ 106
	7.4.1 Tuition	Info			✓ 114
	7.5 ASL-SLI Bridging Courses - Tuition	Decision			✓ 115
<b>8.</b>	<b>FINANCE AND AUDIT COMMITTEE REPORT</b>		J. Yu	20 min	
	8.1 Chair's Report	Info			
	8.2 2025/26 Forecast to Budget	Info			✓ 118
	8.3 2026/27 Operating Budget	Decision			✓ 123
	8.4 2026/27 Capital Budget	Decision			✓ 129
<b>9.</b>	<b>GOVERNANCE COMMITTEE REPORT</b>		L. Dannhauer	15 min	
	9.1 Chair's Report	Info			
	9.2 2025-26 Policy Report	Info			✓ 130
	9.3 REVISED: Media Relations (532)	Decision			✓ 135
	9.4 REVISED: Selection of Library Materials (511)	Decision			✓ 144
	9.5 G.1.0 Board Conduct Bylaw - Annual Oath of Office Affirmation	Info			✓ 150
<b>10.</b>	<b>HUMAN RESOURCES COMMITTEE REPORT</b>		S. Kloot	5 min	
	10.1 Chair's Report	Info			-- --
<b>11.</b>	<b>VCC FOUNDATION</b>		C. Zuo	10 min	
<b>12.</b>	<b>NEW BUSINESS</b>			1 min	
	<i>(Matters approved under item 2)</i>				
<b>13.</b>	<b>NEXT MEETING &amp; ADJOURNMENT</b>	Info	M. Rashid	1 min	
	Next meeting: May 27, 2026 at 5:30 p.m.				
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**Board of Governors**  
**Public Meeting**  
**DRAFT MINUTES**

February 5, 2026, at 5:45 p.m.  
 Room 5025, Broadway Campus

## ATTENDANCE

### Board Members

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

### Senior Team & Staff Resources

David Wells VP, Academic & Applied Research  
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 Tannis Morgan AVP, Academic Innovation  
 Jamie Choi ED, Finance & CFO  
 Surinder Aulakh ED, Safety, Security & Risk Management  
 Charnelle McClure ED, Marketing & Communications  
 Jessie Williams Dean, Indigenous Initiatives  
 Amanda Wiseman EC, President's Office  
 Lucia Zabrieszach EC, VPA's Office

### Ex-Officio

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

### Guests

John Demeulemeester VCCFA  
 Deanne Bates Chief Shop Steward, CUPE Local 4627  
 Brynn Joyce Executive Director, SUVCC

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

The meeting was called to order at 5:50 p.m.

The Chair noted recent Board and Senior Team engagement, including a January Board retreat and meetings of Board Chairs with the Minister of Post-Secondary Education. Key themes included the Minister's understanding of sector challenges, anticipated timing and content of the post-secondary review, governance considerations, and a commitment to quarterly meetings with Board Chairs. The Chair also summarized a subsequent meeting with Don Avison focused on the purpose and value of colleges, system sustainability, collaboration, online learning and AI, tuition limits, and improved supports for under-represented learners.

The President thanked Board members for attending student awards and convocation events and highlighted the Minister's December campus visit and recent student achievements. He provided a financial and operational update, noting approved deficit budgets for the current and upcoming fiscal year, subject to Treasury approval, continued impacts of IRCC policy changes, and anticipated revenue declines of approximately \$53 million over two fiscal years (2025/26 and 2026/27). The President outlined mitigation efforts, including expense recalibration, workforce adjustments, a reorganization from four schools to three

by August, and realignment of student services. Appreciation was expressed to the college community for maintaining enrolment stability and external confidence during a period of transition, with an emphasis on care and compassion for affected colleagues.

## 2. APPROVAL OF AGENDA & CONSENT AGENDA

**MOTION:** THAT the VCC Board of Governors approve the February 5, 2026, public meeting agenda, including items on the consent agenda, with the addition of New Business items related to a Board Retreat update, and the post-secondary review

**2.1** Minutes: November 26, 2025 Public Meeting

**2.2** Board Correspondence & Activity

**2.3** News and Events

**2.4** Education Council Chair's Report

**2.5** Course Deactivations

**2.6** Concept Paper: Plumber Foundation Certificate

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

## 3. INDIGENIZATION AT VCC

### Indigenous Matriarchal Teachings

Jessie Williams reflected on Indigenous matriarchal teachings shared at the Board retreat by Dr. Gwendolyn Point and Tanya O'Neill. Key themes included Indigenous worldview as guidance on being a good human; leadership grounded in accountability, interdependence, and responsibility to those present and future generations; and governance as shared responsibility rather than positional authority. The importance of relationship, respect, balance, and staying connected through difficult conversations was emphasized. Board members were reminded that diverse lived experiences and teachings strengthen collective governance.

## 4. CONSTITUENCY REPORTS

### 4.1 CUPE Local 4627

CUPE 4627 reported that CUPE BC had a productive meeting with Don Avison, which included the post-secondary funding formula and the importance of the sector in supporting future skills development. Concerns were raised regarding workforce impacts during the current period of financial restraint.

CUPE 4627 noted the union awarded ten \$1,000 bursaries to post-secondary institutions to support CUPE members and their dependents pursuing education. Board members acknowledged the report and expressed appreciation for CUPE's support of students and members through the bursary program.

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

The Student Union reported on the hiring of a new advocacy and governance organizer. Updates included a recent student rally highlighting education funding pressures, engagement with the post-secondary sustainability review, and discussions regarding the value and costs of VCC's unique programs. Capacity concerns related to the loss of the Ombudsperson role were noted.

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

VCCFA reported significant workforce impacts resulting from financial pressures, including advance notices to regular or permanent faculty and significantly higher number when term and casual instructors are included. Concerns were raised regarding the scale of reductions, the need for compassion in implementation, and sector-wide funding inequities. The President responded by outlining guiding principles focused on financial sustainability, maintaining institutional integrity, and proportional decision-making, noting ongoing advocacy for funding model reform.

## 5. PROGRAMS, TUITION & FEES

### 5.1 NEW: Automotive Electronics Repair Certificate Program

**MOTION:** THAT, on the advice of Education Council, the Board of Governors approve the new Automotive Electronics Repair Certificate credential, creation of associated courses, and program implementation.

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

#### 5.1.1 Tuition: Automotive Electronics Repair Certificate Program

**MOTION:** THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition for the Automotive Electronics Repair Certificate, effective September 2026.

Domestic: \$11,453.27 (\$381.78 per credit)

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

### 5.2 NEW: Automotive Parts, Service Advising & Collision Estimating Certificate Program

**MOTION:** THAT, on the advice of Education Council, the Board of Governors approve the new Automotive Parts, Service Advising & Collision Estimating Certificate credential, creating of associated courses, and program implementation.

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

#### 5.2.1 Tuition: Automotive Parts, Service Advising & Collision Estimating Certificate Program

**MOTION:** THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition for the Automotive Parts, Service Advising & Collision Estimating Certificate, effective September 2026.

Domestic: \$9,926.17 (\$381.78 per credit)

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

### 5.3 DISCONTINUED: Pre-Health Science Certificate

Education Council advised that the program, established in 2017, has never been offered and has had no enrolled students. Both the School of Arts & Sciences and the School of Health Sciences supported discontinuance.

**MOTION:** THAT, on the advice of Education Council, the Board of Governors approve the discontinuance of the Pre-Health Sciences Certificate, effective May 1, 2026.

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

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

### 6.1 2025/26 Forecast to Budget

The Committee reported on the January forecast, noting continued operating deficits driven primarily by salary and benefit costs and declining international enrolment. Domestic tuition revenues were noted as modestly above budget. Board members discussed the cost structure of specialized programs, the importance of bursaries and scholarships, and the need to balance enrolment growth with service capacity. Appreciation was expressed for collaborative efforts across the institution.

## 7. GOVERNANCE COMMITTEE (GC) REPORT

No items were brought forward.

## 8. HUMAN RESOURCES COMMITTEE REPORT

## 8.1 Chair's Report

The Board received an update noting the appointment of a new Committee Chair, Synthia Kloot and upcoming Committee work.

## 9. VCC FOUNDATION UPDATE

The Foundation reported successful fundraising initiatives, including Giving Tuesday results exceeding \$102,000, upcoming events such as Flourish, alumni awards, and community partnerships. Board members were encouraged to participate in Foundation events.

## 10. NEW BUSINESS

### Board Retreat Update

Discussion of retreat themes addressing changes in the post-secondary environment, strategic adaptation, and proactive governance. Key takeaways emphasized intentionality, boldness, and preparedness for the public release of the post-secondary review.

### Post-Secondary Review Submission

The President summarized VCC's submission to the review, highlighting practical solutions including campus redevelopment and land value capture, program and delivery innovation, shared curriculum infrastructure, expanded dual credit pathways, and disability funding beyond K-12.

## 11. NEXT MEETING & ADJOURNMENT

The next regular public board meeting is scheduled for March 25, 2026, at 5:30 p.m.

The meeting adjourned at 7:50 p.m.



## VCC's News & Events Round-Up

January 2026 – March 2026

**Prepared for:** VCC Board

**Prepared by:** VCC Marketing & Communications

**Submission date:** Wednesday, March 25

### VCC EVENTS

#### January

##### **Indigenous Story Booth – January 21**

VCC welcomed an Indigenous Story Booth to the Broadway campus library, creating a meaningful space for reflection, learning, and connection. Developed in partnership with Coast Salish artist Shain Níniw-ém Salepem Jackson of the shishálh First Nation, the Story Booth invited the community to engage with Indigenous stories and lived experiences in a thoughtful, immersive way.



#### February

##### **Lunar New Year– February 18**

VCC celebrated Lunar New Year at the Atrium in the Downtown campus with colour, movement, and great energy across the campus. The Student Union of Vancouver Community College (SUVCC) and VCC International organized engaging activities, with the Shao Lin Hung Gar Kung Fu Association performing an incredible lion dance that drew a crowd and brought the celebration to life.



##### **Pink Shirt Day – February 25**

VCC marks Pink Shirt Day and highlights our ongoing commitment to building a culture grounded in respect and accountability. A strong learning community depends on how we treat one another every



## VCC's News & Events Round-Up

January 2026 – March 2026

day. At VCC, we strive to create an environment where students and employees feel safe, supported, and able to focus on their growth and success.



### Clean Energy Summit – February 24-26

VCC's VP, Academic and Applied Research, David Wells, attended Burnaby Board of Trade's Clean Energy Summit to speak about how VCC is preparing B.C.'s workforce for Canada's clean energy transition. David delivered opening remarks for Day 1, underscoring the value of industry and education working together. He also joined academic leaders from across the province for a panel on 'Equipping the Workforce for a Low-Carbon Economy', highlighting the new skills and training programs needed to support B.C.'s evolving labour market.



### March

#### International Women's Day Workshop – March 5

VCC's Downtown campus hosted an International Women's Day event that brought members of the VCC community together for open and thoughtful conversation. The event touched on important topics such as the mental load many women carry, the lasting impacts of colonialism, and how colonial systems have affected Indigenous cultures and the experiences of Indigenous women. It was a space to listen, reflect, and learn from one another.





## VCC's News & Events Round-Up

January 2026 – March 2026

### 2026 Flourish – March 5

2026 Flourish brought the VCC community together for an unforgettable evening, raising an incredible \$261,500 in support of VCC students. This year's fundraising focus was for a chassis dynamometer for VCC's automotive department. Guests enjoyed exceptional culinary creations and explored activation stations from programs across the college, including automotive, health, spa, baking, science, jewellery, fashion, and design. The night highlighted the creativity, skill, and hands on learning that define the VCC experience.



### VCC IN THE NEWS (HIGHLIGHTS)

#### Innovation

- **BCBusiness – [How VCC is preparing B.C.'s workforce for the clean energy transition](#):** The article features VCC as a key contributor to British Columbia's clean energy workforce transition, highlighting its training programs that prepare students for careers in sustainable and energy-efficient industries.
- **Daily Hive – [How VCC's new programs can future-proof your career as Canada strives for a net-zero economy](#):** This article highlights VCC's launch of new programs designed to meet evolving workforce demands, including training aligned with emerging industries. VCC is positioned as a key institution helping prepare students with practical, career-focused skills for the future job market.
- **Daily Hive – [One in 10 jobs in Vancouver are now in tech, here's how you can break into the industry](#):** In a feature on Vancouver's growing technology sector, VCC is highlighted as an accessible pathway into the tech industry, offering practical training programs that help students gain the skills needed to enter high-demand technology careers.
- **Education News Canada – [John Aisenstat Memorial Scholarship fundraiser a great success](#):** The article reports on the success of the John Aisenstat Memorial Scholarship fundraiser, which raised funds to support students in VCC's automotive programs. The event highlights VCC's strong industry partnerships and commitment to supporting the next generation of skilled trades professionals.



## VCC's News & Events Round-Up

January 2026 – March 2026

### Student & alumni success

- **Delta Optimist – [Soroptimist International South Delta presents first Live Your Dream Award](#):** This article reports on Soroptimist International South Delta presenting its first Live Your Dream Award, which supports women who are pursuing education while providing financial support for their families. The award recipient highlighted in the story is a nursing student at Vancouver Community College, showcasing VCC as the institution helping her advance her education and career while balancing family responsibilities.
- **OMNI Television – [VCC亞洲廚藝課程畢業生 赴澳門比賽獲金獎 | OMNI News Cantonese](#):** Two graduates from Vancouver Community College's Asian Culinary Arts program represented Canada at the International Chinese Cuisine Competition in Macau and won a gold medal against competitors from more than 40 countries and regions. The story highlights how VCC's culinary training prepared the graduates to showcase innovative dishes and succeed on the international stage while building their careers in Vancouver's food industry.
- **Vancouver Sun – [B.C. eats the competition alive at Canadian culinary championship](#):** This feature on BC's thriving culinary scene highlights the province as a launching ground for top culinary talent, with VCC recognized for training skilled chefs who contribute to Vancouver's reputation as a world-class food city.

### Other

- **Canadian Auto Dealer – [Vancouver Community College fundraiser targets auto training](#):** The article reports on how 2026 Flourish will benefit VCC's automotive training programs, emphasizing the college's role in preparing students for careers in the automotive service industry through hands-on education.
- **Collisionrepairmag.com – [Training Focus: VCC fundraiser targets automotive education](#):** This article covers how 2026 Flourish will support VCC's automotive and collision repair training programs, highlighting industry support for developing skilled technicians and strengthening the future workforce.
- **Education News Canada – [Honouring stories, deepening reconciliation: VCC welcomes Indigenous Story Booth](#):** This story highlights VCC's Indigenous Story Booth initiative, which creates a space for sharing stories and perspectives to promote understanding and reconciliation within the campus community.
- **Portfolio YVR – [From Richmond Roots to Global Impact: Anthony Green's Journey in Tech & Cybersecurity](#):** This profile highlights cybersecurity leader Anthony Green and his impact on Vancouver's tech ecosystem. The article notes that he contributes to education by serving as lead curriculum developer for Vancouver Community College's Governance, Risk, and Compliance (GRC) program, positioning VCC as a key institution training the next generation of cybersecurity professionals.



## VCC's News & Events Round-Up

January 2026 – March 2026

### UPCOMING EVENTS

- **April 15,16 – CredX 2026:** On April 15 and 16, 8:30 a.m.-4:00 p.m., at the Downtown campus, VCC will host the CredX 2026, Symposium on Micro-Credentials, Badges, and Recognition. This two-day hybrid conference it focuses on current and emerging skills gaps, sector needs across B.C.'s economy, and collaborative approaches to strengthening workforce readiness.
- **May 8 – Student Awards:** On May 8, Friday, 9:30 a.m.-3:00 p.m., at the Event Space in the Broadway campus, VCC will hold 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.
- **June 17 – Spring Convocation:** On Wednesday, 10:00 a.m.-4:00 p.m. at the Queen Elizabeth Theatre, graduates who complete their programs between October and April will be invited to the Spring ceremony, held on Wednesday, June 17, 2026. Convocation ceremonies are held in the Spring/Summer and Fall of each year. Ceremonies in 2026 will be celebrated in person at the Queen Elizabeth Theatre.

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

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PREPARED BY: VCC Marketing & Communications  
DATE: March 25, 2026 (Last report issued February 4, 2025)



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** March 25, 2026

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Program Name Change: Construction Electrician & Clean Energy Diploma

### BACKGROUND:

The School of Trades, Technology and Design is proposing to change the name of the Clean Energy Technology Diploma to Construction Electrician & Clean Energy Diploma. Students in the program are eligible to earn Level 1 technical training credit for construction electrician, an in-demand profession, and the new program name makes this clearer. This change aims to improve the visibility of the program and optimize student recruitment.

### DISCUSSION:

The proposal was reviewed by Curriculum Committee on February 17, 2026 and Education Council on March 10, 2026. Education Council voted unanimously in favour of the proposal.

### RECOMMENDATION:

THAT Education Council recommends the Board of Governors approve changing the program name of the Clean Energy Technology Diploma to Construction Electrician & Clean Energy Diploma.

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

**ATTACHMENT:** Appendix A – Construction Electrician & Clean Energy Diploma  
Program Content Guide

**DATE:** March 16, 2026



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# Construction Electrician & Clean Energy Diploma

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## Program Content Guide

Effective Date: September 2026

## **Purpose**

The Construction Electrician & Clean Energy program is designed to empower students with the knowledge and technical expertise required to excel in the dynamic field of clean energy. Graduates will be skilled professionals who can champion sustainability, drive innovation, and contribute to a greener future. Through hands-on training, interdisciplinary collaboration, and a commitment to safety and environmental responsibility, our program prepares graduates to meet the evolving demands of the clean energy industry while fostering a strong sense of community and environmental stewardship. The program is eligible for Level 1 technician training from SkilledTradesBC.

## **Admission Requirements**

- Grade 12 graduation or equivalent
- Composition 11 (English 11) or equivalent
- Workplace Math 10 with a minimum 'C-' grade or equivalent

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

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses. PLAR is available for all courses in the program, up to a maximum of 6 credits per term.

Methods of PLAR vary by course, and may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details. See the Prior Learning Assessment and Recognition policy for more information.

\*International Students requesting PLAR, please contact VCC International Education Advising to learn how PLAR can impact immigration status, prior to proceeding with the PLAR request.

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

The Construction Electrician & Clean Energy Diploma program is 2 years in length. The maximum time to complete the program is 5 years.

## **Program Learning Outcomes**

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

- Demonstrate comprehensive technical proficiency in clean energy systems, encompassing installation, maintenance, and repair of electrical components and renewable energy technologies.
- Implement safety protocols and ensure compliance with industry standards and regulations, fostering a culture of safety in clean energy practices.
- Analyze and mitigate the environmental impact of energy choices, applying principles of sustainability in clean energy projects and initiatives.
- Effectively communicate technical information to diverse audiences, utilizing appropriate terminology and documentation.
- Collaborate with professionals from various disciplines, integrating clean energy solutions into broader sustainability contexts.

- Apply project management skills, including planning, execution, and evaluation, in the context of clean energy projects.
- Engage with communities and industry partners, fostering partnerships and advocating for sustainable energy solutions, with a focus on Indigenous perspectives.
- Adhere to ethical standards, making decisions that prioritize environmental responsibility, safety, and social well-being in the clean energy field.

### **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 program grade point average of 'B' (3.00) to successfully graduate, and a minimum cumulative grade point average of 'B' (3.00) in each course to advance into subsequent courses/terms in the program.

### **Program Considerations**

- Program tasks require sustained fine motor activity and hand-eye coordination.
- Program tasks require sustained visual focus, including reading digital displays, identifying visual details, and distinguishing colours for technical or safety purposes.
- Program tasks involve handling tools, parts, and equipment, which may require lifting, carrying, positioning, and sustained physical effort.
- Program environment includes regular exposure to loud machinery noise, power tools, and equipment vibrations.

**Courses**

Year	Course #	Course Name	Credits
One	CLEN 1101	Ethical Communication and Workplace Correspondence	3.0
	CLEN 1102	Introduction to Electrical Fundamentals	3.0
	CLEN 1103	Electrical Circuits and Components	3.0
	CLEN 1104	Advanced Electrical Systems and Controls	3.0
	CLEN 1105	Renewable Energy Technologies	3.0
	CLEN 1201	Energy Management and Project Planning	3.0
	CLEN 1202	Clean Energy Systems Integration	3.0
	CLEN 1203	Advanced Energy Technologies	3.0
	CLEN 1204	Project Management for Clean Energy	3.0
	CLEN 1205	Understanding Indigenous Connection to the Land in Canada	3.0
Total Credits per Year:			30.0
Two	CLEN 2101	Advanced Energy Management and Design	3.0
	CLEN 2102	Electrical Systems Design and Implementation	3.0
	CLEN 2103	Sustainable Energy Solutions	3.0
	CLEN 2104	Renewable Energy System Installation and Maintenance	3.0
	CLEN 2105	Energy Economics and Policy	3.0
	CLEN 2201	Sustainable Building Design and Energy Efficiency	3.0
	CLEN 2202	Sustainable Energy Policy and Management	3.0
	CLEN 2203	Advanced Renewable Energy Technologies	3.0
	CLEN 2204	Energy Project Implementation and Evaluation	3.0
	CLEN 2205	Clean Energy Technologies and Innovation	3.0
Total Credits per Year:			30.0

**Total Program Credits: 60.0**

## Transcript of Achievement

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

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

### Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	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		2.67
F	0-69	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/>

VCCFA Report to College Board  
Meeting of March 25, 2026

### **Unprecedented Cuts We Enter Round 5 of Double-Digit Notices**

Noticing that last Board meeting was early in February and we mentioned the fourth round of cuts. Now we are well into Round 5 (notices run from the end of February to end of August). About 70 faculty in 18 different departments are on notice.

That means well over a 100 will be cut since Term Faculty will not have appointments renewed in the fall. The Board should be aware that reductions in the number actually laid off because some senior faculty will take “buy-outs” still means a tremendous loss in capacity. This wide array of cuts is now hitting departments which are predominately serving domestic students, including departments in the the School of Health and Arts and Sciences.

### **Degree of “Control” by VCC Administration**

We noted in the February report that the four previous rounds were largely the result of federal government changes in policy, and there was little VCC could do to influence decisions. We gave credit to Ajay’s efforts and in fact, supported him and he, us, in advocacy work.

In this fifth round, the bursting of the international tuition bubble has starkly revealed the degree of structural deficit we have in provincial funding. We think administration and union would agree that VCC’s problem here has been and is extreme because of the nature of our programming mix. We greatly appreciate that the College has not chosen to make complete “vertical” cuts to programming. That is a stance that needs to be recognized and applauded to the extent possible.

Nevertheless, we do need again to point out that administration has been reluctant to signal that it also has to target some cuts to administration, especially to “senior” administration where salary levels are significantly above those of faculty.

In the 1990s VCC had a Budgeting Policy that addressed this issue. It (policy B.1.7) laid out VCC’s “Budgeting Philosophy.” In the case of shortfalls, there were five steps to be followed:

- Searching for additional resources
- Reducing non-salary expenses
- Reducing non-core activities and salaries
- Applying (listed) criteria for program reductions; and,
- Reducing non-core activities on a proportional basis.

From the point of view of this philosophy, one would be forced to conclude that in 2026, administration is more of a core activity than the student-faculty relationship.

Frank Cosco  
VCCFA President



## INFORMATION NOTE

<b>PREPARED FOR:</b>	Board of Governors
<b>DATE:</b>	March 25, 2026
<b>ISSUE:</b>	Education Council Chair Report to Board of Governors

### EDUCATION COUNCIL BY-ELECTION

A by-election was held to fill three vacant seats on Education Council. EdCo welcomes new members Joyce Chang, staff in the Music department; James Stansfield, American Sign Language student; and Arshpreet Kaur Mangat, student in the Health and Wellness Professional – Cosmetology Diploma.

We thank all candidates for running in the election and look forward to working with our new members.

### STRATEGIC INNOVATION PLAN – ACCOMPLISHMENTS REPORT

Education Council appreciated the opportunity to review and provide feedback on the draft Strategic Innovation Plan – Accomplishments Report prior to its finalization.

### 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 not a required part of a program or credential.

Education Council approved the curriculum for the following apprenticeship courses at its March 10, 2026 meeting.

- RACM 1001 Refrigeration and Air Conditioning Mechanic Apprenticeship Level 1
- RACM 2001 Refrigeration and Air Conditioning Mechanic Apprenticeship Level 2
- RACM 3001 Refrigeration and Air Conditioning Mechanic Apprenticeship Level 3
- RACM 4001 Refrigeration and Air Conditioning Mechanic Apprenticeship Level 4
- HMAP 1001 Heavy Mechanical Trades Apprentice Level 1
- HMAP 2001 Heavy Mechanical Trades Apprentice Level 2
- HMAP 3001 Heavy Mechanical Trades Apprentice Level 3

- HMAP 4010 Heavy Duty Equipment Technician Apprentice Level 4
- HMAP 4020 Truck and Transport Mechanic Apprentice Level 4

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

**DATE:** March 16, 2026



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** March 25, 2026

**ISSUE:** **2026–27 Enrolment Plan**

### **BACKGROUND:**

Each year the College develops an enrolment plan that outlines anticipated program intakes, course offerings, and enrolment levels across the institution. The enrolment plan is an important planning tool used to align program delivery with available resources, student demand, and institutional priorities.

The proposed 2026–27 Enrolment Plan reflects a number of adjustments to program intakes and course offerings across the College. In developing the plan, administration considered a range of factors including projected enrolment levels, program costs, labour and operational considerations, and broader changes affecting the post-secondary sector.

As in previous years, Education Council's role is to consider the academic implications of the proposed enrolment plan and provide advice to the Board of Governors in relation to its potential impact on programs, students, and educational pathways.

### **DISCUSSION:**

Education Council (EdCo) discussed the proposed 2026–27 Enrolment Plan at its March 10, 2026 meeting following a presentation from David Wells, Vice President Academic & Applied Research, and members of the Senior Leadership Team.

Education Council acknowledged the complexity of the planning process and the significant work undertaken by administration in preparing the enrolment plan. EdCo also expressed appreciation for efforts to avoid full program cuts where possible.

During the presentation and discussion, administration described a number of factors influencing the proposed enrolment levels, including changes in international student

enrolment patterns, program demand, program delivery costs, and broader financial considerations affecting the College.

Following discussion, Education Council voted not to recommend that the Board approve the enrolment plan in its current form. Key themes raised during the discussion included:

### **Student access and educational pathways**

Education Council expressed concern about the potential impact of the proposed reductions on student access to programs and pathways into further education and employment. Concern was raised regarding programs that provide entry points into post-secondary education or support progression into high-demand fields.

### **Reductions affecting programs with demonstrated demand or workforce relevance**

Questions were raised about reductions affecting programs where there appears to be strong student demand or identified workforce need. Discussion referenced examples in health sciences, foundational programming, and other areas where reductions may occur despite ongoing demand. For example, there are 202 applicants for 36 (reduced from 72) seats in Certified Dental Assisting and 72 applicants for 24 seats in the to-be-paused Bachelor of Science in Nursing cohort for September.

### **Impact on programs serving specific communities**

Discussion highlighted potential impacts on programs that serve specific communities or require higher levels of instructional support, including Deaf and Hard of Hearing programming and Employment Access and Skills Development programs, which already have years long waitlists. Discussion focused on the role these programs play in supporting access and inclusion within the College's educational mandate.

### **Consultation and opportunity for programs to provide input**

Education Council raised questions regarding the consultation process used in developing the enrolment plan and recommended that programs affected by significant reductions should have an opportunity to share their perspectives and potential impacts prior to a final decision by the Board.

Opportunities for presentations of this nature have occurred during previous periods of significant program change and were noted as potentially helpful in providing additional context on the academic and community impacts of the proposed reductions.

### **Longer-term program mix and institutional direction**

Interest was expressed in understanding how some of the proposed reductions may have longer-term implications for the range of programs offered by the College over time, particularly in areas involving higher-support or foundational programming.

The following motion was passed by Education Council with 14 members in favour and 4 opposed.

**RECOMMENDATION:**

THAT, on the advice of Education Council, the Board of Governors **not** approve the 2026–27 Enrolment Plan as currently proposed as many of the proposed reductions have no educational rationale and are not consistent with the College's mission, values and stated strategic priorities; this advice should include a summary of the concerns raised in the meeting prepared by the Education Council Chair in consultation with Education Council members to be provided to the Board.

In addition, Education Council requests the Board of Governors create a public opportunity for consultation with programs being reduced at a future Board meeting to share comments and concerns about the impact of these program reductions prior to making a final decision.

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

**ATTACHMENT:** APPENDIX A –2026–27 Enrolment Plan

**DATE:** March 18, 2026

# VCC 2026-27 Enrolment Plan

## Overview

This report contains enrolment targets for the majority of planned instructional programming at Vancouver Community College for the 2026-27 fiscal year<sup>1,2</sup>.

The development of enrolment targets is a collaborative process involving each school's dean and associate director, the Registrar's Office, International Education, and Finance. The decision factors in program capacity, historical and current demand, recruitment efforts, school enrolment priorities (e.g. from the annual mandate letter), cost of delivery, and domestic and international sector trends.

Enrolments are measured in course registrations. Programs of study generally involve multiple courses, so a single student may account for one or more registrations. As visualized in Figure 1<sup>3</sup>, the 2026-27 enrolment plan projects 35756 domestic and 13976 international registrations, for a total of 49732. This represents a 23% decline compared with the 2025-26 enrolment plan. Most (83%) of this decline can be attributed to a continued projected decrease in international enrolments.

All schools, with the exception of the Centre for Education Excellence, are projecting an overall decline. A summary follows in Table 1.

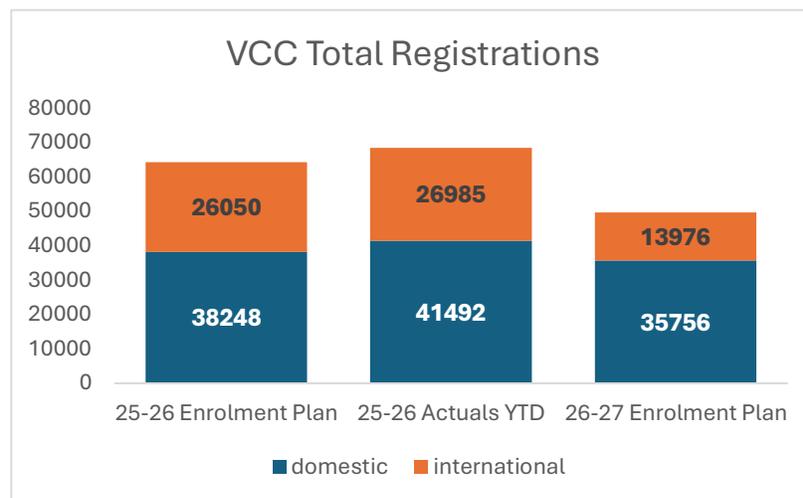


Figure 1: VCC Enrolment Planned and Actual 2025-26, Planned 2026-27

<sup>1</sup> Exceptions: Contract delivery and new programming that is approved by the Board after the budget planning process has begun. These are reflected in the next year's actuals, but not included in the plan.

<sup>2</sup> The 2026 – 2027 fiscal year is April 1, 2026 to March 31, 2027.

<sup>3</sup> Year-to-date (YTD) figures represent registrations current to January 16, 2026 and full-time-equivalent (FTE) projections for 2025-26 based on these registrations.

## VCC Enrolment Plan 2026-27

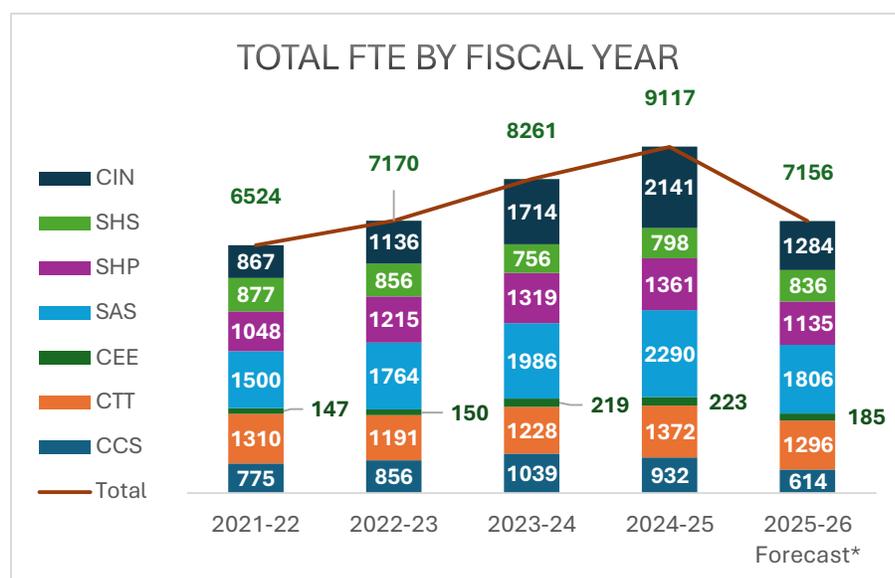
Table 1: Enrolment Plan Registration Totals by School, 2025-26 and 2026-27

Registrations by School <sup>4</sup>	2025-26 Enrolment Plan	2025-26 YTD <sup>3</sup> Actual	2026-27 Enrolment Plan	Change from previous plan
Centre for Continuing Studies	5051	6475	<b>3592</b>	-29%
Trades, Technology & Design	11312	9643	<b>10582</b>	-6%
Arts and Sciences	15196	14257	<b>14419</b>	-5%
Centre for Education Excellence <sup>5</sup>	1548	2204	<b>1855</b>	20%
Hospitality, Food Studies & Applied Business	19667	11569	<b>9440</b>	-52%
Health Sciences	11524	10438	<b>9844</b>	-15%
<b>VCC Total</b>	<b>64298</b>	<b>54586</b>	<b>49732</b>	<b>-23%</b>

## Enrolment Trends: FTE

Full-Time Equivalent (FTE) is a measure of student enrolment that converts student registrations into an equivalent number of full-time students by accounting for program structure, course load, instructional hours, and delivery format.

The enrolment plan does not estimate FTE for the coming year's enrolment projections. However, FTE reports on actual enrolment performance are created by Institutional Research and reported to the province annually. An overview is included here for context. Figure 2 describes the overall VCC

Figure 2: FTE Totals by Fiscal Year, 2021-2026<sup>23</sup>

<sup>4</sup> Registrations associated with the Centre for International Education are reported under their "home" schools' totals. See Appendix C: Centre for International Education.

<sup>5</sup> Registrations reported under Centre for Education Excellence were reported under Library, Language, Teaching, and Learning in 2025-26.

## VCC Enrolment Plan 2026-27

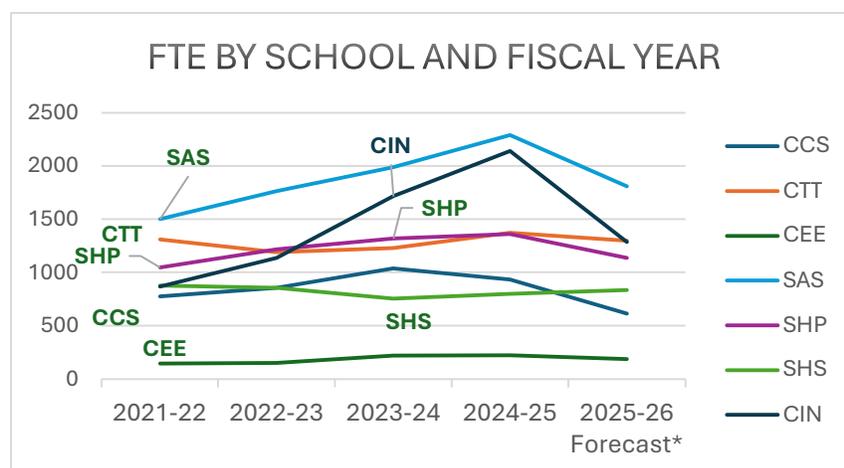


Figure 3: FTE trends by school, 2021-2026<sup>23</sup>

FTE trend over each of the past five fiscal years, with a component breakdown by school. Figure 3 separately displays the FTE trend for each school.

FTE data is included in this report to aid in comparing relative size of programs or schools, being more suitable than either registration counts or student headcount. Since programs

differ in their contact hours, credits, and number of required courses, different FTE formulas apply to each. Therefore, it is important to note that different programs cannot easily be compared based on number of registrations alone.

Table 2 gives the reported FTE figures for each fiscal year from 2021-22 to 2024-25, as well as the forecast FTE for 2025-26, for each school.

Department/area-specific FTE breakdowns are included in Appendix A: Registration projections by area. The projected 2025-26 FTE based on year-to-date (YTD) registration facilitates comparison of program size.

Table 2: FTE by School, 2021-2026

FTE by School	2021-22	2022-23	2023-24	2024-25	2025-26 Forecast <sup>3</sup>
Centre for Continuing Studies	775	856	1039	932	614
School of Trades, Technology & Design	1310	1191	1228	1372	1296
Centre for Education Excellence	147	150	219	223	185
School of Arts and Sciences	1500	1764	1986	2290	1806
School of Hospitality, Food Studies & Applied Business	1048	1215	1319	1361	1135
School of Health Sciences	877	856	756	798	836
Centre for International Education <sup>6</sup>	867	1136	1714	2141	1284
<b>Total</b>	<b>6524</b>	<b>7170</b>	<b>8261</b>	<b>9117</b>	<b>7156</b>

<sup>6</sup> Elsewhere in this report, enrolment associated with CIN is grouped under the “home” school whose department delivers the program. See Appendix C: Centre for International Education for more details.

## Exclusions and limitations of the plan

### What the plan does not capture

Contract delivery projections are generally excluded from the enrolment plan, but actuals (registrations and FTE) associated with contracts for the current fiscal year are included for context.

As outlined in the procedures to [Policy 401 Academic Schedule](#), recently approved new or changed programming is also generally excluded from the enrolment plan, though this exclusion does not preclude the program from being offered in the coming year.

### Interpretation of the plan

**How courses are assigned to a fiscal year:** The academic scheduling process assigns each course a start date, an end date, and a stable enrolment date (also called a freeze date), which falls shortly after the start date. This plan assigns a course to the fiscal year in which its stable enrolment date falls. For example, a course running from January to April 2027 with stable enrolment date of January 15, 2027 would be tallied under the 2026-27 fiscal year.

**An incomplete accounting of program intakes:** This plan does not include a complete accounting of the number of program intakes. Where programs have identified cohorted intakes in their enrolment plans, the number has been included in the relevant table in Appendix A: Registration projections by area. However, some programs, particularly those with electives, do not use cohorts and so their intakes cannot be directly identified from this plan. Additionally, intakes associated with newly approved programs or contracts are generally not included.

**Caution regarding interpreting registrations:** The enrolment plan registration projections are not suitable for directly comparing the number of students or classes across different programs or areas. First, a tally of registrations does not differentiate between courses based on length. A registration in a 25-hour or a 250-hour course carries the same weight in the tally. FTE attempts to standardize the measure for comparison, but forward-looking FTE projections are not available. Second, class sizes vary between programs. Two programs with the same registrations and FTE may have different numbers of courses or intakes as a result. A comparison of class or cohort size is beyond the scope of this report, but a tally of the number of classes or cohorts is included for most programs in Appendix A: Registration projections by area.

## School summaries

### Centre for Trades, Technology, and Design (CTT)

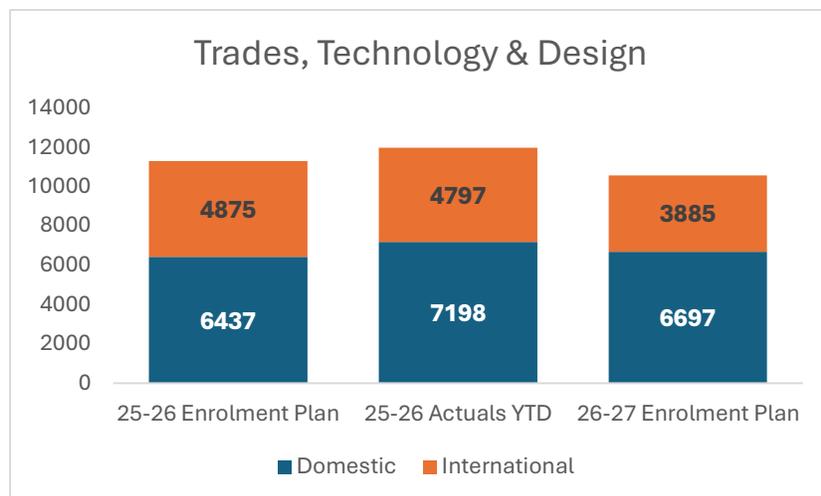


Figure 4: Trades, Technology, & Design Registrations 2025-26 to 2026-27<sup>3</sup>

The Centre for Trades, Technology, and Design enjoys strong demand and stable enrolment overall while remaining responsive to sector training needs and opportunities for new programming. A decline of approximately 6% is forecast, with the greatest decreases attributable to reduced demand in CAD & BIM Technologies and Digital Media Design. Reduced numbers of program intakes in Hair Design

and Esthetics and Computer Systems Technology are forecast as a result of lowered interest from international students.

Looking forward, VCC's Centre for Clean Energy and Automotive Innovation program growth is positioned well to align with the Look West provincial strategy. Modest growth in Automotive Service Tech Apprenticeship is forecast. The Construction Electrician Foundation Certificate is a new program that launched in January 2026 and is enjoying strong demand. Three new intakes are planned. Additionally, the Refrigeration and Air Conditioning Mechanic Foundation program is planned to launch in September 2026.

### Centre for Education Excellence (CEE)

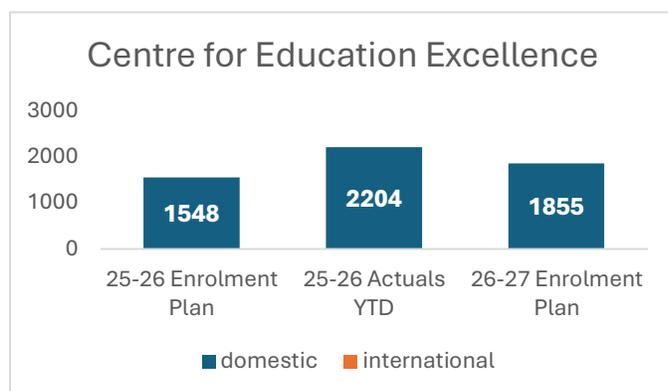


Figure 5: CEE Registrations 2025-26 to 2026-27<sup>3</sup>

The Centre for Education Excellence contains one instructional department: the School of Instructor Education (SIE). In previous years, SIE enrolment was reported under the division of Library, Language, Teaching, and Learning (LLTL). However, since that division has not contained other instructional areas since 2020-21, activity associated with SIE has been reported under the Centre for Education Excellence throughout this report.

## VCC Enrolment Plan 2026-27

2025-26 actual registrations were significantly higher than projected in the enrolment plan. A major contributor to this success was the eligibility for provincial Future Skills Grant funding for both the Trades Instructor Short Certificate and the Train the Trainer Short Certificate.

## School of Arts and Sciences (SAS)

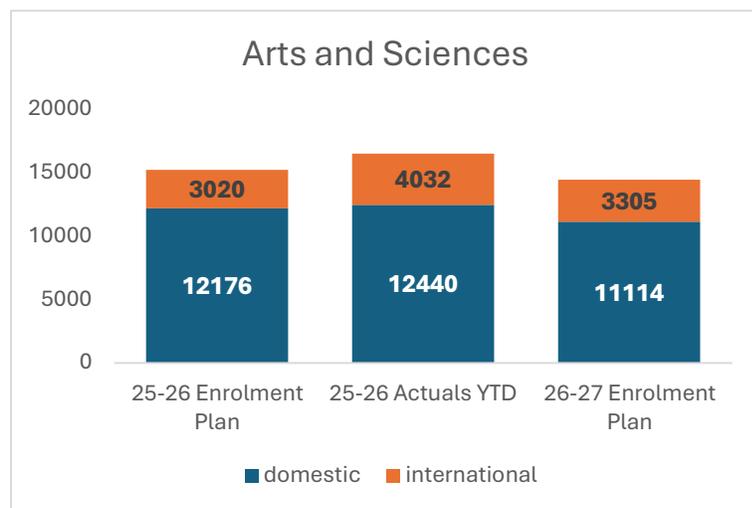


Figure 6: SAS Registrations 2025-26 to 2026-27<sup>3</sup>

The School of Arts and Sciences is projecting an overall stable enrolment plan, with a decrease of approximately 5% compared with the 2025-26 plan.

Several areas offering developmental programs will see contraction under this plan due to budgetary constraints, including ABE Fundamentals, Access to Careers and Education, Deaf and Hard of Hearing, and Employment Access and Skills Development programs.

In 2025-26, the Academic Upgrading areas delivering Adult Basic Education (ABE) programs were reorganized. Areas within the College & Career Access department are relocated under ABE Fundamentals, Humanities, Math, and Science. Much of the change represented in this school in Appendix A: Registration projections by area is a result of this reorganization. Subtotals are presented below in Table 3.

Table 3: Areas in SAS affected by reorganization

Org	Description	25/26 planned registrations	25/26 actual registrations YTD <sup>3</sup>	26/27 planned registrations
2005	ABE FUNDAMENTALS DEPARTMENT	250	266	161
2004	COLLEGE & CAREER ACCESS	1226	211	<sup>7</sup>
2019	ABE COMP STUDIES	40	71	<sup>8</sup>
2006	COLLEGE FOUNDATION - HUMANITIES	174	528	500
2007	COLLEGE FOUNDATION - MATH	308	756	701
2008	COLLEGE FOUNDATION - SCIENCE	800	1160	1054
<b>Total</b>		<b>2798</b>	<b>2992</b>	<b>2416</b>

<sup>7</sup> The College and Career Access department was reorganized in 2025. Courses and registrations associated with Org 2004 have been distributed among 2006 (Humanities), 2007 (Math), and 2008 (Science).

<sup>8</sup> Courses and registrations associated with Org 2019 have been redistributed into 2005 (ABE Fundamentals) and 2007 (Math).

Demand and capacity remain strong in Early Childhood Care and Education and in English as an Additional Language, as well as in the University Transfer (UT) areas and Music.

## School of Health Sciences (SHS)

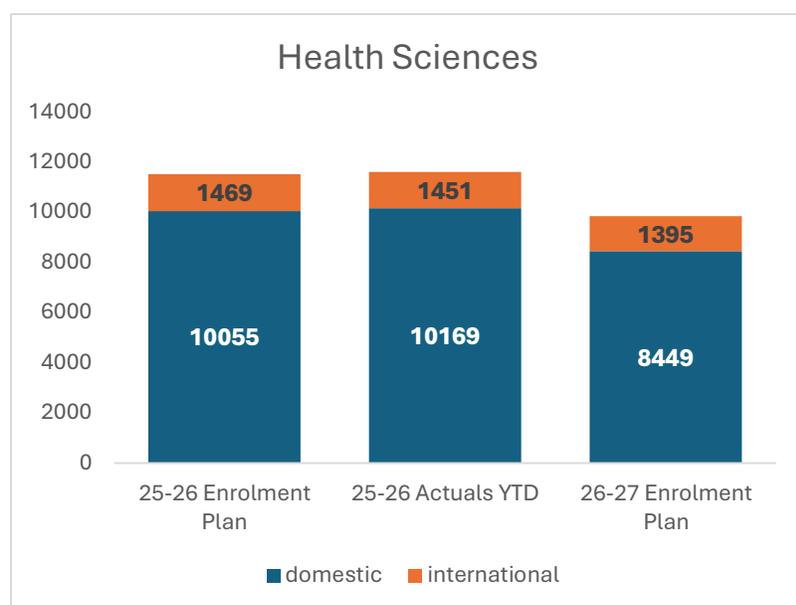


Figure 7: School of Health Sciences Enrolments<sup>3</sup>

The School of Health Sciences enjoys stable enrolment demand. Domestic support and demand for health care professions is strong, and many programs in this school are not eligible for international enrolment.

Notable changes:

The proposed enrolment plan includes a temporary pause on new admissions to Year 1 of the Bachelor of Science in Nursing (BScN) program this year. However, though not reflected in the enrolment plan, provincial funding has been secured for an

additional advanced entry intake to the BScN program. A full class of 24 students will commence in April 2026.

VCC will not proceed with an intake for the Access to Practical Nursing program at this time due to low enrollment, and there is a reduction in cohort size for the Certified Dental Assistant program. There is an increase to the class size of the CDA online program to offset this reduction. One fewer intake of the Health Care Assistant Certificate program will be offered, but there is an additional cohort in the Healthcare Assistant International Diploma.

## School of Hospitality, Food Studies, and Applied Business (SHP)

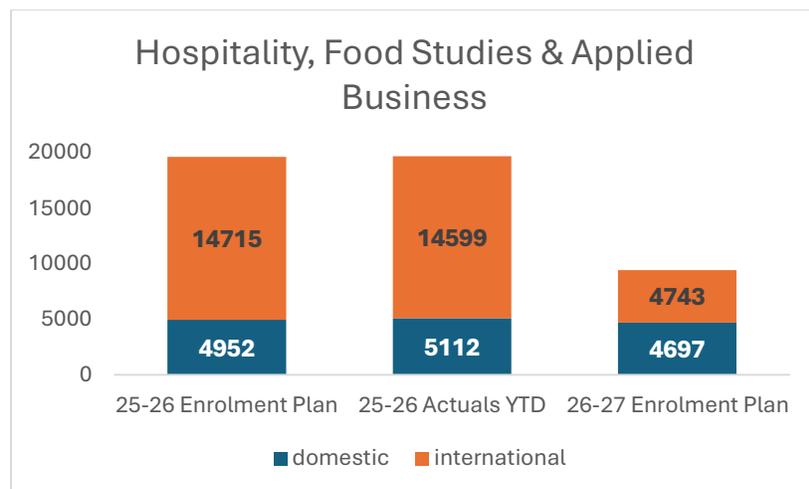


Figure 8: SHP Registrations 2025-26 to 2026-27<sup>3</sup>

While domestic enrolment in the School of Hospitality, Food Studies, and Applied Business is fairly stable, this school is the most greatly affected by decreased international enrolment, resulting in a projected decrease of about 52%.

The following areas are projecting no new intakes in 2026-27:

- 5302 Baking & Pastry Arts (International 5-month program)
- 5305 Baking Apprenticeship
- 5306 Baking & Pastry Arts – Artisan International
- 4801 Business Management
- 4820 Accounting Diploma
- 4830 Marketing Technology Diploma
- 5703 Hospitality Management Post-Degree Diploma
- 4811 Business & Project Management Post-Degree Diploma

(As reflected in the enrolment plan, students currently studying in these areas will be able to continue in their program.) With the exception of Baking Apprenticeship, these reductions are attributable to lost demand from international students. A number of other areas will offer new intakes, but a lower number or capacity compared with 2025-26.

## Centre for Continuing Studies (CCS)

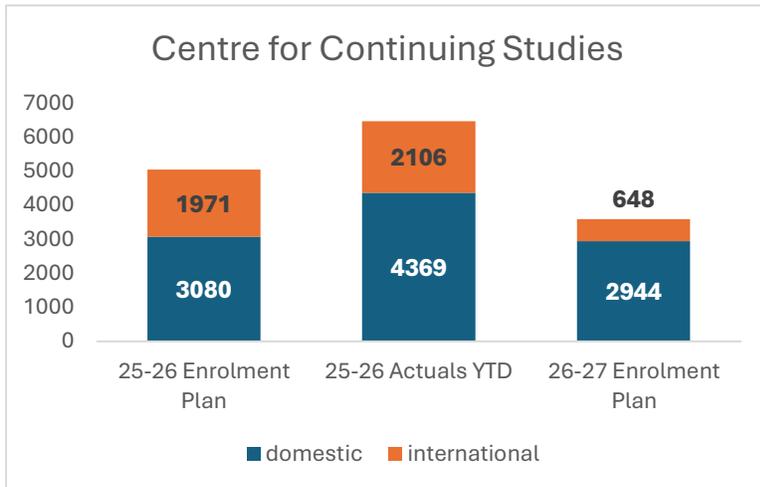


Figure 9: CCS Registrations 2025-26 to 2026-27<sup>3</sup>

The Centre for Continuing Studies projects a contraction of approximately 29% for 2026-27 compared with the 2025-26 plan, primarily in international enrolments. The greatest decline is in the IT Operations and Network Certificate area, attributed to decreased interest from international students. For the same reason, the successful but smaller Optician program will not offer an intake in 2026-27.

Areas of increased interest or growth include Creative Writing, Building Manager, Counselling Skills, and other offerings from among the program portfolios that may be used as the basis for corporate and customized training opportunities in the coming year.

## Domestic and international enrolments

The proportion of domestic to international students varies widely by program and by school. International students are concentrated heavily within a few programs, largely driven by demand for programs that are aligned with post-graduation work permit eligibility.

Table 3 shows the share of projected 2026-27 international enrolments among the top programs open to international students. Together, they account for about 90% of projected international registrations. Registrations are not equivalent measures across programs, so this table must be interpreted with caution. For context, the projected FTE in the current 2025-26 fiscal year is 4522 domestic, 2634 international for a total of 7156. This represents an approximate 63% domestic/37% international split.

Table 4: Areas with top international enrolments, 2026-27

School	Area	Share of int'l enrolment, 2026-27 projected	Int'l registrations, 2026-27 projected	Int'l registrations, 2025-26 YTD actual <sup>3</sup>	Int'l FTE, 2025-26 YTD actual <sup>3</sup>
SAS	ECCE CERTIFICATE	23%	3216	3270	175.2
SHP	CULINARY ARTS	14%	2006	2229	248.7
SHP	HOSPITALITY MANAGEMENT DIPLOMA	13%	1857	4397	396.8
CTT	AUTO COLLISION REFINISHING	10%	1346	1396	103.0
SHS	Health Care Assistant Diploma	9%	1237	1182	94.6
CTT	AUTO SERVICE TECH	5%	708	662	81.9
CTT	HEAVY MECHANICAL TECH	5%	700	370	36.4
CCS	CYBERSECURITY PDD	3%	354	342	39.0
CTT	ESTHETICS	2%	286	344	91.1
CCS	IT OPERATIONS AND NETWORK CERT	2%	282	1492	161.4
<b>Total</b>		<b>86%</b>	<b>11992</b>	<b>15684</b>	<b>1428.1</b>

## Acknowledgement

This report represents collaborative work from a number of areas in the college, including the Registrar's Office, Finance, and each of the schools. Institutional Research contributed the 2025-26 actual registrations and FTE projections. In addition to creating the draft list of courses and the complex task of projecting enrolments, many people took time to help me understand various aspects of the planning process. The plan presented here has greater integrity as a result.

Natasha Mandryk

Associate Director, Academic Planning, Policy, and Analysis

## Appendix A: Registration projections by area

The following tables include a detailed comparison of 2025-26 enrolment plan figures, 2025-26 year-to-date performance, and 2026-27 projections for areas and departments within each school.

The **enrolment characterizations** are new in the 2026-27 enrolment plan. This inclusion is intended to provide context for the type and amount of programming that is represented by the registration numbers. **Registration groupings** are determined for each area.

- **Cohort:** Intakes start at a specific time (e.g. September 2026) and students progress through their sequence of courses, generally as a group. Cohorts of over 1 year in length are noted as such and described as “new” (starting the program during the fiscal year) or “returning” (proceeding to Year 2 or higher).
- **Classes:** Used to describe areas where students may choose from a variety of different courses or sequencing options; this better describes some areas with more complex interrelated programs or where students choose courses “a la carte” rather than pursuing a credential.
- **Apprenticeship intakes:** Much like cohorts, students complete their course of study with the same group.
- **Other:** Used to describe areas that provide self-paced and/or individualized instruction that is not well described by either classes or cohorts. Registrations remain the best way to characterize demand in these areas.

Table 5: CTT Enrolment Plan by Area

Centre for Trades, Technology, and Design			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD) <sup>3</sup>	Planned registrations	Actual registrations (YTD) <sup>3</sup>	Seat utilization rate <sup>9</sup>	Planned registrations	As % of 2025-26 plan <sup>10</sup>	As % of 2025-26 YTD actuals <sup>10</sup>	Registration grouping	2025/26 planned	25/26 actual	26/27 budget
Automotive Collision Repair	4301	AUTO COLLISION	47.8	514	595	116%	657	128%	110%	Cohort (≤1 yr program)	3	4	3
	4306	AUTO COLLISION REFINISHING DIPLOMA	103.0	1419	1396	98%	1346	95%	96%	Cohort (>1 yr program)	4 new, 3 returning	4 new, 3 returning	3 new, 4 returning

<sup>9</sup> Seat utilization rate is the ratio of actual registrations to planned registrations in a given fiscal year.

<sup>10</sup> Ratios of 2026-27 planned vs. 2025-26 planned/actual registrations are provided to aid the reader in comparing the plan with the previous year.

VCC Enrolment Plan 2026-27

Centre for Trades, Technology, and Design			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD) <sup>9</sup>	Planned registrations	Actual registrations (YTD) <sup>9</sup>	Seat utilization rate <sup>9</sup>	Planned registrations	As % of 2025-26 plan <sup>10</sup>	As % of 2025-26 YTD actuals <sup>10</sup>	Registration grouping	2025/26 planned	25/26 actual	26/27 budget
Automotive Collision Repair	4314	AUTO COLLISION APPRENTICESHIP	103.0	88	103	117%	88	100%	85%	Apprenticeship intakes	8	8	8
	4322	AUTO PAINT - APPRENTICESHIP	16.0	14	16	114%	14	100%	88%	Apprenticeship intakes	1	1	1
	4324	AUTO GLASS - APPRENTICESHIP	15.0	14	15	107%	14	100%	93%	Apprenticeship intakes	1	1	1
	4329	TRANSPORTATION TRADE SAMPLER	2.2	36	41	114%	0	0%	0%	Classes	4	4	0
Automotive Parts & Service Management	4361	AUTO PARTS AND SERVICE TECHNOLOGY	21.0	200	231	116%	105	53%	45%	Cohort (>1 yr program)	0 new, 1 returning	0 new, 1 returning	0 new, 1 completing
Automotive Service Technician	4303	AUTO TECHNICIAN	59.3	736	711	97%	748	102%	105%	Cohort (≤1 yr program)	4	4	4
	4316	AUTOMOTIVE TECH APPRENTICESHIP	234.0	168	234	139%	189	113%	81%	Apprenticeship intakes	14	15	16
	4326	AST EPPRENTICE	74.0	40	74	185%	38	95%	51%	Apprenticeship intakes	8	8	8
	4328	AUTO SERV TECH - DIPLOMA - INTERNAT	81.9	710	662	93%	708	100%	107%	Cohort (>1 yr program)	3 new, 3 returning	3 new, 3 returning	3 new, 3 returning
	A362	Automotive Service Technician <sup>11</sup>	11.0	0	132	n/a	0	n/a	n/a	Cohort (≤1 yr program)	0	1	0
	A365	Automotive Service Technician <sup>11</sup>	18.2	0	217	n/a	0	n/a	n/a	Cohort (≤1 yr program)	0	1	0

<sup>11</sup> This area/org is associated with a contract. Actual registrations and projected FTE are reported for the current fiscal year. Contract orgs are generally excluded from the regular enrolment planning process, which is why 0 planned registrations are reported.

## VCC Enrolment Plan 2026-27

Centre for Trades, Technology, and Design			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD) <sup>8</sup>	Planned registrations	Actual registrations (YTD) <sup>8</sup>	Seat utilization rate <sup>9</sup>	Planned registrations	As % of 2025-26 plan <sup>10</sup>	As % of 2025-26 YTD actuals <sup>10</sup>	Registration grouping	2025/26 planned	25/26 actual	26/27 budget
CAD & BIM Technologies	4203	CAD & BIM TECHNOLOGIES	71.4	854	797	93%	541	63%	68%	Cohort (>1 yr program)	2 new, 2 returning	3 new, 2 returning	2 new, 1 returning
Clean Energy Tech	4712	CONSTRUCTION ELECTRICIAN <sup>12</sup>	13.3	0	144	n/a	744	n/a	517%	Cohort (≤1 yr program)	0	1	3
Computer Systems Technology	4702	COMPUTER SYSTEMS TECH DIPLOMA	35.7	393	481	122%	338	86%	70%	Cohort (>1 yr program)	1 new, 1 returning	2 new, 1 returning	1 new, 1 returning
Digital Media Design	4430	GRAPHIC MEDIA DESIGN	56.6	838	817	97%	225	27%	28%	Cohort (>1 yr program)	2 new, 1 returning	1 new, 2 returning	0 new, 1 returning
Electronics Repair Technology	4110	ELECTRONICS REPAIR TECHNOLOGY	40.5	429	405	94%	290	68%	72%	Cohort (>1 yr program)	1 new, 1 returning	1 new, 1 returning	1 new, 1 returning
Hair Design/Esthetics	5202	HAIR DESIGN	154.0	582	604	104%	458	79%	76%	Cohort (≤1 yr program)	8	9	6
	5215	HAIR DESIGN-MAPLE RIDGE	53.0	76	215	283%	228	300%	106%	Cohort (≤1 yr program)	2	5	3
	5219	HAIRSTYLIST APPRENTICE	29.0	21	29	138%	37	176%	128%	Classes	3	3	3
	5221	ESTHETICS	123.7	563	496	88%	437	78%	88%	Cohort (≤1 yr program)	11	12	8
Heavy Duty Commercial Transport	4304	HEAVY DUTY /COMM. TRANS	77.6	2918	2877	99%	2048	70%	71%	Cohort (≤1 yr program)	5	5	3
	4305	HEAVY MECHANICAL TECH DIPLOMA	36.4	350	370	106%	700	200%	189%	Cohort (>1 yr program)	2 new, 0 returning	3 new, 0 returning	2 new, 3 returning
Jewellery Art & Design	4202	JEWELERY AND GOLDSMITH	31.9	349	333	95%	380	109%	114%	Cohort (>1 yr program)	1 new, 1 returning	1 new, 1 returning	1 new, 1 returning
Refrigeration and Air Conditioning	4715	Refrigeration and Air Conditioning	0.0	0	0	n/a	264	n/a	n/a	Cohort (≤1 yr program)	0	0	1

<sup>12</sup> This is a new program/area that was not included in the 2025-26 enrolment planning process.

VCC Enrolment Plan 2026-27

Table 6: CEE Enrolment Plan by Area

Centre for Education Excellence			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD) <sup>3</sup>	Planned registrations	Actual registrations (YTD) <sup>3</sup>	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
Instructor Education	1500	INSTRUCTORS DIPLOMA	153.7	1468	1797	122%	<b>1713</b>	117%	95%	Other	n/a	n/a	n/a
Instructor Education	1531	TRADES INSTRUCTOR SHORT CERTIFICATE	15.0	80	211	264%	<b>80</b>	100%	38%	Other	n/a	n/a	n/a
	1539	DIGITAL LITERACY	10.0	0	120	n/a	<b>90</b>	n/a	75%	Other	n/a	n/a	n/a
	A374	Instructor Education <sup>11</sup>	5.0	0	61	n/a	<b>0</b>	n/a	0%	Other	n/a	n/a	n/a
	A388	Instructor Education <sup>11</sup>	1.5	0	15	n/a	<b>0</b>	n/a	0%	Other	n/a	n/a	n/a

Table 7: SAS Enrolment Plan by Area

School of Arts and Sciences			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD) <sup>3</sup>	Planned registrations	Actual registrations (YTD) <sup>3</sup>	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
ABE Fundamentals	2005	ABE FUNDAMENTALS DEPARTMENT	65.2	250	266	106%	<b>161</b>	64%	61%	Other	-	-	-
College & Career Access (to 2025) <sup>13</sup>	2001	ACCESS TO CAREERS AND EDUCATION	4.2	51	39	76%	<b>5</b>	10%	13%	Other	-	-	-
	2003	ABE INTERMEDIATE YOUTH	11.7	100	72	72%	<b>51</b>	51%	71%	Other	-	-	-
	2004	COLLEGE & CAREER ACCESS	38.7	1226	211	17%	<b>0</b>	0%	0%	Other	-	-	-
	2019	ABE COMP STUDIES	19.2	40	71	178%	<b>0</b>	0%	0%	Other	-	-	-

<sup>13</sup> The College and Career Access department was reorganized in 2025. Registrations from orgs 2004 (Grade 10-12 Upgrading) was distributed among 2006 (Humanities), 2007 (Math), and 2008 (Science). Registrations from 2019 have been redistributed into 2005 (ABE Fundamentals) and 2007 (Math).

## VCC Enrolment Plan 2026-27

School of Arts and Sciences			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD) <sup>3</sup>	Planned registrations	Actual registrations (YTD) <sup>3</sup>	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
Visually Impaired	1901	VISUALLY IMPAIRED PROGRAM	5.9	83	74	89%	78	94%	105%	Other	-	-	-
ASL & Deaf Studies	1951	ASL & DEAF STUDIES	31.1	507	409	81%	379	75%	93%	Cohort (≤1 yr program)	2	2	2
	1952	ASL & DEAF STUDIES PART TIME	8.1	72	61	85%	48	67%	79%	Classes	6	4	4
	1954	ASL & DEAF STUDIES DIPL INTR	15.9	205	179	87%	240	117%	134%	Cohort (>1 yr program)	2 new, 0 returning	1 new, 1 returning	1 new, 1 returning
Early Childhood Care and Education	2027	ECCE CERTIFICATE	208.1	4067	3921	96%	4186	103%	107%	Cohort (>1 yr program)	0 new, 0 returning <sup>14</sup>	6 new, 2 returning	6 new, 5 returning
	A344	2324 STE-ECE Asst (ends Mar26) <sup>11</sup>	1.7	0	34	n/a	0	n/a	0%	Cohort	0	1 continuing	0
Employment Access & Skills Development	1903	COMMUNITY & CAREER EDUCATION	35.4	403	388	96%	256	64%	66%	Cohort (≤1 yr program)	3	3	2
	1909	COMMUNITY & CAREER ED (P/T)	14.3	43	57	133%	0	0%	0%	Classes	5	6	0
English as an Additional Language	3366	ESL PATHWAYS	542.5	3464	3259	94%	3382	98%	104%	Classes	166	166	165
Humanities	2006	COLLEGE FOUNDATION - HUMANITIES <sup>15</sup>	93.7	174	528	303%	500	287%	95%	Classes	8	91	153
	2016	UT HUMANITIES	130.7	965	1307	135%	1015	105%	78%	Classes	56	54	58
Mathematics	2007	COLLEGE FOUNDATION - MATH <sup>15</sup>	160.3	308	756	245%	701	228%	93%	Classes	22	102	127
	2017	UT MATH	58.2	443	582	131%	410	93%	70%	Classes	23	26	24
	2023	UT COMPUTING SCIENCE AND SOFTWARE	10.4	68	104	153%	78	115%	75%	Classes	7	8	9
Music	4204	MUSIC	51.2	504	845	168%	716	142%	85%	Classes	79	79	64
	4206	MUSIC DEGREE	19.2	164	226	138%	191	116%	85%	Classes	54	46	39

<sup>14</sup> Cohorts for this area were not explicitly identified in the 2025-26 enrolment plan.

<sup>15</sup> The increase in the number of classes in 2025-26 actual and 2026-27 projected is due to the addition of self-paced courses formerly housed in College & Career Access.

## VCC Enrolment Plan 2026-27

School of Arts and Sciences			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD) <sup>3</sup>	Planned registrations	Actual registrations (YTD) <sup>3</sup>	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
	4208	DANCE DIPLOMA	4.7	72	83	115%	77	107%	93%	Classes	7	7	7
Music	4209	DANCE	19.6	0	398	n/a	0	n/a	0%	Classes	0	36	0
Science	2008	COLLEGE FOUNDATION - SCIENCE <sup>15</sup>	185.6	800	1160	145%	1054	132%	91%	Classes	44	100	86
Science	2018	UT SCIENCE	123.1	901	966	107%	889	99%	92%	Classes	43	42	43
	2022	UT ENGINEERING	10.2	54	102	189%	57	106%	56%	Classes	6	6	6
	Z351	ABE-EAL Pathways <sup>11</sup>	1.0	0	5	n/a	0	n/a	0%	Other	-	-	-
Deaf and Hard of Hearing	1902	DEAF & HARD OF HEARING ADULTS	30.6	232	222	96%	85	37%	38%	Classes	67	73	41

Table 8: SHS Enrolment Plan by Area

School of Health Sciences			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD) <sup>3</sup>	Planned registrations	Actual registrations (YTD) <sup>3</sup>	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
Bachelor of Science in Nursing	5031	BACCALAUREATE NURSING <sup>16</sup>	137.5	1267	1325	105%	1121	88%	85%	Cohort (>1 yr program)	2 new, 4 returning	2 new, 4 returning	1 new, 4 returning
	5078	LPN BRIDGING to BSN	20.0	120	96	80%	96	80%	100%	Classes	4	4	4
Certified Dental Assisting / Dental Reception Coordinator	5102	DENTAL ASSISTING	69.8	1092	1164	107%	708	65%	61%	Cohort (≤1 yr program)	1	1	1
	5104	DENTAL RECEPTIONIST	39.5	312	282	90%	301	96%	107%	Cohort (≤1 yr program)	2	2	2
	5106	DENTAL RADIOGRAPHY	4.2	33	37	112%	36	109%	97%	Other	n/a	n/a	n/a

<sup>16</sup> An additional intake of the BScN Advanced Entry program, funded through a provincial contract, will begin in April 2026. It is not reflected in the numbers presented here.

## VCC Enrolment Plan 2026-27

School of Health Sciences			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD) <sup>3</sup>	Planned registrations	Actual registrations (YTD) <sup>3</sup>	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
	5115	DISTANCE DENTAL ASSISTING	32.2	651	504	77%	462	71%	92%	Cohort (≤1 yr program)	1	1	1
	5120	CDA DIRECTED STUDIES – DAST 1600	0.7	80	62	78%	64	80%	103%	Other	n/a	n/a	n/a
	5124	CDA REFRESHER	0.0	0	0	n/a	8	n/a	n/a	Other	n/a	n/a	n/a
Continuing Care	5116	HEALTHCARE ASSISTANT	81.5	1332	1178	88%	948	71%	80%	Cohort (≤1 yr program)	3	3	2
	5122	Health Care Assistant Diploma	94.6	1199	1182	99%	1237	103%	105%	Cohort (>1 yr program)	2 new, 2 returning	2 new, 2 returning	3 new, 2 returning
	A288	2021 HCA PATHWAY1 <sup>11</sup>	30.8	0	423	n/a	0	n/a	0%	Cohort (≤1 yr program)	0	1	0
Dental Hygiene	5101	DENTAL HYGIENE	44.0	396	396	100%	422	107%	107%	Cohort (>1 yr program)	1 new, 1 returning	1 new, 1 returning	1 new, 1 returning
Dental Technology	5103	DENTAL TECHNICIAN	42.5	384	417	109%	345	90%	83%	Cohort (>1 yr program)	1 new, 2 returning	1 new, 2 returning	1 new, 2 returning
Health Unit Coordinator	4610	HEALTH UNIT COORDINATOR	31.5	423	379	90%	315	74%	83%	Cohort (≤1 yr program)	1	1	1
Medical Laboratory Assistant	5117	MEDICAL LAB ASSISTANT	45.6	432	409	95%	408	94%	100%	Cohort (≤1 yr program)	2	2	2
Medical Laboratory Assistant	A378	Medical Laboratory Assistant <sup>11</sup>	12.0	0	108	n/a	0	n/a	0%	Cohort (≤1 yr program)	0	1	0
Occupational Physical Therapist Assistant	5076	OPTA	56.9	605	672	111%	690	114%	103%	Cohort (>1 yr program)	1 new, 1 returning	1 new, 1 returning	1 new, 1 returning
Pharmacy Technician	5005	PHARMACY TECHNICIAN	24.6	453	419	92%	489	108%	117%	Cohort (≤1 yr program)	1	1	2
	A368	Pharmacy Technician <sup>11</sup>	6.1	0	106	n/a	0	n/a	0%	Cohort (≤1 yr program)	0	1	0
Practical Nursing	5004	PRACTICAL NURSING	129.0	2163	1980	92%	2096	97%	106%	Cohort (>1 yr program)	2 new, 2 returning	2 new, 2 returning	2 new, 2 returning
	5017	ACCESS TO PRACTICAL NURSING	27.9	582	488	84%	144	25%	30%	Cohort (>1 yr program)	2 new, 0 returning	1 new, 1 returning	0 new, 1 continuing

## VCC Enrolment Plan 2026-27

School of Health Sciences			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD) <sup>3</sup>	Planned registrations	Actual registrations (YTD) <sup>3</sup>	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
	5019	SUCCESS IN PRACTICAL NURSING	0.1	0	1	n/a	0	n/a	0%	Classes	0	9	0

Table 9: SHP Enrolment Plan by Area

School of Hospitality, Food Studies, and Applied Business			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD) <sup>3</sup>	Planned registrations	Actual registrations (YTD) <sup>3</sup>	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
Applied Business	4601	OFFICE AND LEGAL ADMINISTRATION	19.1	400	309	77%	260	65%	84%	Cohort (≤1 yr program)	2	2	2
	4602	MEDICAL OFFICE CAREERS	44.1	510	528	104%	530	104%	100%	Cohort (≤1 yr program)	2	2	2
	4614	ADMINISTRATIVE PROFESSIONAL	40.3	765	729	95%	625	82%	86%	Cohort (≤1 yr program)	3	3	2
Asian Culinary Arts	5501	ASIAN CUISINE	11.5	177	150	85%	121	68%	81%	Cohort (≤1 yr program)	2	2	1
Baking & Pastry Arts	5301	BAKING & PASTRY ARTS	104.5	1009	1304	129%	1344	137%	106%	Cohort (≤1 yr program)	6	7	6
	5302	BAKING & PASTRY ARTS - 5 MONTH	14.2	278	231	83%	28	10%	12%	Cohort (≤1 yr program)	3	3	0
	5305	BAKING APPRENTICESHIP	13.0	20	13	65%	0	0%	0%	Apprenticeship intakes	2	2	0
	5306	BAKING PASTRY ARTS-ARTISAN INT'L	10.5	171	160	94%	0	0%	0%	Cohort (≤1 yr program)	2	1	0
Business Management	4801	BUSINESS MGMT PD DIPLOMA	161.7	1400	1306	93%	19	1%	1%	Cohort (>1 yr program)	0 new, 7 returning	1 new, 7 returning	0 new, 1 returning

## VCC Enrolment Plan 2026-27

School of Hospitality, Food Studies, and Applied Business			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD) <sup>3</sup>	Planned registrations	Actual registrations (YTD) <sup>3</sup>	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
Business Technology	4820	ACCOUNTING DIPLOMA	61.8	667	659	99%	125	19%	19%	Cohort (>1 yr program)	0 new, 2 returning	0 new, 2 returning	0 new, 1 continuing
	4830	MARKETING TECH DIPLOMA	68.8	969	737	76%	226	23%	31%	Cohort (>1 yr program)	2 new, 2 returning	1 new, 2 returning	0 new, 1 returning
Culinary Arts	5406	CULINARY ARTS-SATELLITE PROGRAMS	64.1	546	511	94%	512	94%	100%	Cohort (≤1 yr program)	7	7	7
	5410	CULINARY ARTS <sup>17</sup>	355.3	3969	3178	80%	2831	71%	89%	Cohort (>1 yr program)	36 new, 12 returning	34 new, 12 returning	25 new, 10 returning
	5708	CULINARY ARTS APPRENTICESHIP	55.0	76	55	72%	64	84%	116%	Apprenticeship intakes	9	9	7
Hospitality Management	5701	HOSPITALITY MANAGEMENT DIPLOMA	444.1	4000	4912	123%	2168	54%	44%	Cohort (>1 yr program)	3 new, 3 returning	3 new, 4 returning	3 new, 5 returning
	5703	HOSPITALITY MANAGEMENT POST DEG DIP	238.1	1943	1919	99%	129	7%	7%	Cohort (>1 yr program)	0 new, 4 returning	0 new, 4 returning	0 new, 2 returning
Project Management	4811	BU PROJECT MGMT POST DEGREE DIPLOMA	273.2	2614	2656	102%	88	3%	3%	Cohort (>1 yr program)	0 new, 10 returning	0 new, 10 returning	1 completing
	4812	GLOBAL SUPPLY CHAIN MANAGEMENT	31.6	153	284	186%	308	201%	108%	Cohort (>1 yr program)	1 new, 0 returning	2 new, 0 returning	1 new, 2 returning
	4813	IT PROJECT MANAGEMENT	0.0	0	70	n/a	100	n/a	143%	Cohort (>1 yr program)	0 new, 0 returning	1 new, 0 returning	0 new, 1 returning

<sup>17</sup> Culinary Arts org 5410 contains two certificate programs (less than 1 year in length) in addition to a two-year diploma, so the count of returning student cohorts is lower than the count of new intakes.

## VCC Enrolment Plan 2026-27

Table 10: CCS Enrolment Plan by Area

Centre for Continuing Studies		2025-26				2026-27			Enrolment characterizations			
Org	Description	Projected FTE (YTD) <sup>3</sup>	Planned registrations	Actual registrations (YTD) <sup>3</sup>	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
6601	IT OPERATIONS AND NETWORK CERT	163.7	1403	1517	108%	282	20%	19%	Classes	98	97	27
6650	MUSIC	0.5	0	10	n/a	0	n/a	0%	Classes	0	1	0
6060	MANAGEMENT SKILLS SUPERVISORS	8.6	123	207	168%	180	146%	87%	Classes	7	13	12
6065	LEADERSHIP SKILLS CERT. PROGRAM	2.1	50	39	78%	0	0%	0%	Classes	7	17	0
6068	SMALL BUSINESS	0.0	8	0	0%	0	0%	0%	Classes	1	0	0
6199	EVENT PLANNING	0.0	11	0	0%	0	0%	0%	Classes	2	0	0
6225	CREATIVE AND TECHNICAL WRITING	4.3	75	107	143%	122	163%	114%	Classes	7	11	11
6232	Award of Achieve Prod Ani VFX	1.9	83	66	80%	56	67%	85%	Classes	11	11	8
6245	LERN PARTNERSHIP	3.3	127	123	97%	72	57%	59%	Other	-	-	-
A345	2324 SOURCES AAST <sup>11</sup>	1.5	0	18	n/a	0	n/a	0%	Other	-	-	-
6233	CYBERSECURITY PDD	43.4	493	382	77%	438	89%	115%	Classes	31	22	37
A340	2324 - ECCE Seat Expansion	5.6	0	139	n/a	0	n/a	0%	Classes	0	24	0
6022	FASHION DESIGN	22.1	281	289	103%	176	63%	61%	Classes	29	30	27
6023	JEWELLERY	1.5	30	38	127%	18	60%	47%	Classes	4	6	2
6222	FASHION COURSES	3.8	45	75	167%	58	129%	77%	Classes	5	7	6
6076	HEALTH	7.9	100	55	55%	56	56%	102%	Classes	11	6	7
6082	MDRT	112.3	152	234	154%	162	107%	69%	Classes	13	21	15
6255	OPTICIAN	17.2	139	159	114%	12	9%	8%	Classes	13	13	1
6093	COUNSELLING SKILLS	40.6	368	349	95%	403	110%	115%	Classes	32	44	47
6064	OFFICE & ADMIN CERT. PROGRAM	53.4	664	920	139%	704	106%	77%	Classes	79	96	84
6067	PARALEGAL PROGRAM	51.5	789	760	96%	725	92%	95%	Classes	52	55	53
6034	HOSPITALITY	0.7	20	66	330%	12	60%	18%	Classes	20	10	1
6038	BLDG. MGR. RESIDENTIAL CERTIFICATE	8.9	90	169	188%	116	129%	69%	Classes	16	24	17
6046	COMPUTERS	4.4	0	111	n/a	0	n/a	0%	Classes	0	13	0

## VCC Enrolment Plan 2026-27

Centre for Continuing Studies		2025-26				2026-27			Enrolment characterizations			
Org	Description	Projected FTE (YTD) <sup>3</sup>	Planned registrations	Actual registrations (YTD) <sup>3</sup>	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
6224	COMPRESSED NATURAL GAS (CNG)	0.3	0	9	n/a	0	n/a	0%	Classes	0	1	0
6581	TRADES MICROCREDENTIALS	0.7	0	5	n/a	0	n/a	0%	Classes	0	4	0
6221	-	0.5	0	10	n/a	0	n/a	0%	Classes	0	1	0
A125	ESA 1112 Building Management <sup>11</sup>	0.2	0	12	n/a	0	n/a	0%	Classes	0	2	0
A131	ESA Consortium CapU <sup>11</sup>	3.27	0	49	n/a	0	n/a	0%	Classes	0	4	0
A271	Acct Sources Community <sup>11</sup>	29.76	0	390	n/a	0	n/a	0%	Classes	0	28	0
A372	Sources MOSK Training <sup>11</sup>	0	0	36	n/a	0	n/a	0%	Classes	0	2	0
A379	AAAB Contract <sup>11</sup>	6.33	0	144	n/a	0	n/a	0%	Classes	0	9	0
A382	Supportive Care Assistant <sup>11</sup>	8.87	0	19	n/a	0	n/a	0%	Classes	0	2	0
A383	TRADES MICROCREDENTIALS CONTRACT <sup>11</sup>	2.47	0	39	n/a	0	n/a	0%	Classes	0	3	0
A384	YMCA Office Admin Essentials <sup>11</sup>	1.5	0	15	n/a	0	n/a	0%	Classes	0	1	0
A385	MOSAIC Building Service Worker <sup>11</sup>	4.55	0	18	n/a	0	n/a	0%	Classes	0	2	0
A390	CNG Technician Training <sup>11</sup>	0.6	0	16	n/a	0	n/a	0%	Classes	0	1	0
A399	Building Management <sup>11</sup>	0.42	0	5	n/a	0	n/a	0%	Classes	0	1	0
Z348	Tching Esntls for Adlt Lernrs <sup>11</sup>	0.58	0	14	n/a	0	n/a	0%	Classes	0	1	0

## Appendix B: Domestic/international breakdowns

All instructional areas with international enrolments (either planned in 2025-26 or 2026-27 or actual in 2025-26) have domestic and international subtotal registrations summarized below. Areas not appearing in this list have only domestic registrations.

Table 11: Domestic and international registrations by area

Div	Department	Org	Area Description	Domestic			International		
				2025-26 planned registrations	2025-26 actual registrations YTD <sup>3</sup>	2026-27 planned registrations	2025-26 planned registrations	2025-26 actual registrations YTD <sup>3</sup>	2026-27 planned registrations
CCS	Base non-Credit	6601	IT OPERATIONS AND NETWORK CERT	0	25	0	1403	1492	282
CCS	Business & Management	6060	MANAGEMENT SKILLS SUPERVISORS	123	206	180	0	1	0
CCS	Business & Management	6065	LEADERSHIP SKILLS CERT. PROGRAM	50	38	0	0	1	0
CCS	Business & Management	6245	LERN PARTNERSHIP	127	122	72	0	1	0
CCS	Cybersecurity	6233	CYBERSECURITY PDD	128	40	84	365	342	354
CCS	Fashion	6022	FASHION DESIGN	217	211	176	64	78	0
CCS	Health	6255	OPTICIAN	0	0	0	139	159	12
CCS	Human & Social Services	6093	COUNSELLING SKILLS	368	347	403	0	2	0
CCS	Paralegal & Office Admin	6064	OFFICE & ADMIN CERT. PROGRAM	664	910	704	0	10	0
CCS	Technology & Trades	6034	HOSPITALITY	20	60	12	0	6	0
CCS	Technology & Trades	6038	BLDG. MGR. RESIDENTIAL CERTIFICATE	90	168	116	0	1	0
CCS	Technology & Trades	6046	COMPUTERS	0	109	0	0	2	0
CCS		A131	ESA Consortium CapU <sup>11</sup>	0	48	0	0	1	0
CCS		A271	Acct Sources Community <sup>11</sup>	0	382	0	0	8	0
CCS		A385	MOSAIC Building Service Worker <sup>11</sup>	0	16	0	0	2	0
CTT	Automotive Collision Repair	4306	AUTO COLLISION REFINISHING DIPLOMA	0	0	0	1419	1396	1346
CTT	Automotive Collision Repair	4314	AUTO COLLISION APPRENTICESHIP	88	95	88	0	8	0
CTT	Automotive Collision Repair	4322	AUTO PAINT - APPRENTICESHIP	14	15	14	0	1	0

Div	Department	Org	Area Description	Domestic			International		
				2025-26 planned registrations	2025-26 actual registrations YTD <sup>3</sup>	2026-27 planned registrations	2025-26 planned registrations	2025-26 actual registrations YTD <sup>3</sup>	2026-27 planned registrations
CTT	Automotive Parts & Service Management	4361	AUTO PARTS AND SERVICE TECHNOLOGY	5	11	5	195	220	100
CTT	Automotive Service Technician	4316	AUTOMOTIVE TECH APPRENTICESHIP	168	227	189	0	7	0
CTT	Automotive Service Technician	4326	AST EPPRENTICE	40	72	38	0	2	0
CTT	Automotive Service Technician	4328	AUTO SERV TECH - DIPLOMA - INTERNAT	0	0	0	710	662	708
CTT	CAD & BIM Technologies	4203	CAD & BIM TECHNOLOGIES	635	568	500	219	229	41
CTT	Computer Systems Technology	4702	COMPUTER SYSTEMS TECH DIPLOMA	79	140	182	314	341	156
CTT	Digital Media Design	4430	GRAPHIC MEDIA DESIGN	278	230	80	560	587	145
CTT	Electronics Repair Technology	4110	ELECTRONICS REPAIR TECHNOLOGY	60	106	131	369	299	159
CTT	Hair Design/Esthetics	5202	HAIR DESIGN	244	296	240	338	308	218
CTT	Hair Design/Esthetics	5219	HAIRSTYLIST APPRENTICE	21	25	37	0	4	0
CTT	Hair Design/Esthetics	5221	ESTHETICS	165	152	151	398	344	286
CTT	Heavy Duty Commercial Transport	4305	HEAVY MECHANICAL TECH DIPLOMA	0	0	0	350	370	700
CTT	Jewellery Art & Design	4202	JEWELERY AND GOLDSMITH	346	314	354	3	19	26
SAS	ASL & Deaf Studies	1951	ASL & DEAF STUDIES	507	398	374	0	11	5
SAS	College & Career Access (to 2025)	2019	ABE COMP STUDIES/ESC (PURPLE DOOR)	40	71	0	0	0	0
SAS	Deaf and Hard of Hearing	1902	DEAF & HARD OF HEARING ADULTS	232	221	85	0	1	0
SAS	Early Childhood Care and Education	2027	ECCE CERTIFICATE	1111	651	830	2956	3270	3356
SAS	English as an Additional Language	3366	ESL PATHWAYS	3464	3252	3382	0	7	0
SAS	Humanities	2016	UT HUMANITIES	961	1183	1015	4	124	0
SAS	Mathematics	2017	UT MATH	423	454	410	20	128	0
SAS	Mathematics	2023	UT COMPUTING SCIENCE AND SOFTWARE	58	65	78	10	39	0
SAS	Music	4204	MUSIC	504	756	676	0	89	40

Div	Department	Org	Area Description	Domestic			International		
				2025-26 planned registrations	2025-26 actual registrations YTD <sup>3</sup>	2026-27 planned registrations	2025-26 planned registrations	2025-26 actual registrations YTD <sup>3</sup>	2026-27 planned registrations
SAS	Music	4206	MUSIC DEGREE	164	207	<b>182</b>	0	19	<b>9</b>
SAS	Music	4208	DANCE DIPLOMA	42	35	<b>42</b>	30	48	<b>35</b>
SAS	Music	4209	DANCE	0	166	<b>0</b>	0	232	<b>0</b>
SAS	Science	2008	COLLEGE FOUNDATION - SCIENCE	800	1156	<b>1054</b>	0	4	<b>0</b>
SAS	Science	2018	UT SCIENCE	901	934	<b>889</b>	0	32	<b>0</b>
SAS	Science	2022	UT ENGINEERING	54	74	<b>57</b>	0	28	<b>0</b>
SHP	Applied Business	4602	MEDICAL OFFICE CAREERS	510	521	<b>525</b>	0	7	<b>5</b>
SHP	Applied Business	4614	ADMINISTRATIVE PROFESSIONAL	742	683	<b>624</b>	23	46	<b>1</b>
SHP	Asian Culinary Arts	5501	ASIAN CUISINE	170	133	<b>121</b>	7	17	<b>0</b>
SHP	Baking & Pastry Arts	5301	BAKING & PASTRY ARTS	985	1268	<b>1334</b>	24	36	<b>10</b>
SHP	Baking & Pastry Arts	5302	BAKING & PASTRY ARTS - 5 MONTH	0	0	<b>0</b>	278	231	<b>28</b>
SHP	Baking & Pastry Arts	5305	BAKING APPRENTICESHIP	20	12	<b>0</b>	0	1	<b>0</b>
SHP	Baking & Pastry Arts	5306	BAKING PASTRY ARTS-ARTISAN INT'L	0	0	<b>0</b>	171	160	<b>0</b>
SHP	Business Management	4801	BUSINESS MGMT PD DIPLOMA	0	0	<b>0</b>	1400	1306	<b>19</b>
SHP	Business Technology	4820	ACCOUNTING DIPLOMA	82	92	<b>15</b>	585	567	<b>110</b>
SHP	Business Technology	4830	MARKETING TECH DIPLOMA	49	28	<b>21</b>	920	709	<b>205</b>
SHP	Culinary Arts	5410	CULINARY ARTS	1145	949	<b>808</b>	2824	2229	<b>2006</b>
SHP	Hospitality Management	5701	HOSPITALITY MANAGEMENT DIPLOMA	227	515	<b>359</b>	3773	4397	<b>1809</b>
SHP	Hospitality Management	5703	HOSPITALITY MANAGEMENT POST DEG DIP	0	0	<b>0</b>	1943	1919	<b>129</b>
SHP	Project Management	4811	BU PROJECT MGMT POST DEGREE DIPLOMA	0	0	<b>0</b>	2614	2656	<b>88</b>
SHP	Project Management	4812	GLOBAL SUPPLY CHAIN MANAGEMENT	0	36	<b>36</b>	153	248	<b>272</b>
SHP	Project Management	4813	IT PROJECT MANAGEMENT	0	0	<b>0</b>	0	70	<b>100</b>
SHS	Certified Dental Assisting / Dental Reception Coordinator	5115	DISTANCE DENTAL ASSISTING	651	503	<b>462</b>	0	1	<b>0</b>

Div	Department	Org	Area Description	Domestic			International		
				2025-26 planned registrations	2025-26 actual registrations YTD <sup>3</sup>	2026-27 planned registrations	2025-26 planned registrations	2025-26 actual registrations YTD <sup>3</sup>	2026-27 planned registrations
SHS	Certified Dental Assisting / Dental Reception Coordinator	5120	CDA DIRECTED STUDIES – DAST 1600	80	47	<b>64</b>	0	15	<b>0</b>
SHS	Continuing Care	5116	HEALTHCARE ASSISTANT	1332	1170	<b>948</b>	0	8	<b>0</b>
SHS	Continuing Care	5122	Healthcare Assistant Diploma	0	0	<b>0</b>	1199	1182	<b>1237</b>
SHS	Dental Technology	5103	DENTAL TECHNICIAN	198	255	<b>252</b>	186	162	<b>93</b>
SHS	Occupational Physical Therapist Assistant	5076	OPTA	521	589	<b>625</b>	84	83	<b>65</b>

## Appendix C: Centre for International Education

In previous years, the enrolment plan presented for approval attributed international enrolments in two ways:

1. Mixed domestic and international cohorts or classes: Registrations attributed to the program's "home" school (e.g. School of Arts and Sciences)
2. Fully-international program intakes: Registrations attributed to the Centre for International Education (CIN).

Centre for International Education (CIN) is not a school or faculty in the usual sense, but an administrative grouping. It groups together fully international program cohorts that are housed in other schools within the college. Programs and departments may therefore have enrolments projected under both their "home" school and under CIN. To facilitate understanding of enrolments by school, including domestic/international proportions, this plan reports enrolment associated with CIN under the "home" school. The exception is the Enrolment Trends: FTE section.

For readers familiar with CIN and wishing to track it separately as in past years, CIN-specific enrolment is reported in Table 11.

Table 12: Centre for International Education

Home School	Org	Area Description	2025-26						2026-27		
			Domestic FTE (YTD) <sup>3</sup>	International FTE (YTD) <sup>3</sup>	Planned registrations	Actual registrations - domestic YTD <sup>3</sup>	Actual registrations - int'l YTD <sup>3</sup>	Actual registrations total YTD <sup>3</sup>	2025-26 Seat Utilization to Budget	Planned registrations - domestic	Planned registrations - international
CTT	4305	Technical Training Access	0	34.75	350	0	354	354	101%		<b>624</b>
CTT	4306	Auto Collision Refinishing Dip	0	102.95	1419	0	1396	1396	98%		<b>1247</b>
CTT	4328	Auto Serv Tech Diploma Intl	0	75.42	650	0	602	602	93%		<b>553</b>
CTT	4702	Computer Systems Tech Diploma			35			0	0%	<b>60</b>	<b>50</b>
SAS	2027	Early Childhood Care and Education	1.28	99.34	0	25	2190	2215			<b>3036</b>
SHP	4801	Canadian Business Mgmt. Diploma	0	161.7	1400	0	1306	1306	93%		<b>19</b>
SHP	4811	Bus Project Mgmt PD Diploma	0	273.2	2614	0	2656	2656	102%		
SHP	4812	Hospitality Diploma Int'l			153			0	0%		
SHP	5302	Baking Int'l 5 month program	0	14.22	278	0	231	231	83%		<b>28</b>
SHP	5306	Baking & Pastry - Artisan Int'l	0	10.49	171	0	160	160	94%		

VCC Enrolment Plan 2026-27

Home School	Org	Area Description	2025-26						2026-27		
			Domestic FTE (YTD) <sup>3</sup>	International FTE (YTD) <sup>3</sup>	Planned registrations	Actual registrations - domestic YTD <sup>3</sup>	Actual registrations - int'l YTD <sup>3</sup>	Actual registrations total YTD <sup>3</sup>	2025-26 Seat Utilization to Budget	Planned registrations - domestic	Planned registrations - international
SHP	5410	Culinary Arts (Blended)	0	75.21	750	0	741	741	99%		<b>556</b>
SHP	5701	Hospitality Management	0.5	102.05	1496	5	1124	1129	75%	<b>34</b>	<b>490</b>
SHP	5703	Hospitality Diploma Int'l	0	238.07	1943	0	1919	1919	99%		<b>129</b>
SHS	5122	Healthcare Assistant Int'l	0	94.58	1199	0	1182	1182	99%		<b>1131</b>



**DECISION NOTE**  
**Recommendation for Approval of Enrolment Plan**

**PREPARED FOR:** Board of Governors

**DATE:** March 25, 2026

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
 THAT the Board of Governors approve the proposed Enrolment Plan

**BACKGROUND:**

Vancouver Community College (VCC) plans its academic offerings through the Annual Enrolment Plan. The Enrolment Plan that comes to Education Council for review, so that they may provide their advice to the Board of Governors, is the plan of academic delivery that informs the Budget that is also coming to the Board of Governors for approval in this same meeting.

The Board of Governors' power to approve the Enrolment Plan and the Budget are rooted in the following provisions of the College and Institute Act:

*19 (1) Subject to this Act, a board may do the following:*

*(b) manage, administer and control the property, revenue, expenditures, business and affairs of the institution;*

- This subsection confirms the Board's broad scope of authority over matters that are not otherwise specifically within the sole power of the Education Council (described in section 24), or that require Joint approval (described in section 25). This includes matters such as the approval of the College's Budget.

*(d) determine courses or programs to be offered or cancelled at the institution;*

- This subsection describes the Board's power to determine which courses and programs will be offered in any given year. At VCC, these matters are embodied in the Annual Enrolment Plan.

*(e) manage and promote the educational or training programs offered at the institution, subject to sections 24 [Powers of the education council]<sup>1</sup> and 25 [Joint approval]<sup>2</sup>;*

- This subsection describes the Board’s power to make semesterly adjustments to the Annual Enrolment Plan as needed to respond to enrolment data and other factors such as the availability of instructors, equipment and instructional facilities.

The College and Institute Act also requires that the Board seek the advice of Education Council before the Board exercises certain specific powers. Relevant in these circumstances are:

*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:*

*(e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution;*

*(f) setting of the academic schedule;*

To confirm: Education Council’s advice, which can be affirmative, negative, or neutral in its demeanor, does not bind the actions of the Board of Governors with regards to their final determination. The Board has the fiduciary duty to act in the best interests of the College<sup>3</sup>. Therefore, upon receipt and due consideration of Education Council’s advice, the Board’s decision may align or vary from that advice. Indeed, the Board is also not bound to accept the recommendations of the College Administration responsible for the creation of that Annual Enrolment Plan and associated College Budget.

In keeping with the College and Institute Act, Education Council’s advice was sought on the proposed Annual Enrolment Plan.

In the March 10, 2026 Education Council meeting, the proposed Enrolment Plan was reviewed by Education Council, and the rationale of College Administration was interrogated by the members of Education Council. Education Council then moved and approved the following motion, advising the Board of Governors to not approve the 2026-27 enrolment plan as proposed:

**MOVE THAT Education Council advises the Board of Governors not to approve the 2026/27 Enrolment Plan as currently proposed as many of the proposed reductions have no educational rationale and are not consistent with the College’s mission, values and stated strategic priorities; this advice should include**

<sup>1</sup> The sole powers of the Education Council do not include programming decisions.

<sup>2</sup> The joint powers of the Board and the Education Council do not include programming decisions.

<sup>3</sup> Section 8.2 of the College and Institute Act.

a summary of the concerns raised in the meeting prepared by the Education Council Chair in consultation with Education Council members to be provided to the Board. In addition, Education Council requests the Board of Governors create a public opportunity for consultation with programs being reduced at a future Board meeting to share comments and concerns about the impact of these program reductions prior to making a final decision.

This motion was approved by the majority of the voting members of Education Council, with administrative representatives on Education Council voting in opposition to the motion or sitting in abstention.

The Education Council's concerns, prepared by the Chair of Education Council, are attached for the Board's consideration.

#### **DISCUSSION:**

For the reasons outlined below, College administration is recommending that the Board approve the 2026/27 Enrolment Plan, in opposition to the advice provided by Education Council:

- The motion approved by Education Council grounded their opposition to the enrolment plan, in part, on an "educational rationale". This is a reasonable grounds given that the powers of Education Council, either sole or joint in nature, speak to priorities that could best be associated with the principle of educational quality. The powers of the Board of Governors are embedded within their fiduciary responsibility to the larger principle of institutional sustainability. Often these two principles can co-exist to the mutual satisfaction of the Board of Governors and Education Council, but where that is not the case, the principles of fiduciary responsibility to institutional sustainability, as defined by the Annual Budget and associated Enrolment Plan, will supersede that of educational quality within the responsibilities of the Board of Governors. On this basis, it is reasonable for the Board of Governors to vary from the position of Education Council, vis-à-vis the Enrolment Plan.
- The motion approved also grounded this opposition on a position that this enrolment plan departed from the mission, values, and stated strategic priorities of the College. The College Administration disagrees with this position. The VCC Strategic Innovation Plan identifies the institutional values of Reconciliation & Diversity, Excellence, Student Success, and Stewardship. It is our position that this enrolment plan honours all of those values, in taking an approach that preferences program contraction in the name of financial stewardship, over program closure in areas where there is student demand and a record of demonstrated success in moving students on to careers and improved economic circumstances. Access may not mean that options are available immediately, but sustainable enrolment planning will ensure that those options exist, even where access is not immediately available.

- Furthermore, the strategic innovation plan identifies five priorities, including academic innovation, operational excellence, engaged communities, empowered people and inclusive culture, and campuses of the future, all of which exist under the overall mandate of institutional sustainability. This plan has been developed from that set of priorities within the overall obligation to ensure the institution remains sustainable. The Annual Budget for 2026/27, which is before the Board of Governors for consideration is dependent upon the 2026/27 Annual Enrolment Plan; a rejection of the 2026/27 Annual Enrolment Plan would effectively constitute a rejection of the 2026/27 Annual Budget for the Institution.
- The motion alluded to concerns raised within the meeting, and central amongst these was the concern that there was not adequate consultation with the affected areas prior to the decision regarding the enrolment plan. The purpose of the consultation was to reduce the cost of delivery relative to the revenues achievable through program delivery. Discussion of program reduction, either in volume of delivery, or in the educational produce being delivered, has the natural consequence of being interpreted as a loss of work. Discussions about the loss of work and the process to be undertaken are contained within the Collective Agreement, and we have had at least one example where such consultation was held to be out of order with the required process under the Collective Agreement. Consequently, the College position for this program contraction has been to initiate the contraction discussions with the bargaining representatives of faculty and staff, prior to more widespread conversations with the areas impacted by the enrolment plan decisions. This decision will mean that the faculty and staff in the affected areas are not consulted in the manner they might otherwise prefer.

**RECOMMENDATION:**

THAT the Board of Governors approve the 2026/27 Enrolment Plan as proposed.

**Prepared by:** David Wells (Vice President Academic & Applied Research)

**DATE:** March 11, 2026

**Attachments:**

- 2026/27 Annual Enrolment Plan



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** March 25, 2026

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
New Program: Pharmacy Technician Diploma

### BACKGROUND:

The School of Health Sciences is proposing a new program: the Pharmacy Technician Diploma. VCC has taught Pharmacy Technician as a certificate program for many years. The accrediting body, the Canadian Council for the Accreditation of Pharmacy Programs (CCAPP), has revised its Accreditation Standards for Pharmacy Technician programs in 2024 and increased both the required hours and added additional outcomes. The existing certificate has historically been credit-intensive, and the additional required hours now place the program within the diploma range. The change to a diploma also more accurately reflects the intensity and level of students' learning and is in line with other programs in BC and Canada.

The new 61-credit diploma is planned to launch in January 2027 and will replace the existing certificate. 11 new courses were created.

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

- Demonstrate the role of a pharmacy technician within legal requirements while upholding professional standards of practice and the College of Pharmacists of BC's Code of Ethics.
- Establish and maintain professional relationships with patients, healthcare providers, and pharmacy team members, using clear and respectful communication to optimize patient care.
- Accurately prepare and check pharmaceutical products using a variety of distribution systems to ensure their safe distribution to patients.

- Demonstrate leadership and management skills by overseeing pharmacy operations and optimizing workflows to ensure efficient delivery of safe and high-quality pharmacy services.
- Demonstrate the application of health promotion activities for patients and the public within pharmacy practice to enhance community health and well-being.
- Access, evaluate, and apply relevant information and research to make evidence-informed decisions to enhance patient care.
- Collaborate with members of the intra- and inter-professional health teams to facilitate the delivery of comprehensive services and promote continuity of patient care.
- Establish and maintain quality assurance policies and procedures to optimize patient safety and foster a culture of safety in pharmacy practice.
- Provide culturally safe, person-centered care that recognizes and respects the uniqueness of each individual and is sensitive to cultural humility, cultural safety, and diversity.

**DISCUSSION:**

The proposal was reviewed by Curriculum Committee on June 17, 2025, and minor requested edits were completed. Education Council unanimously approved the curriculum on September 9, 2025.

**RECOMMENDATION:**

THAT, on the advice of Education Council, the Board of Governors approve the new Pharmacy Technician Diploma credential, creation of 11 courses as identified in the program content guide, and program implementation.

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

**ATTACHMENT:** APPENDIX A – Program Content Guide (PCG) for the Pharmacy Technician Diploma

**DATE:** March 16, 2026



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Pharmacy Technician  
Diploma

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Program Content Guide

Effective Date: January 2027

## Purpose

This full time program prepares graduates for employment as pharmacy technicians in a variety of settings including community, hospital, and long-term care pharmacies. Graduates will have the skills and knowledge necessary to perform the technical and administrative functions required to provide patient-centred pharmacy services. In addition, students learn to be responsible and accountable for ensuring patient safety and for accuracy and quality of product preparation and release. Students learn to collaborate with other health care professionals in the promotion of wellness and delivery of pharmacy services. Graduates meet the entry-to-practice competencies outlined by the National Association of Pharmacy Regulatory Authorities (NAPRA) and educational outcomes outlined by the Canadian Pharmacy Technician Educator Association (CPTTEA). This program welcomes diverse applicants.

## Admission Requirements

- Grade 12 graduation or equivalent.
- English Studies 12 with a minimum 'B' grade, or equivalent as specified for the Pharmacy Technician program
- One of the following:
  - Foundations of Math 12 with a minimum 'C+' grade, or equivalent
  - Pre-Calculus 11 with a minimum 'C+' grade, or equivalent
- Chemistry 11 with a minimum 'C+' grade, or equivalent
- Anatomy & Physiology 12 with a minimum 'C+' grade, or equivalent
- VCC Health Sciences Math Assessment with a minimum 80%

## Upon acceptance:

- Students must submit a negative tuberculosis (TB) skin test or chest X-ray dated a maximum of six months prior to the program start date. An additional TB test is required after each potential exposure to TB and/or travel to areas with a known prevalence of TB.
- Criminal Record Check (CRC). Students in this program are required to complete a CRC. The CRC must be completed according to VCC's Criminal Record Check instructions. Students whose CRC results indicate they pose a risk to vulnerable populations will not be able to complete the requirements of the program (e.g. practicums) or graduate.
- Immunization Record: A School of Health Sciences Student Immunization Record must be completed. Students may be declined placement in a clinical or practicum site if a completed immunization record is not provided.

## Prior Learning Assessment & Recognition (PLAR)

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

## Program Duration & Maximum Time for Completion

The Pharmacy Technician Diploma Program is one year (12 months) of full-time study. The maximum time to complete the program is four (4) years from the start of the program.

## Program Learning Outcomes

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

- Demonstrate the role of a pharmacy technician within legal requirements while upholding professional standards of practice and the College of Pharmacists of BC's Code of Ethics.

- Establish and maintain professional relationships with patients, healthcare providers, and pharmacy team members, using clear and respectful communication to optimize patient care.
- Accurately prepare and check pharmaceutical products using a variety of distribution systems to ensure their safe distribution to patients.
- Demonstrate leadership and management skills by overseeing pharmacy operations and optimizing workflows to ensure efficient delivery of safe and high-quality pharmacy services.
- Demonstrate the application of health promotion activities for patients and the public within pharmacy practice to enhance community health and well-being.
- Access, evaluate, and apply relevant information and research to make evidence-informed decisions to enhance patient care.
- Collaborate with members of the intra- and inter-professional health teams to facilitate the delivery of comprehensive services and promote continuity of patient care.
- Establish and maintain quality assurance policies and procedures to optimize patient safety and foster a culture of safety in pharmacy practice.
- Provide culturally safe, person-centered care that recognizes and respects the uniqueness of each individual and is sensitive to cultural humility, cultural safety, and diversity.

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

Instructional activities include lectures, discussions, group work, audio-visual presentations, demonstrations, dispensing labs, compounding labs, aseptic technique labs, case studies, role-plays, and field trips. The lab component of the program provides the learner with the opportunity to integrate practice and theory in a simulated pharmacy setting.

The program emphasizes meaningful engagement and students will be expected to contribute to classroom discussions, online forums, and lab-based activities. Instructors will foster a learning environment that encourages safe and respectful participation. Throughout the program, the instructor will encourage and support students in becoming increasingly more self-directed and responsible for their own learning.

### **Evaluation of Student Learning**

Students' progress in the classroom, online and the lab setting will be evaluated. Theoretical concepts will be evaluated through quizzes, tests, exams, case studies, projects, presentations and assignments.

Evaluation of practical skills will be based on checklists and practical exams.

Students must successfully complete all courses in one semester before enrolling in the next semester. It is not possible to re-do part of a semester in this program. Unsuccessful students may reapply for the program.

Students must receive a minimum grade of 'B' (3.00) or 'S' to successfully complete each course, and a minimum program term grade point average of 3.00 to advance into subsequent terms in the program, and a minimum program cumulative grade point average of 3.00 upon completion of all program courses to successfully graduate. In addition, students must meet the zero tolerance criteria in pharmaceutical calculations in PHAR 2115 and prescription checking in PHAR 1106 as required by the accreditation body - the Canadian Council for Accreditation of Pharmacy Programs (CCAPP). If a student fails to achieve 100% after the allocated attempts on either assessment, they will not be able to progress in the program.

## Program Considerations

- Program tasks require precise hand-eye coordination and fine motor skills for measuring medications and preparing sterile products.
- Program tasks require extended periods of standing during laboratory work and practicum placements.
- Program tasks require visual distinction of fine details and small print.
- Practicum placements can require variable work schedules, including evening and weekend shifts.
- Learning environment involves potential exposure to pharmaceutical ingredients that may cause allergic reactions or sensitivities during practicum placements.

## Courses

Term	Course #	Course Name	Credits
One	PHAR 1100	Professional Practice for Pharmacy Technicians 1	6.0
	PHAR 1102	Pharmacology for Pharmacy Technicians 1	3.0
	PHAR 1103	Pharmaceutical Calculations 1	1.5
	PHAR 1104	Communications for Pharmacy Technicians 1	1.5
	PHAR 1105	Management for Pharmacy Technicians 1	1.5
	PHAR 1106	Community Pharmacy	7.5
Total Credits per Term:			21.0
Two	PHAR 1206	Hospital Pharmacy	7.0
	PHAR 1207	Sterile Products	3.0
	PHAR 2100	Professional Practice for Pharmacy Technicians 2	3.0
	PHAR 2110	Pharmacology for Pharmacy Technicians 2	3.0
	PHAR 2115	Pharmaceutical Calculations 2	1.5
	PHAR 2120	Communications for Pharmacy Technicians 2	1.5
	PHAR 2130	Management for Pharmacy Technicians 2	1.5
Total Credits per Term:			20.5
Three	PHAR 2230	Non-Prescription Medications and Complementary Therapies	1.5
	PHAR 2240	Career Development and Licensing Preparation	1.5
	PHAR 2250	Non-Sterile Compounding Lab	2.0
	PHAR 2260	Pharmacy Practicum Preparation	1.5
	PHAR 2265	Pharmacy Technician Practicum	13.0
Total Credits per Term:			19.5
<b>Total Program Credits:</b>			<b>61.0</b>

\* New Courses

## 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	Minimum progression grade	3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
<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

**PREPARED FOR:** Board of Governors

**DATE:** March 25, 2026

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
TUITION: Approval of Pharmacy Technician Diploma

### BACKGROUND:

Currently, VCC offers a 37-week Pharmacy Technician Certificate program. The program is accredited by the Canadian Council for Accrediting Pharmacy Programs (CCAPP), which released new accreditation standards in July 2024. In response to these updates, VCC proposed **transitioning from a 9-month certificate to a 12-month (one-year) diploma program**. This change is mandatory to allow us to align the curriculum with the new learning outcomes and competencies required by CCAPP. A Health Education Program Review (CIP 51) to Ministry of Post-Secondary and Future Skill (PSFS) in August 2025 for the substantially revised Pharmacy Technician program.

The new requirements require the addition of several new courses, the addition of Indigenous content, enhanced learning experiences, and more robust training methods, including simulation, hands-on labs, and field trips - all designed to better prepare students for the evolving demands of pharmacy practice.

The Ministry has found the revisions made to the Pharmacy Technician program were substantial in nature and the revised program may be considered new for purposes of the Tuition Limit Policy. Ministry letter dated February 24, 2026, reference 147750 is included in the attachments. **It is noteworthy that in 2022, the Pharmacy Technician program was successful in resetting the tuition from \$3,305 to \$9,800 and due to recent accreditation standard changes, the tuition has been reset to \$17,640.**

VCC Tuition and Other Fees:

	<b>Current Certificate 26/27</b>	<b>New Diploma 26/27</b>
Tuition	\$10,826.78	\$17,993.06 *
Material Fee	\$379	\$450

\* Based on VCC's 26/27 tuition bands

Tuition Comparison of Pharmacy Technician programs across BC:

	School	Tuition	Location
1.	Stenberg College	\$18,465	Surrey
2.	<b>Vancouver Community College</b>	<b>\$17,993</b>	<b>Vancouver</b>
3.	Excel Career College	\$17,450	Surrey
4.	Sprott Shaw College	\$16,190	Vancouver
5.	Okanagan College	\$15,392	Kelowna
6.	Western Community College	\$14,950	Surrey
7.	Selkirk College	\$11,615	Castlegar

### DISCUSSION:

Labour market demand for pharmacy technicians in British Columbia remains strong. According to [Pharmacy technicians | WorkBC](#) approximately 1,230 job openings for pharmacy technicians are projected between 2025 and 2035, driven by retirements and sector growth. Similarly, the [Government of Canada's Job Bank](#) forecasts a “very good” employment outlook for the province through 2024-2026. In response to workforce shortages, the Ministry approached VCC to request additional student intake, offering funding for faculty and resources. In 2025, VCC successfully admitted 10 additional students to meet this need.

New practice guidelines and expanding scope of practice have opened new positions for pharmacy technicians. The new diploma program directly responds to this demand by equipping graduates with expanded competencies aligned with current professional standards and employer needs. Graduates will be well-positioned for a dynamic and evolving healthcare environment, while helping to address critical workforce shortages in BC's healthcare sector.

At present, VCC's Pharmacy Technician program operates with an annual net deficit of approximately \$514,000. The new diploma program, proposed for implementation in January 2027, is projected to reduce this deficit by \$88,000. The new diploma program improves financial sustainability and preserves program integrity in terms of content, credits, and accreditation requirements.

### OPTIONS:

**OPTION 1:** VCC not offer the Pharmacy Technician program

**Implications:** VCC cannot continue to offer the certificate program as the current curriculum does not meet the Canadian Council for Accrediting Pharmacy Programs (CCAPP) new standards published in 2024.

**OPTION 2:** Implement the new Pharmacy Technician Diploma with staged tuition.

**Implications:** Implement the new Pharmacy Technician Diploma in January 2027 that aligns with accreditation requirements while improving financial sustainability.

Senior Team has approved Option 2 implement new Diploma program with domestic tuition of \$17,993 and material fees of \$450 for recommendation to the Finance and Audit Committee.

The Ministry noted in their letter that the proposed tuition level may create financial barriers for prospective students and has therefore requested that VCC outline strategies to mitigate potential impacts on access and affordability. In response, a staged tuition increase is proposed:

- January 2027 Tuition: \$17,993.06 Waiver to be applied \$3,693.06 (*tuition less waiver = \$14,300*)
- January 2028 Tuition: \$18,352.92

**RECOMMENDATION:**

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the staged tuition increase for the new Pharmacy Technician Diploma program:

January 2027 Tuition: \$17,993.06 (*tuition less waiver = \$14,300*)

January 2028 Tuition: \$18,352.92

**ATTACHMENTS:** Appendix A: VCC's Pharmacy Technician CIP 51 Review submitted August 2025  
Appendix B: Ministry letter dated February 24, 2026  
Appendix C: Program costing Pharmacy Technician Diploma

**PREPARED BY:** Mandy Hayre, Interim Dean School of Health Sciences

**DATE:** March 2, 2026

**Health Education Review**  
**Ministry of Post Secondary and Future Skills Health Education Program (CIP 51) Review Policy**

**Institution:** Vancouver Community College

**Health Education Review:** Pharmacy Technician Program (substantially revised).

1. ***Rationale for the program change (include any changes that result from new requirements of regulatory or licensing bodies).***

Vancouver Community College's (VCC) Pharmacy Technician Program is a pioneering and highly respected program, established in 1974 as the first formal pharmacy technician training program in British Columbia. Over the years, it has developed a strong reputation for academic excellence. VCC graduates are highly sought after by employers in the Health Authorities and community pharmacies, and many go on to become leaders in the field, contributing meaningfully to the pharmacy technician profession.

Currently, VCC offers a 37-week Pharmacy Technician Certificate program. The program is accredited by the Canadian Council for Accrediting Pharmacy Programs (CCAPP), which released new accreditation standards in July 2024. In response to these updates, we are proposing transitioning from a 9-month to a 12-month (one-year) diploma program. This change is mandatory to allow us to align the curriculum with the new learning outcomes and competencies required by CCAPP. The new requirements require the addition of several new courses, the addition of Indigenous content, enhanced learning experiences, and more robust training methods, including simulation, hands-on labs, and field trips - all designed to better prepare students for the evolving demands of pharmacy practice.

The employment rate of VCC graduates is consistently high, and there is currently a significant shortage of registered pharmacy technicians in British Columbia. Our Pharmacy Advisory Committee has confirmed growing demand across both community and hospital settings. Due to our longstanding reputation for producing skilled, practice-ready graduates, employers often show preference for VCC graduates.

The rationale for the proposed changes to the Pharmacy Technician program is to align with the new standards published by CCAPP in 2024. These changes include:

- **Evolving Healthcare Landscape and Scope of Practice.** Pharmacy technicians are increasingly taking on advanced responsibilities. The Canadian Society of Hospital Pharmacists (CSHP) 2020/2021 survey highlighted a shift in technician roles to include vaccination administration, point-of-care testing, medication history and reconciliation, and more. These expanded scopes require additional training and practical application, which the new diploma structure will support.

- **Curriculum Enhancements to Meet New Standards.** The revised curriculum will align with CCAPP's updated accreditation standards and addresses current and emerging trends in pharmacy practice. New and expanded content areas will include:
  - Pharmacy informatics
  - Pharmacy automation
  - Point-of-care testing
  - Vaccine injection administration
  - Indigenous health policy
  - Health promotion and advocacy
  - Digital health
  - Drugs in specialty populations
  - Environmental sustainability
  - Greater competency and accuracy for pharmacy calculations to ensure patient safety

We will also place greater emphasis on the following topics:

- Quality assurance and patient safety
  - Professionalism and ethics
  - Patient-centered care
  - Diversity, anti-racism, and inclusive practice
  - Interprofessional collaboration
  - Evidence-informed practice
- **Integration of the Truth and Reconciliation Commission (TRC) Calls to Action.** The updated curriculum integrates key recommendations from the TRC, aligning with VCC's broader commitment to equity, diversity, and inclusion. Students will complete Cultural Safety and Indigenous Holistic Health Equity modules. These modules are designed to foster understanding of Indigenous history, culture, and health disparities, while encouraging students to reflect on their role in advancing reconciliation in healthcare.
  - **Accreditation Requirements.**  
To maintain CCAPP accreditation and ensure graduates remain eligible to sit for national licensing exams, we must meet the new accreditation standards released in July 2024.
  - **Enhanced Teaching and Learning Strategies.**  
The revised program will incorporate updated pedagogical approaches to improve student engagement and readiness for professional practice, including:
    - Reflective Practice: Encouraging critical thinking and continuous improvement through structured reflection.
    - Expanded Lab and Simulation: Providing realistic, hands-on learning experiences.
    - Interprofessional Education: Fostering collaboration by working alongside students from other health disciplines.
    - Practicum: Students arrive at their practicum fully prepared for success and a smooth transition from school to the practice environment.

2. **Outline of the main program changes (e.g. new or changed objectives, goals and learning competencies for the program and students).**

Existing Program Learning Objectives	New Program Learning Objectives	Change(s)
Perform the role of a pharmacy technician within current legal, ethical and professional standards.	Demonstrate the role of a pharmacy technician within legal requirements while upholding professional standards of practice and the College of Pharmacists of BC's Code of Ethics.	The new learning outcome references the standards of practice and Code of Ethics to highlight the increased emphasis on ethical responsibility and professionalism in the new program and today's practice.
<p>Establish professional relationships with patients and healthcare providers in order to optimize pharmaceutical care.</p> <p>Use effective communication and professionalism when providing to or collaborating with healthcare providers and patients.</p>	Establish and maintain professional relationships with patients, healthcare providers, and pharmacy team members, using clear and respectful communication to optimize patient care.	<p>These two learning outcomes were combined into one.</p> <p><i>"Establish and maintain"</i> replaces <i>"Establish"</i> to highlight the need for long-term relationship building in modern healthcare. It also connects relationships directly to the goal of improving patient outcomes, making the objective more patient-centered.</p>
Prepare pharmaceutical products safely and accurately using a variety of distribution systems.	Accurately prepare and check pharmaceutical products using a variety of distribution systems to ensure their safe distribution to patients.	The new learning outcomes expands the scope of practice to include the entire distribution process, from preparation to release, emphasizing prescription checking as a critical step.
Integrate health promotion and public health initiatives into pharmacy practice.	Demonstrate the application of health promotion activities for patients and the public within pharmacy practice to enhance community health and well-being.	<p><i>"Demonstrates"</i> replaces <i>"integrate"</i> to emphasize the practical application of knowledge and skills. This highlights how health promotion directly contributes to patient and community health. Project work will include researching and communicating health information to the public</p>

Existing Program Learning Objectives	New Program Learning Objectives	Change(s)
		through different media formats.
Demonstrate the ability to access relevant information and apply knowledge to make evidence-informed decisions in pharmacy practice.	Access, evaluate, and apply relevant information and research to make evidence-informed decisions to enhance patient care.	<p>The learning outcome has increased in complexity as the verb “demonstrate” is upgraded to “<i>evaluate</i>” to highlight the need to analyze information.</p> <p>The learning outcomes also highlights the direct impact of evidence-informed decisions on improving patient care, making the objective more patient-centered.</p>
Establish and maintain collaborative intra- and inter-professional relationships.	Collaborate with members of the intra- and inter-professional health teams to facilitate the delivery of comprehensive services and promote continuity of patient care.	<p>The new learning outcomes shifts focus from relationship-building to active collaboration.</p> <p>It also clarifies the role of collaboration in ensuring seamless care across different providers and settings.</p>
Develop, implement and evaluate quality assurance policies, procedures and activities to optimize patient safety.	Establish and maintain quality assurance policies and procedures to optimize patient safety and foster a culture of safety in pharmacy practice.	The learning outcome has “culture of safety” added to it which emphasizes that safety is maintained through both policies and continual commitment to safe practices.
N/A	Provide culturally safe, person-centered care that recognizes and respects the uniqueness of each individual and is sensitive to cultural humility, cultural safety, and diversity.	The newly articulated program objective has the intention to address culturally sensitive practice. The program will now include Indigenous learning modules, and curriculum that addresses systemic racism/sexism/bias in healthcare.

3. **Provide a “course mapping” (i.e. listing out existing courses besides a listing of new ones, including associated changes).**

Existing Courses	New Courses	Associated Changes
<b>TERM 1</b>		
PHAR 1101 – Professional Practice 1	PHAR 1100 – Professional Practice for Pharmacy Technicians 1	<p>This is a substantially revised course.</p> <p>The new course includes new content on Indigenous cultures, perspectives, and historical events related to healthcare inequities.</p> <p>There is also an increased emphasis on reflective practice and evidence-informed practice.</p> <p>There is new, expanded course content to include new legislation and policies, reflecting the expanding role of the pharmacy technician.</p> <p>There is a greater focus on the Code of Ethics and professional standards to prepare students for the evolving expectations in the profession.</p>
PHAR 1102 – Pharmacology & Therapeutics 1	PHAR 1102 – Pharmacology for Pharmacy Technicians 1	<p>This is a substantially revised course.</p> <p>The course length has increased to span the entire 4-month term, providing students more time to reflect on and integrate their learning.</p> <p>This course has new content added that includes the traditional Indigenous health practices to promote a holistic approach to patient care.</p>
PHAR 1103 – Pharmacy Calculations 1	PHAR 1103 – Pharmaceutical Calculations 1	<p>This is a substantially revised course.</p> <p>The course is longer and will now span the entire 4-month term providing students with more time to engage with and master pharmaceutical calculations.</p> <p>Further, there is a greater emphasis on real-life applications of calculations in pharmacy practice, with a focus on accuracy to ensure patient safety.</p>

Existing Courses	New Courses	Associated Changes
PHAR 1104 – Pharmacy Communications 1	PHAR 1104 – Communications for Pharmacy Technicians 1	<p>This is a substantially revised course.</p> <p>The course content now highlights modern communication practices, including inter-professional collaboration, communicating with diverse populations, and professionalism.</p> <p>Further, it introduces more experiential learning opportunities, such as role-play simulations, to strengthen practical communication skills.</p> <p>Additionally, the course has been updated and includes new content which emphasizes respect, diversity, and inclusion.</p>
PHAR 1105 – Pharmacy Management 1	PHAR 1105 – Management for Pharmacy Technicians 1	<p>This is a substantially revised course.</p> <p>Course has lengthened and now spans the entire 4-month term allowing for greater opportunity for students to reflect on material and integrate key management concepts.</p> <p>The updated content focuses on the expanding role of pharmacy technicians in supervisory and management positions within modern pharmacy practice, preparing students for leadership roles in the field.</p>
PHAR 1106 – Community Pharmacy	PHAR 1106 – Community Pharmacy	<p>This is a substantially revised course.</p> <p>The dispensing labs have been added to the course in order to train students on new software functions and workflows in modern pharmacy practice.</p> <p>As well, the course content was updated to reflect new clinical services in contemporary practice.</p>

Existing Courses	New Courses	Associated Changes
		<p>In addition, there are increased experiential learning opportunities such as field trips and guest speakers which have been incorporated to enhance the student learning and competency.</p>
<b>TERM 2</b>		
PHAR 1201 – Professional Practice 2	PHAR 2100 – Professional Practice for Pharmacy Technicians 2	<p>This is a substantially revised course.</p> <p>There is new content integrated into the course that addresses the contemporary health challenges faced by Indigenous patients, with a strong focus on cultural safety and humility, including an action plan.</p> <p>The curriculum is now aligned with the Truth and Reconciliation Commission’s recommendations, fostering a more inclusive and culturally responsive learning environment for students.</p> <p>There is greater emphasis placed on the National Association of Pharmacy Regulatory Authorities (NAPRA) Professional Competencies and application of health promotions.</p>
PHAR 1202 – Pharmacology & Therapeutics 2	PHAR 2105 – Pharmacology for Pharmacy Technicians 2	<p>This is a substantially revised course.</p> <p>This course has been lengthened and will now span the 4-month term allowing for greater opportunity for students to reflect on material and integrate knowledge.</p> <p>As well, there has been new content to the course that explore the integration of traditional Indigenous health practices with pharmacy practice.</p> <p>In addition, there is increased simulation practice for students to train patients on the proper use of medical devices.</p>

<b>Existing Courses</b>	<b>New Courses</b>	<b>Associated Changes</b>
PHAR 1203 – Pharmacy Calculations 2	PHAR 2110 – Pharmaceutical Calculations 2	<p>This is a substantially revised course.</p> <p>This course has been lengthened and will now span the 4-month term allowing more time for students to reflect and solidify their understanding.</p> <p>There is a stronger emphasis on accuracy as a critical component for ensuring patient safety in practice which is critical in pharmacy technicians.</p>
PHAR 1204 – Pharmacy Communications 2	PHAR 2115 – Communications for Pharmacy Technicians 2	<p>This is a substantially revised course.</p> <p>This course now expands communication skills to align with the evolving responsibilities of pharmacy technicians, particularly in medication histories and reconciliation.</p> <p>In addition, the curriculum content in this course has been updated to ensure that students develop the skills necessary for effective and culturally safe communication with diverse patient populations.</p> <p>There are also additional Interprofessional Education and collaboration activities added to strengthen teamwork and communication across healthcare teams.</p>
PHAR 1205 – Pharmacy Management 2	PHAR 2120 – Management for Pharmacy Technicians 2	<p>This is a substantially revised course.</p> <p>The course content in this course has been substantially revised to include more case-based learning to foster critical thinking and problem-solving in the pharmacy environment.</p> <p>There is also an increased focus on group work to emphasize the importance of collaboration and teamwork in pharmacy practice.</p>

Existing Courses	New Courses	Associated Changes
PHAR 1206 – Hospital Pharmacy	PHAR 1206 – Hospital Pharmacy	<p>This is a substantially revised course.</p> <p>The program has added specialty role labs to provide hands-on experience with the growing scope of pharmacy technicians.</p> <p>The course also has added training on new technologies such as electronic health records, automatic dispensing cabinets, and pharmacy automation, as well as clinical skills such as vaccinations and point-of-care testing.</p> <p>As well, the course has added experiential learning opportunities such as field trips and guest speakers to the course.</p>
PHAR 1207 – Sterile Products	PHAR 1207 – Sterile Products	<p>This is a substantially revised course.</p> <p>The course curriculum has been updated to reflect the latest NAPRA standards and includes specialty practice areas such as chemotherapy and hazardous drug handling.</p> <p>There is also a much stronger emphasis on quality assurance prepares students for safe and accurate practice in sterile product preparation.</p>
<b>TERM 3</b>		
	PHAR 2230 – Non-Prescription Medications and Complementary Therapies	<p>This is a new course.</p> <p>This new course emphasizes the growing role of non-prescription medications and complementary therapies in modern healthcare.</p> <p>As healthcare becomes more holistic, students will understand how to integrate these treatments into patient care.</p>

Existing Courses	New Courses	Associated Changes
	PHAR 2240 – Career Development and Licensing Preparation	<p>This is a new course.</p> <p>This new course will support career readiness with essential job-seeking skills such as resume writing, cover letter creation, and interview preparation.</p> <p>It also prepares students for the licensure process after graduation through simulated CPBC and PEBC exam prep.</p>
	PHAR 2250 – Non-Sterile Compounding Lab	<p>This is a new course.</p> <p>This course separated and isolated compounding labs to allow students to practice more regularly and frequently to develop and maintain their competency in this critical skill.</p> <p>The additional practice also promotes the development of muscle memory and technical skills.</p> <p>As well, the labs have been updated to reflect current safety protocols and best practices in compounding procedures.</p>
PHAR 1208 – Practicum Preparation	PHAR 2260 – Pharmacy Practicum Preparation	<p>This is a substantially revised course.</p> <p>The new course now includes additional hands-on practice and review, helping students better prepare for their practicum experience.</p> <p>There is also a stronger focus on professionalism and workplace safety to ensure that students are equipped with the skills and knowledge needed to succeed in a clinical environment.</p>
PHAR 1209 – Pharmacy Practicum	PHAR 2265 – Pharmacy Technician Practicum	This is a substantially revised course.

Existing Courses	New Courses	Associated Changes
		<p>With an enhanced curriculum, students will now arrive at their practicum fully prepared for success.</p> <p>The additional hands-on practice, simulations, role-playing, and interprofessional education leading up to the practicum will set students up for a smooth transition to practicum and to the practice/work environment.</p>

4. ***Outline the tuition and mandatory fees (list mandatory fees individually) for the revised program and how they compare to the current program. Outline how the tuition and mandatory fees for the revised program compare to similar programs in British Columbia).***

	Current Program	New Program
Tuition	\$10,614	\$17,640 *
<b>Other Fees:</b>		
Student Union Fees	\$213	\$213
College Initiative Fee	\$157	\$157
Material Fee	\$379	\$450
Campus Resource Fee	\$213	\$213
Application Fee	\$36	\$36
Medical & Dental	\$285	\$285
U-Pass	\$376	\$376
Graduation Fee	\$45	\$45

\* Based on VCC's 25/26 tuition bands

## Comparison of Tuition Fees:

	Okanagan College	Selkirk College	Private College: Stenberg College	Private College: Western Community College	Private College: Spratt Shaw College	Private College: Excel Career College
Tuition	\$15,392	\$11,385	\$15,465*	\$14,950	\$16,190	\$17,450

*\*This is current tuition for 45-week program. Stenberg College has not gone through revisions to meet the new length. Tuition will increase for late 2025.*

5. ***Whether tuition and mandatory fees for courses that form part of other existing programs are being kept consistent to ensure students attending the same course in a different program are not paying a differential tuition and mandatory fee.***

*Not applicable.*

6. ***The number of credits, hours and program length of the revised program and how it compares to the current program.***

	Current	New
Program Credits	53 credits	61.5 credits
Program Hours	1200 hours	1360 hours
Program length	37 weeks	12 months

7. ***Whether the revised program will be offered if it is not considered new under the tuition limit policy. Include the start date of the revised program.***

The new program will be offered in January 2027 subject to Ministry and VCC Board of Governors approvals.

The program cannot be offered unless it is accredited. Current accreditation will be rescinded if program does not update to meet the new standards.

The current tuition and funding model is not financially sustainable, as significant cost increases have exceeded the established annual 2% tuition increase. A major portion of the expenses associated with delivering the program includes staffing costs, operational expenses for running the pharmacy lab, and institutional overheads related to student support.

8. ***Impact the revised program would have on existing students (i.e. would the revisions cause any existing students to face a tuition fee increase part way through the program).***

Existing students will not be impacted by a tuition increase. The new tuition will apply to new cohorts.

9. **Comparison of current and revised program changes (e.g. admission requirements, delivery method and other program requirements).**

Admission Requirements	
Current Program	New Program
<ul style="list-style-type: none"> <li>Grade 12 graduation, or equivalent</li> <li><a href="#">English Language Proficiency</a> at an English Studies 12 'B' level, as specified for the Pharmacy Technician Program</li> </ul>	<ul style="list-style-type: none"> <li>Grade 12 graduation, or equivalent</li> <li><a href="#">English Language Proficiency</a> at an English Studies 12 'B' level, as specified for the Pharmacy Technician Program</li> </ul>
<ul style="list-style-type: none"> <li>Foundations of Math 11 with a minimum 'C+' grade, or equivalent</li> </ul>	Pre-Calculus 11 or Foundations of Math 12 with a minimum 'C+' grade, or equivalent
<ul style="list-style-type: none"> <li>Chemistry 11 with a minimum 'C+' grade, or equivalent</li> </ul>	Chemistry 11 with a minimum 'C+' grade, or equivalent
<ul style="list-style-type: none"> <li>Anatomy &amp; Physiology 12 with a minimum C+ grade, or equivalent</li> </ul>	Anatomy & Physiology 12 with a minimum C+ grade, or equivalent
<ul style="list-style-type: none"> <li>Completion of the VCC Health Sciences Math Assessment scoring minimum 80%</li> </ul>	Completion of the VCC Health Sciences Math Assessment scoring minimum 80%
Upon Acceptance <ul style="list-style-type: none"> <li>Criminal Record Check (CRC)</li> <li>TB Screening</li> <li>Immunizations               <ul style="list-style-type: none"> <li>An Immunization Record must be completed</li> </ul> </li> </ul>	Upon Acceptance <ul style="list-style-type: none"> <li>Criminal Record Check (CRC)</li> <li>TB Screening</li> <li>Immunizations               <ul style="list-style-type: none"> <li>An Immunization Record must be completed</li> </ul> </li> </ul>

10. **If the revised program requires the hiring of new staff and faculty.**

The substantially revised program will require additional faculty support to accommodate the increased program hours, as well as the expanded experiential learning activities and laboratory exercises.

11. **Whether the revised program has been approved by the Education Council and Board of Governors.**

The revised program was approved by VCC's Education Council in September 2025 and is currently pending approval from VCC's Board of Governors, awaiting a decision on tuition review from the Ministry.

12. **Outline the labour market demands for graduates of the revised program, how the program aligns with industry and student demand. Would the revised program create new employment opportunities? Would graduates have knowledge/technical skills that employers require in order to hire?**

Labour market demand for pharmacy technicians in British Columbia remains strong. According to [WorkBC](#), approximately 1410 job openings for pharmacy technicians are projected between 2024—and 2034, driven by retirements and sector growth. Similarly, the [Government of Canada's Job Bank](#) forecasts a "very good" employment outlook for the province through 2024-2026.

Additional labour data from the BC Labour Market Report 2023 forecasts:

- 1,100 job openings for pharmacy technicians
- 1,220 job openings for pharmacy assistants
- Healthcare sector will generate the most job openings of any sector over the next decade (17% of total growth).

New practice guidelines and expanding scope of practice have opened new positions for pharmacy technicians. The new diploma program directly responds to this demand by equipping graduates with expanded competencies aligned with current professional standards and employer needs. Graduates will be well-positioned for a dynamic and evolving healthcare environment, while helping to address critical workforce shortages in BC's healthcare sector.

VCC graduates consistently demonstrate strong employment outcomes. The findings from the BC Student Outcomes survey spanning from 2021 to 2023 state:

- 94% of respondents were actively engaged in the labor force
- 84% employed full-time

In response to workforce shortages, the Ministry approached VCC to request additional student intake, offering funding for faculty and resources. In 2025, VCC successfully admitted 10 additional students to meet this need.

In British Columbia, graduates will earn \$29.82 per hour working in hospital pharmacies as a pharmacy assistant. After successfully completing licensing requirements and becoming registered, pharmacy technicians will earn \$34.18 per hour in hospitals. Pharmacy assistants working in community pharmacies will make between \$20-\$28 per hour, depending on the location. After successfully completing licensing requirements and becoming registered, pharmacy technicians will make between \$25-\$35 per hour in community pharmacies. Pharmacy technicians working up to senior or supervisor roles could make up to \$39 per hour.

### **13. *When the former program was last revised.***

The last time substantial changes were made to the program was after the last accreditation cycle to comply with the 2020 CCAPP Standards and the revised tuition implemented in May 2022.

### **14. *Other applicable information.***

The significant revisions to the Pharmacy Technician program will ensure it remains relevant, competitive, and aligned with the evolving needs of the healthcare sector. Given the continued demand for Pharmacy Technicians in the province, graduates can anticipate strong employment opportunities. To remain current, the program must adapt to maintain external accreditation, meet employer needs, and remain financially sustainable.

## Vancouver Community College

## Program Name Pharmacy Technician

Program Start Date January 1, 2027

	Current	Proposal 1
	Current state	Renewed program @ 292.57 per credit
Scenarios		
Tuition per credit per student - International	\$574.82	\$731.33
Tuition per student - International	\$30,465.46	\$44,976.78
Tuition per credit per student - Domestic	\$204.26	\$292.57
Tuition per student - Domestic	\$10,825.78	\$17,993.06
No. of Intakes	1	1
No. of students per intake - Domestic (projected)	22	25
No. of students per intake - International (proj)	0	0
Total students (with X FTE attrition) - Domestic	21	23
Total students (with X FTE attrition) - International	0	0
Duration - instructor months	17	20
Program Duration (months)	9	12
Duration - instructional programming days	342	391
Other days	40	60
Department head release days	54	72
Duty days per year	180	180
Instructor FTE required per intake	2.42	2.91
Number of credits	53	62
Support Staff FTE	1.30	1.30
Operational costs	18,000	18,000

## Revenue

Projected Tuition revenue -Domestic	\$ 231,324	\$ 427,006
Projected Tuition revenue - International	\$ -	\$ -
Projected Tuition revenue -Other Fees	\$ 9,670	\$ 14,652
Block/Other funding	\$ 133,602	\$ 146,326
<b>Total revenue (projected)</b>	<b>\$ 374,597</b>	<b>\$ 587,984</b>

## Instructor

Salary (step 1)	\$ 287,499	\$ 344,550
Benefits (29%)	\$ 83,375	\$ 99,920
<b>Total instructor costs</b>	<b>\$ 370,873</b>	<b>\$ 444,470</b>

## Support Staff

Salary (Step 5)	\$ 104,162	\$ 104,162
Benefits (31.5%)	\$ 32,811	\$ 32,811
<b>Total support staff costs</b>	<b>\$ 136,973</b>	<b>\$ 136,973</b>

## Total labour cost

<b>\$ 507,846</b>	<b>\$ 581,443</b>
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## Operational costs

Operational Expenses	\$ 18,000	\$ 18,000
Capital/Technology/Equipment	\$ -	\$ -
Curriculum Renewal	\$ 29,680	\$ 34,440
Intl Student Agency Fees	\$ -	\$ -
<b>Total operational costs</b>	<b>\$ 47,680</b>	<b>\$ 52,440</b>

## Indirect student support

Indirect student support	\$ 333,316	\$ 380,330
<b>Total indirect student support</b>	<b>\$ 333,316</b>	<b>\$ 380,330</b>

## Total expenditures

<b>\$ 888,842</b>	<b>\$ 1,014,213</b>
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## Net contribution to VCC overhead / (Deficit)

<b>(\$ 514,245)</b>	<b>(\$ 426,229)</b>
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## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** March 25, 2026

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
New Program: Retail and Service Careers Certificate

### BACKGROUND:

The School of Arts & Sciences is proposing a new program: the Retail and Service Careers Certificate. This certificate is part of VCC's Employment Access and Skills Development programming for students with cognitive disabilities or a combination of learning difficulties that may hinder academic success.

This proposal arose from a program renewal of the existing Retail and Hospitality Careers Certificate. The renewed program broadens the curriculum and training opportunities beyond the hospitality accommodation sector while still including travel, tourism, and other customer service areas. This change reflects changes to practicum and job availability in the hospitality sector that began during the COVID-19 pandemic.

As part of the renewal, the program was restructured to align with standard VCC academic terms. The program includes two work experiences, followed by a "Bridging to Employment" course for students to reinforce their learning, create an individualized learning plan to achieve future goals, or, in some cases, to complete a third work experience leading to ongoing employment.

Retail and Service Careers Certificate graduates will be able to meet the following program learning outcomes:

- Apply organizational and time management skills to meet the demands of the retail and service industry.
- Apply FOODSAFE™ principles where applicable when working in the service sector.
- Apply worker safety principles consistent with industry standards across the retail and service sectors.
- Conduct themselves in a professional ethical manner with customers, co-workers, and supervisors.

- Interact with customers, co-workers and supervisors using appropriate workplace communication and customer service skills.
- Demonstrate appropriate problem-solving skills when faced with a common challenge in an entry-level retail or service role.
- Perform the skills and duties in their roles both independently and as part of a team.
- Demonstrate basic digital literacy skills for personal growth and success in the workplace.
- Recognize the variety of sub-sectors and entry-level employment opportunities within the retail and service sectors.
- Apply the skills and attitudes that are necessary to be a successful team member in the workplace.

**DISCUSSION:**

The proposal was reviewed by Curriculum Committee on August 20, 2024 and Education Council on September 10, 2024. Education Council unanimously approved the new curriculum.

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

As part of the program development, 11 new courses were created.

**Remark on course approvals**

At the September 2024 meeting, Education Council approved 11 new course outlines. Since that time, revisions to the Curriculum Development and Approval policy (410) and the new Program Development and Approval policy (409), both approved on December 17, 2024, return approval authority for course offerings to the Board of Governors. Therefore, EdCo has not brought formal advice regarding the creation of new courses to be offered.

Given these circumstances and timeline, the current motion includes a recommendation to the Board, without EdCo's formal advice, to approve the creation of 11 new course outlines that are part of this program. The course list appears within the program content in the appendix.

**RECOMMENDATION:**

THAT, on the advice of Education Council, the Board of Governors approve the new Retail and Service Careers Certificate credential and program implementation.

THAT the Board of Governors approve the creation of 11 new courses as identified in the Retail and Service Careers Certificate program content guide.

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

**ATTACHMENT:** APPENDIX A – Program Content Guide (PCG) for the Retail and Service Careers Certificate

**DATE:** March 16, 2026



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# Retail and Service Careers Certificate

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## Program Content Guide

Effective Date: September 2026

## **Purpose**

Retail and Service Careers is a full-time program that prepares students who have an identified cognitive disability to gain work experience in the retail, tourism and service sectors. The program offers basic skill training that includes but is not limited to customer service, workplace communication and workplace readiness. With an emphasis on experiential learning in the classroom, on field trips, and on work experience placements, students learn fundamental concepts, like professionalism, time-management, and self-advocacy that are necessary to succeed in an entry level position in the retail and service industries.

## **Admission Requirements**

An interview with a Retail and Service Careers instructor that will include:

- A hands-on assessment that will evaluate basic dexterity skills
- A 15-minute reading comprehension assessment

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

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

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

This program is 9 months in length, with classes taught up to 6 hours a day, 4 days a week. The maximum time to complete the program is one year.

## **Program Learning Outcomes**

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

- Apply organizational and time management skills to meet the demands of the retail and service industry.
- Apply FOODSAFE™ principles where applicable when working in the service sector.
- Apply worker safety principles consistent with industry standards across the retail and service sectors.
- Conduct themselves in a professional ethical manner with customers, co-workers, and supervisors.
- Interact with customers, co-workers and supervisors using appropriate workplace communication and customer service skills.
- Demonstrate appropriate problem-solving skills when faced with a common challenge in an entry-level retail or service role.
- Perform the skills and duties in their roles both independently and as part of a team.
- Demonstrate basic digital literacy skills for personal growth and success in the workplace.
- Recognize the variety of sub-sectors and entry-level employment opportunities within the retail and service sectors.
- Apply the skills and attitudes that are necessary to be a successful team member in the workplace.

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

The Retail and Service Careers Certificate provides a supportive environment in which students receive skills training and information in preparation for entry level positions in the retail or service industries. Instructional strategies include, but are not limited to, lecture, classroom discussion, demonstrations, guest speakers, experiential learning, working experience placements and practice.

The program begins with an orientation and introduction to basic job readiness skills, industry orientation, Worker Safety, FOODSAFE™, and industry awareness. Students progress from general retail and service careers introduction to learning more focused skills in the retail or service industries.

Students take part in two work placements providing them with hands on learning. The first placement is four (4) weeks in duration, the location of the work experience is at the discretion of the program faculty and student. The goal of this placement is to allow the student and instructor(s) to identify skill strengths and sector focus. Work Experience 2 is four (4) weeks in length in either the retail, tourism or services sectors. In the final course, Bridging to Employment, students may experience a third practicum if there is an offer of potential employment following the second practicum. This will be determined by student, instructor and employer. The experiential learning of work experience placements allows students to benefit from a realistic and practical exposure to the workplace. Retail and Service Careers faculty work closely with students to determine strengths and abilities when choosing work experience sites. Faculty also provide ongoing support to students during work experience placements.

Instruction is delivered for certification in FOODSAFE Level 1™, WHMIS and WorkSafe. Experiential learning and ongoing practice of skills occur throughout the program, on campus in the teaching lab/classroom, during industry tours, as well as during the work experience placements.

Students participate in two formal planning meetings and an exit interview with program faculty. The planning meetings assist students in identifying strengths, areas of improvement, areas requiring further improvement, and suggest strategies for success. The exit interview reviews students' success, expectations, and outcomes. Students are required to attend the planning meeting and are encouraged to invite individuals who support them outside of school. This can include parents or caregivers, employment specialists, representatives from supportive organizations like Community Living BC (CLBC), and counselors. Having these support people present benefits the student as they complete the course.

## **Evaluation of Student Learning**

Formative and summative evaluations are used to document the students' progress in classroom/teaching lab and work experience components. The host employer and program faculty contribute to the evaluation of students' performance during work experience placements. Students participate in determining and tracking their progress by a series of self-evaluation and goal setting exercises for each work experience and compiling a portfolio of their accomplishments, experiences and projects throughout the year.

Ninety percent (90%) attendance is required to successfully complete each course, unless other arrangements have been made with the instructional team.

Attendance plays a major role in student success. This is an experiential program with field trips, job preparation, and work placements, which makes attendance vital. Students are encouraged to

speak to their instructor or Department Leader should they need to miss classes as frequent absences will impact performance and skills development.

Upon completion of the program, students will receive a final report that identifies strengths, areas of noted improvement, areas which require further improvement, strategies for success, and recommendations.

Completion of each course will be noted on the transcript by an “S” (satisfactory) or “U” (unsatisfactory) grade.

Students must achieve a grade of Successful (‘S’) to complete each course. Students must successfully complete all courses in a term *or* receive permission from the department to advance into subsequent terms in the program. Students must achieve a grade of Successful (‘S’) in at least 6 of the 8 core courses, in both work experience courses, and in the bridging to employment course in order to graduate.

If a student withdraws from a course or the program, or if they are unsuccessful in more than 2 of the core courses, or if they are unsuccessful in any of the work experience courses or the bridging to employment course, the student must reapply and restart the program, including retaking any successfully completed courses. Program retakes are subject to the [Grading, Progression, and Withdrawal procedures \(411\)](#).

Students who have met the criteria for graduation shall receive a VCC Certificate.

### **Program Considerations**

- Comfortable in various learning environments, including classroom, field trips and on-site work experiences
- Classroom, field trips and on-site work experiences requires a level of stamina, strength and endurance for participation
- For prospective students with limited work experience, the CAP program is the preferred prerequisite to the RSC program. Click [here](#) for CAP program information
- Ability and willingness to travel independently to the college and workplace
- Readiness for learning in a postsecondary cohort, including emotional regulation
- Ability to attend classroom and work experience, up to 6 hours a day, 4 days a week

**Courses**

<b>Course #</b>	<b>Course Name</b>	<b>Credits</b>
<b>Core Courses</b>		
RSCR 0610	Skills for Student Success	2.0
RSCR 0611	Work Health and Safety	3.0
RSCR 0612	Exploring Employment 1	4.0
RSCR 0613	Workplace Communication 1	4.0
RSCR 0614	Skills for Workplace Success 1	3.0
RSCR 0622	Exploring Employment 2	2.0
RSCR 0623	Workplace Communication 2	3.0
RSCR 0624	Skills for Workplace Success 2	3.0
<b>Work Experience</b>		
RSCR 0625	Retail and Service Work Experience 1	4.0
RSCR 0626	Retail and Service Work Experience 2	4.0
<b>Bridging to Employment</b>		
RSCR 0630	Bridging to Employment	4.0

**Total Program Credits: 36.0**

## Transcript of Achievement

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

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

### Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54	Minimum Pass	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/>



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** March 25, 2026

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
TUITION: Retail and Service Careers Program

### BACKGROUND:

The Employment and Access Skills Development department (EASD, formerly CACE) offers adult special education programs for students with cognitive disabilities or learning difficulties. Following program renewal, the department has redesigned their former Retail and Hospitality Careers program and renamed it Retail and Service Careers. The original program had students choose either retail or hospitality as a specialization; the revised program incorporates skills relevant to a range of customer service positions to maximize employment options for program graduates. The revised program is 36 credits (reduced from 38 credits) and has been re-structured to align with the standard term structure.

The revised program was submitted to the Ministry in 2025 to request approval for new tuition and fees. Approval was received in early February 2026.

### COURSES:

Table 1. Courses in the current (Retail and Hospitality Careers) and revised (Retail and Service Careers) programs.

<b>Current program</b>	<b>Revised program</b>
REHC 0602 Workplace Skills	RSCR 0610 Skills for Student Success
REHC 0603 Workplace Communication	RSCR 0611 Work Health and Safety
REHC 0604 Health and Safety	RSCR 0612 Exploring Employment 1
REHC 0605 Foodsafe Level 1	RSCR 0613 Workplace Communication 1
REHC 0606 Exploring the Options	RSCR 0614 Skills for Workplace Success 1
REHC 0607 Specialization	RSCR 0622 Exploring Employment 2
REHC 0609 Work Experience 1	RSCR 0623 Workplace Communication 2
REHC 0610 Work Experience 2	RSCR 0624 Skills for Workplace Success 2
REHC 0611 Work Experience 3	RSCR 0625 Retail and Service Work Exp 1
	RSCR 0626 Retail and Service Work Exp 2
	RSCR 0630 Bridging to Employment
<b>Total: 38 credits</b>	<b>Total: 36 credits</b>

**TUITION:**

Current tuition for the program is \$1,942 (\$51 per credit). The tuition band recommended by Finance for the revised program is **\$209.41 per credit, for a total of \$7,538.62, effective September 1, 2026.**

**IMPLICATIONS:**

Setting tuition at the \$209.41 per credit tuition band brings the net cost of delivering this program to \$446,578, assuming a cohort of 12 domestic students. The net cost of delivering the old Retail & Hospitality Careers program was \$516,802 for 12 students.

While the proposed tuition is higher than directly comparable programs in the province, most EASD students are AUG-eligible. The Ministry's approval for new tuition and fees includes a request that VCC plan for phased implementation of tuition increases. To accomplish this, VCC will need to offer bursaries to partially offset the tuition increase in the first year of the new program (2026-27).

**COMPARABLES:**

Table 2. 2025-26 tuition for Adult Special Education retail programs at other PSIs in BC.

<b>Institution</b>	<b>Program duration</b>	<b>Domestic tuition</b>
<b>Douglas College</b> Local Industry Skills Training	28 weeks	\$4964
<b>Coast Mountain College</b> Retail Service Program	36 weeks	\$3995
<b>Thompson Rivers University</b> Retail Assistant	36 weeks	\$4000
	<b>Average tuition</b>	<b>\$4320</b>

**RECOMMENDATION:**

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition of \$209.41 per credit (total \$7,538.62) for domestic students for the Retail and Service Careers Certificate, effective September 2026.

**ATTACHMENTS:**

Costing Form – Retail and Service Careers Certificate  
Decision letter – Ministry of Post-Secondary Education and Future Skills

**PREPARED BY:**

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

**Program Name Retail and Service Careers**

Program Start Date Sept 2026

	Current	Proposal 1
<b>Scenarios</b>	<b>Current (RHC)</b>	<b>169/cr</b>
Tuition per credit per student - International	\$0.00	\$0.00
Tuition per student - International	\$0.00	\$0.00
Tuition per credit per student - Domestic	\$51.10	\$209.41
Tuition per student - Domestic	\$1,941.80	\$7,538.62
No. of Intakes	1	1
No. of students per intake - Domestic (projected)	12	12
No. of students per intake - International (proj)	0	0
Total students (with X FTE attrition) - Domestic	12	12
Total students (with X FTE attrition) - International	0	0
Duration - instructor months	18	18
Program Duration (months)	10	10
Duration - instructional programming days	360	360
Department head release days	50	50
Duty days per year	180	180
Instructor FTE required per intake	2.30	2.30
Number of credits	38	36
Support Staff FTE	0.33	0.33
Operational costs	1,500	1,500

**Revenue**

Projected Tuition revenue -Domestic	\$ 23,302	\$ 90,463
Projected Tuition revenue - International	\$ -	\$ -
Projected Tuition revenue -Other Fees	\$ 2,807	\$ 4,078
<b>Total revenue (projected)</b>	<b>\$ 133,976</b>	<b>\$ 202,409</b>

**Instructor**

Salary (step 1)	\$ 272,742	\$ 272,742
Benefits (29%)	\$ 79,095	\$ 79,095
<b>Total instructor costs</b>	<b>\$ 351,837</b>	<b>\$ 351,837</b>

**Support Staff**

Salary (Step 5)	\$ 24,426	\$ 24,426
Benefits (31.5%)	\$ 7,694	\$ 7,694
<b>Total support staff costs</b>	<b>\$ 32,120</b>	<b>\$ 32,120</b>

**Total labour cost**

<b>\$ 383,957</b>	<b>\$ 383,957</b>
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**Operational costs**

Operational Expenses	\$ 1,500	\$ 1,500
Capital/Technology/Equipment	\$ -	\$ -
Curriculum Renewal	\$ 21,280	\$ 20,160
Intl Student Agency Fees	\$ -	\$ -
<b>Total operational costs</b>	<b>\$ 22,780</b>	<b>\$ 21,660</b>

**Indirect student support**

Indirect student support	\$ 244,042	\$ 243,370
<b>Total indirect student support</b>	<b>\$ 244,042</b>	<b>\$ 243,370</b>

**Total expenditures**

<b>\$ 650,779</b>	<b>\$ 648,987</b>
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**Net contribution to VCC overhead / (Deficit)**

<b>\$ (516,802)</b>	<b>\$ (446,578)</b>
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## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** March 25, 2026

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Revised Program: Medical Laboratory Assistant Certificate

### BACKGROUND:

The School of Health Sciences is proposing extensive revisions to the Medical Laboratory Assistant Certificate program, following recommendations from the program renewal.

Revisions include updates to the BC Society of Laboratory Sciences (BCSLs) competencies and the Canadian Society of Medical Laboratory Science (CSMLS) competencies. The department's goal is to pursue program accreditation through Accreditation Canada.

The most significant change is extending the program duration from six months to eight months. This aligns the program with the standard VCC academic term structure and allows for additional learning. A broader variety of simulation activities is also being added.

Medical Laboratory Assistant Certificate graduates will be able to meet the following program learning outcomes:

- Apply theoretical knowledge to the practice of safe, ethical, culturally sensitive, and professional care as a Medical Laboratory Assistant (MLA).
- Communicate effectively utilizing interpersonal and interprofessional skills that contribute to optimum patient care and safety.
- Apply critical thinking and problem-solving strategies to ensure best practices within scope of practice.
- Safely collect, handle, and process specimens according to medical laboratory standard operating procedures.
- Operate laboratory equipment, with safety and accuracy, in the performance of medical laboratory procedures.

- Apply foundational knowledge of cardiac anatomy and physiology to perform and analyze ECG and Holter monitoring.
- Demonstrate competence in information management and efficient, accurate data entry.
- Apply knowledge of Quality Assurance and Quality Management.
- Practice in accordance with the Canadian Society for Medical Laboratory Science (CSMLS) Code of Professional Conduct.
- Meet the B.C. Society for Laboratory Science (BCSLs) and Canadian Society for Medical Laboratory Science (CSLMS) competency profiles.

### **DISCUSSION:**

The proposal was reviewed by Curriculum Committee on August 20, 2024, and minor requested edits were completed. There was a discussion of learning outcomes around Indigenous health in Canada, alongside cultural safety and humility. The School of Health Sciences is developing learning modules on Indigenous health for all programs in the School. Education Council unanimously approved the curriculum on September 10, 2024.

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

### **Remark on course approvals**

At the September 2024 meeting, Education Council approved 11 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 11 new courses that are part of this program.

### **RECOMMENDATION:**

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the revised Medical Laboratory Assistant Certificate program.

THAT the Board of Governors approve the creation of 11 new courses as named in the Medical Laboratory Assistant Certificate program content guide.

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

**ATTACHMENT:** APPENDIX A – Program Content Guide (PCG) for the Medical Laboratory Assistant Certificate

**DATE:** March 16, 2026



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# **Medical Laboratory Assistant Certificate**

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## **Program Content Guide**

**Effective Date: January 2027**

## **Purpose**

This full-time program is designed to prepare students for employment as a Medical Laboratory Assistant (MLA). Students will learn to provide safe, ethical, and culturally sensitive care in a variety of practice settings. The program consists of a combination of theory and practical experiences. Students will practice phlebotomy, Electrocardiograms (ECGs) and Holter monitoring from the perspective of both the MLA and the patient and will process various biological specimens for testing and analysis. Graduates of the program meet the British Columbia Society of Laboratory Science's current Competencies of an Entry-Level Medical Laboratory Assistant.

## **Admission Requirements**

- Grade 12 graduation, or equivalent
- English Studies 12 with a minimum 'C+' grade, or equivalent
- Anatomy & Physiology 12 with a minimum 'C-' grade, or equivalent
- Typing speed of 40 gross words per minute with 98% accuracy on a proctored 5-minute test

## **Upon Acceptance**

- Criminal Record Check (CRC)
  - Students in this program are required to complete a CRC. The CRC must be completed according to VCC's Criminal Record Check instructions. Students whose CRC results indicate they pose a risk to vulnerable populations will not be able to complete the requirements of the program (e.g. practicums) or graduate.
- TB Screening
  - Students must submit a negative tuberculosis (TB) skin test or chest X-ray dated a maximum of six months prior to the program start date. An additional TB test is required after each potential exposure to TB and/or travel to areas with a known prevalence of TB.
- Immunization Record
  - A School of Health Sciences Student Immunization Record must be completed. Students may be declined placement in a clinical or practicum site if a completed immunization record is not provided.

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

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

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

Program duration is 8 months. The maximum time for completion is 3 years.

## **Program Learning Outcomes**

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

- Apply theoretical knowledge to the practice of safe, ethical, culturally sensitive, and professional care as a Medical Laboratory Assistant (MLA).
- Communicate effectively utilizing interpersonal and interprofessional skills that contribute to optimum patient care and safety.
- Apply critical thinking and problem-solving strategies to ensure best practices within scope of practice.
- Safely collect, handle, and process specimens according to medical laboratory standard operating procedures.
- Operate laboratory equipment, with safety and accuracy, in the performance of medical laboratory procedures.
- Apply foundational knowledge of cardiac anatomy and physiology to perform and analyze ECG and Holter monitoring.
- Demonstrate competence in information management and efficient, accurate data entry.
- Apply knowledge of Quality Assurance and Quality Management.
- Practice in accordance with the Canadian Society for Medical Laboratory Science (CSMLS) Code of Professional Conduct.
- Meet the B.C. Society for Laboratory Science (BCSLs) and Canadian Society for Medical Laboratory Science (CSLMS) competency profiles.

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

### **Term 1**

Term 1 consists of 15 weeks of theory and practical competency building incorporating lectures, workshops, on-line activities, simulations and live laboratory experiences.

### **Term 2**

Term 2 consists of 11 weeks of advanced theory and practical competency building and 4 weeks of clinical placement. Students will participate in lectures, workshops, on-line activities, simulations and live laboratory experiences for the first 11 weeks of term 2. Laboratory Practicum (MLAB 1260) in a hospital and/or private clinical laboratory will follow successful completion of MLAB 1120 - 1250.

## **Evaluation of Student Learning**

Students are assessed through a combination of exams, assignments, and laboratory activities.

Students must have a minimum grade point average of 'B-' (2.67) to successfully complete each course, and a minimum program term grade point average of 'B-' (2.67) to advance into subsequent terms in the program, and a minimum program cumulative grade point average of 'B-' (2.67) upon completion of all program courses and a grade of Satisfactory ('S') in the practicum to successfully graduate.

If a student is unsuccessful in a course and has a grade no less than 'C+' (2.33), they may choose to write a comprehensive supplemental exam to achieve a passing grade in the course. Students

are eligible to write one supplemental exam per term. If, upon completion of the supplemental exam, the grade is below 'B-' (2.67), the course must be repeated. Course retakes are subject to availability, capacity, and the Grading, Progression, and Withdrawal procedures (411).

### Program Considerations

- Excellent interpersonal skills
- Ability to perform fine motor skills
- Able to work well under pressure and in dynamic situations
- Excellent communication skills (written and oral)
- Ability to work well as a team member
- Ability to meet physical demands of the work
- A caring attitude and sincere interest in people of all abilities and demographics which will include individuals who are: mentally or physically disabled, experiencing life threatening situations.
- Flexibility to adjust to early morning and evening practicum shifts, to a variety of clinical settings and locations within the Metro Vancouver area.

### Courses

Term	Course #	Course Name	Credits
One	MLAB 1120	Infection Control and Safety	3.5
	MLAB 1130	Medical Lab Fundamentals	4.0
	MLAB 1140	Specimen Collection and Processing 1	4.5
	MLAB 1150	Electrocardiography 1	3.0
	MLAB 1160	Human Relations and Communication	2.0
	MLAB 1170	Computer Applications for Medical Lab	1.5
Total Credits per Term:			18.5
Two	MLAB 1220	Professional Practice	3.5
	MLAB 1230	Medical Lab Procedures	6.0
	MLAB 1240	Specimen Collection and Processing 2	4.5
	MLAB 1250	Electrocardiography 2	3.0
	MLAB 1260	Medical Lab Assistant Practicum	4.0
Total Credits per Term:			21.0

**Total Program Credits: 39.5**

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

## Transcript of Achievement

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

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

### Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
<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/>

*This document is not to be copied or transmitted in any form without the consent of VCC ©*



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** March 25, 2026

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Approval of Medical Laboratory Assistant Certificate program tuition

### BACKGROUND:

Currently, VCC offers a 6-month Medical Laboratory Assistant (MLA) Certificate program. Substantial revisions were made to the program making it possible to meet new learning outcomes and competencies set by professional bodies. VCC submitted a Health Education Program Review (CIP 51) to the Ministry of Post-Secondary and Future Skill (PSFS) in April 2025 for a substantially revised MLA program **increasing from 6-month to an 8-month program.**

The Ministry has found the revisions made to the MLA program were substantial in nature and the revised program may be considered new for purposes of the Tuition Limit Policy. Ministry letter dated February 10, 2026, reference 146301 is included in the attachments.

VCC Tuition and Other Fees:

	<b>Current Program (26/27)</b>	<b>New Program (26/27)</b>
Tuition	\$2,512.56	\$15,080.31*
Material Fee	\$411	\$500

\* Based on VCC's 26/27 tuition bands

### DISCUSSION:

The employment outlook for Medical Laboratory Assistants (MLAs) in British Columbia is positive. According to WorkBC, the Province anticipates approximately 2,210 job openings for MLAs from 2025 to 2035, primarily due to retirements and workforce turnover. [Medical laboratory assistants and related technical occupations | WorkBC](#). In response to these workforce pressures, the Ministry has provided funding to VCC to add 12 additional seats to the September 2025 intake of the MLA program, helping to expand training capacity and address labour market demand.

The proposed tuition for the MLA program is in line with other post-secondary institutions in BC:

	School	Tuition	Location in BC
1.	Edison College	\$21,499	Victoria
2.	Vancouver Career College	\$21,990	Surrey
3.	CDI College	\$21,000	Burnaby
4.	Cambria College	\$20,000	Surrey
5.	Stenberg College	\$19,000	Surrey
6.	Camosun College	\$15,737	Victoria
<b>7</b>	<b>Vancouver Community College</b>	<b>\$15,080</b>	<b>Vancouver</b>
8.	Western Community College	\$14,400	Surrey
9.	Excel Career College	\$13,900	Victoria
10.	West Coast College of Health Care	\$13,000	Surrey
11.	University of the Fraser Valley	\$10,220	Abbotsford/Chilliwack

At present, VCC's MLA program operates with an annual net deficit of approximately \$340K. The revised program, proposed for implementation in January 2027, is projected to result in a net surplus of \$67K. The revised program improves financial sustainability and preserves program integrity in terms of content, credits, and accreditation requirements.

#### PROPOSAL:

The Ministry noted in their letter that the proposed tuition level may create financial barriers for prospective students and has therefore requested that VCC outline strategies to mitigate potential impacts on access and affordability. In response, a staged tuition increase is proposed:

- January 2027 Tuition: \$15,080.31
  - January 2027 intake: Waiver to be applied \$8,580.31 (*tuition less waiver - \$6,500*)
  - May 2027 intake: Waiver to be applied \$4,580.31 (*tuition less waiver - \$10,500*)
- January 2028 Tuition: \$15,381.92

Senior Team has approved implementing the revised Medical Laboratory Assistant with domestic tuition of \$15,080.31 and material fees of \$500 for recommendation to the Finance and Audit Committee.

#### RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the staged tuition increase for the revised Medical Laboratory Assistant program.

January 2027 Intake Tuition:	\$15,080.31 (tuition less waiver = \$6,500)
May 2027 Intake Tuition:	\$15,080.31 (tuition less waiver = \$10,500)
January 2028 Tuition:	\$15,381.92

**ATTACHMENTS:** Appendix A: VCC's MLA CIP 51 Review submitted April 2025  
Appendix B: Ministry letter dated February 10, 2026  
Appendix C: Program costing MLA Certificate

**PREPARED BY:** Mandy Hayre, Interim Dean School of Health Sciences

**DATE:** March 2, 2026

February 10, 2026  
Our Ref. 146301

David Wells  
Vice-President Academic and Research  
Vancouver Community College  
1155 East Broadway  
Vancouver BC V5T 4V5

Email Address: dwells@vcc.ca

Dear David Wells:

Thank you for providing a revised non-degree program submission for Vancouver Community College's Medical Laboratory Assistant Certificate. I am writing to provide you with a decision relating to the submission.

Under the Tuition Limit Policy, revised programs may be submitted to the Ministry for determination as to whether the program has been substantially revised and may be considered new for the purpose of being excluded from the [Tuition Limit Policy](#). An internal review of the revised program found the changes made to the Medical Laboratory Assistant Certificate were substantial in nature and the revised program may be considered new under the Tuition Limit Policy.

Vancouver Community College's submission proposes a significant tuition increase for the revised program. The Ministry notes that this level of tuition may be a barrier to student enrollment and result in decreased student demand. As such, we request that Vancouver Community College meet with Ministry staff (identified below) to discuss the proposed tuition level and measures to support student access and affordability.

Once a new level of tuition is established, the Tuition Limit will apply to any increases to the program's domestic tuition and mandatory fees.

.../2

- 2 -

If you have any questions regarding this decision or the application of the Tuition Limit Policy, please contact Chad Doerksen, Director, Post-Secondary Policy at [Chad.Doerksen@gov.bc.ca](mailto:Chad.Doerksen@gov.bc.ca) or (778) 698-9871.

Sincerely,

A handwritten signature in blue ink, appearing to read 'CR', followed by a period.

Chris Rathbone  
Assistant Deputy Minister  
Post-Secondary Policy and Programs Division  
Ministry of Post-Secondary Education and Future Skills

pc: Ajay Patel, President & CEO  
Vancouver Community College

## Vancouver Community College

## Program Name Medical Lab Assistant

Program Start Date January 1, 2027

	Current	Proposal 1
	Current state	Renewed program @ 381.78 per credit
Scenarios		
Tuition per credit per student - International	\$574.82	\$731.33
Tuition per student - International	\$13,795.68	\$28,887.53
Tuition per credit per student - Domestic	\$104.69	\$381.78
Tuition per student - Domestic	\$2,512.56	\$15,080.31
No. of Intakes	2	2
No. of students per intake - Domestic (projected)	24	24
No. of students per intake - International (proj)	0	0
Total students (with X FTE attrition) - Domestic	44	44
Total students (with X FTE attrition) - International	0	0
Duration - instructor months	19	20
Program Duration (months)	6	8
Duration - instructional programming days	372	409
Other days	0	60
Department head release days	72	72
Duty days per year	180	180
Instructor FTE required per intake	2.47	3.01
Number of credits	24	39.5
Support Staff FTE	0.75	1.00
Operational costs	19,257	19,257

## Revenue

Projected Tuition revenue -Domestic	\$ 115,159	\$ 691,785
Projected Tuition revenue - International	\$ -	\$ -
Projected Tuition revenue -Other Fees	\$ 27,075	\$ 40,660
Block/Other funding	\$ 279,928	\$ 279,928
<b>Total revenue (projected)</b>	<b>\$ 422,162</b>	<b>\$ 1,012,373</b>

## Instructor

Salary (step 1)	\$ 292,506	\$ 356,541
Benefits (29%)	\$ 84,827	\$ 103,397
<b>Total instructor costs</b>	<b>\$ 377,332</b>	<b>\$ 459,937</b>

## Support Staff

Salary (Step 5)	\$ 50,378	\$ 68,163
Benefits (31.5%)	\$ 15,869	\$ 21,471
<b>Total support staff costs</b>	<b>\$ 66,247</b>	<b>\$ 89,634</b>

## Total labour cost

<b>Total labour cost</b>	<b>\$ 443,580</b>	<b>\$ 549,572</b>
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## Operational costs

Operational Expenses	\$ 19,257	\$ 19,257
Capital/Technology/Equipment	\$ -	\$ -
Curriculum Renewal	\$ 13,440	\$ 22,120
Intl Student Agency Fees	\$ -	\$ -
<b>Total operational costs</b>	<b>\$ 32,697</b>	<b>\$ 41,377</b>

## Indirect student support

Indirect student support	\$ 285,766	\$ 354,569
<b>Total indirect student support</b>	<b>\$ 285,766</b>	<b>\$ 354,569</b>

## Total expenditures

<b>Total expenditures</b>	<b>\$ 762,043</b>	<b>\$ 945,518</b>
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## Net contribution to VCC overhead / (Deficit)

<b>Net contribution to VCC overhead / (Deficit)</b>	<b>(\$ 339,881)</b>	<b>\$ 66,855</b>
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## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** March 25, 2026

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
 Program Credit Change: Automotive Collision and Refinishing  
 Foundation Certificate (Online Youth)

### BACKGROUND:

The School of Trades, Technology and Design is proposing updates to the Automotive Collision and Refinishing Foundation Certificate (Online Youth) program. This is a satellite program for Youth Train-in-Trades students outside the Lower Mainland.

As part of these updates, the Industry Readiness course was removed from the program, as this content is covered in high schools and is not part of the SkilledTradesBC program outline. As a result, the program credits were reduced from 45.5 to 41 credits.

Automotive Collision and Refinishing Foundation Certificate (Online Youth) graduates will be able to meet the following program learning outcomes:

- Adhere to industry health and safety standards in the repair and reconditioning of automotive vehicles
- Maintain tools and equipment to ensure top performance, safety and environmental compliance
- Perform cutting, welding and heating processes to industry and vehicle manufacturers' standards
- Analyze vehicle conditions and documentation to develop organized repair plans
- Use communication techniques to build and maintain professional industry and customer relations
- Remove and install vehicle components to manufacturers fit and finish standards
- Prepare surfaces for refinishing accounting for substrate conditions and manufacturers' specifications

- Use repair materials and equipment in preparation for top-coat application in accordance with manufacturers' specifications
- Perform top-coating procedures to achieve a variety of original equipment (OE) finishes
- Remove, repair and install metal panels and components to original contour, fit and finish
- Remove, repair and install plastic panels and components to original contour, fit and finish
- Perform automotive detailing tasks and inspect repaired vehicles according to quality assurance standards

**DISCUSSION:**

The proposal was reviewed by Curriculum Committee on November 18, 2025 and Education Council on December 9, 2025. Education Council unanimously approved the curriculum but, at that time, did not make a formal recommendation to the Board of Governors regarding implementation of the program change, namely, reduction in credits.

This motion was brought forward and approved at the March 10, 2026 EdCo meeting to ensure alignment with the Program Development and Approval Procedures (409).

**RECOMMENDATION:**

THAT, on the advice of Education Council, the Board of Governors approve the change in credits for the Automotive Collision and Refinishing Foundation Certificate (Online Youth) program to 41 credits.

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

**ATTACHMENT:** APPENDIX A – Program Content Guide (PCG) for the Automotive Collision and Refinishing Foundation Certificate (Online Youth)

**DATE:** March 16, 2026



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# Automotive Collision and Refinishing Foundation Certificate (Online Youth)

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## Program Content Guide

Effective Date: September 2026

## Purpose

This program provides alternate delivery options for regional British Columbia High School students wishing to obtain employment in the Automotive Industry as an Automotive Collision Repair Technician or an Automotive Paint Technician. Students complete theory assignments online and participate in instructor-lead practical lessons typically occurring in their communities at partnering industry or school facilities.

Auto Body and Collision Technicians repair and restore damaged motor vehicles. They assess body damage and develop repair estimates and repair plans. Their repair work may include repairing scratches, minor damage, dents and extensive structural damage. Some components may need to be removed for access during repairs or replaced due to damage. The alignment and replacement of suspension and steering components is also performed as well as work with interior components, mechanical and electronic components, and passenger restraint systems. Automotive Refinishing Technicians work on the surfaces of motor vehicles, primarily in restoring vehicle finishes once body work has been completed. Some of the duties include: removing layers of old coatings; matching colours and mixing paints; preparing surfaces for painting by spot filling, sanding, and masking; applying primers, primer surfacers, sealers, basecoats, single-stage and clear-coats; cleaning and polishing painted surfaces; and applying protective coatings. Auto Body and Collision Technicians and Automotive Refinishing Technicians often work in close contact with one another, sometimes with overlapping duties.

Upon successful completion of this program students may be eligible for SkilledTradesBC technical training credits.

Graduates receive a *VCC Auto Collision and Refinishing Foundation Certificate (Online Youth)*. Additionally, graduates receive the following credit by SkilledTradesBC:

- Auto Body and Collision Technician – Certificate of Completion
- Automotive Refinishing Technician – Certificate of Completion
- Foundation Program Credit toward Apprenticeship:
  - Common Core Level 1 Technical Training
  - 625 hours toward Auto Body and Collision Technician
  - 450 hours toward Automotive Refinishing Technician

## Admission Requirements

English 10 or equivalent

OR

Department approval

Note: Basic computer skills and access to an internet-connected computer or mobile device is required.

## Application Procedure

Regional B.C. High School Students:

- Contact your school district's Career Program Coordinator or Administrator. Do not apply directly to VCC.

For details, visit the [SkilledTradesBC Youth Train in Trades Program website](#).

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

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

**Program Duration & Maximum Time for Completion**

This program is offered over an 8-month period and may vary according to the requirements of regional School Districts. The program must be completed within 2 years.

**Program Learning Outcomes**

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

- Adhere to industry health and safety standards in the repair and reconditioning of automotive vehicles
- Maintain tools and equipment to ensure top performance, safety and environmental compliance
- Perform cutting, welding and heating processes to industry and vehicle manufacturers' standards
- Analyze vehicle conditions and documentation to develop organized repair plans
- Use communication techniques to build and maintain professional industry and customer relations
- Remove and install vehicle components to manufacturers fit and finish standards
- Prepare surfaces for refinishing accounting for substrate conditions and manufacturers' specifications
- Use repair materials and equipment in preparation for top-coat application in accordance with manufacturers' specifications
- Perform top-coating procedures to achieve a variety of original equipment (OE) finishes
- Remove, repair and install metal panels and components to original contour, fit and finish
- Remove, repair and install plastic panels and components to original contour, fit and finish
- Perform automotive detailing tasks and inspect repaired vehicles according to quality assurance standards

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

This program provides a wide range of opportunities for student learning including:

- Scheduled and self-paced online theory assignments
- Online group discussions
- Hands-on practical lessons and lectures in the workplace, school, or VCC facility according to regional agreements.

**Evaluation of Student Learning**

Evaluation for this program includes theory quizzes and exams, practical performance-based lab and shop assignments, and problem-based learning projects.

**Attendance and Participation**

Given the industrial nature of this program, professional and safe work practice is of critical importance. A student may be withdrawn from the program for safety concerns and/or an inability to meet professional practice standards due to inadequate attendance.

Excused absences are those reported in advance of a scheduled class, wherever possible, or if appropriate documentation can be provided for the time missed. Other absences will be reported as unexcused, and an excess of unexcused absences may result in a student being withdrawn from a course or program.

### **Program Considerations**

Program activities require:

- frequent lifting and moving of heavy equipment, automotive parts, and materials;
- frequent movement alternating between standing, bending, kneeling and reaching;
- extended periods (5+ hours) of standing/walking on concrete floors/hard surfaces;
- differentiating colours for safety codes, wiring, and automotive paint colour analysis and tinting;
- the operation of automobiles for staging/positioning within the facility;
- precise hand-eye coordination and dexterity. Activities may include the operation of equipment and machines, detailed assembly, and small-scale technical work requiring steady hand movements.

Program environment involves:

- exposure to fumes, dust, and airborne particles from paints, solvents, and mechanical processes;
- exposure to loud machinery noise, power tools, and equipment vibrations;
- exposure to automotive chemicals and strong odors from paint, solvents and additives, cleaning agents, polishing compounds, fuels, oils, lubricants and coolants.

Other considerations include:

- the required use of computers to access web-based course materials, and to complete quizzes and exams;
- following detailed oral and written instruction in the English language.

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**

<b>Course #</b>	<b>Course Name</b>	<b>Credits</b>
ACRF 1101	Occupational Safety (Online Youth)	2.0
ACRF 1116	Shop Experience (Online Youth)	12.0
ACRF 1121	Construction and Components (Online Youth)	3.5
ACRF 1131	Tools and Equipment (Online Youth)	2.5
ACRF 1141	Welding, Heating and Cutting Steel (Online Youth)	2.5
ACRF 1151	Metal Panels and Components (Online Youth)	6.0
ACRF 1161	Plastic Panels and Components (Online Youth)	1.5
ACRF 1171	Organize, Document and Communicate (Online Youth)	1.5
ACRF 1181	Refinish Preparation (Online Youth)	5.0
ACRF 1186	Refinish Application (Online Youth)	3.5
ACRF 1191	Interior and Exterior Detailing (Online Youth)	1.0

**Total Program Credits: 41.0**

Courses for this program are offered over one term and not necessarily in the order listed.

## 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 the program.

The transcript typically shows a percentage 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
C+			2.33
C			2.00
C-			1.67
D			1.00
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/>



## Information Note

PREPARED FOR: Board of Governors

DATE: March 25, 2026

ISSUE: Tuition Fees for the Revised Automotive Collision and Refinishing Foundation Certificate (Online Youth) Program – Credit Reduction

### BACKGROUND:

The Automotive Collision department has proposed revisions to the Automotive Collision and Refinishing Foundation Certificate (Online Youth) program. The revisions align the program with the SkilledTradesBC Youth Train-in-Trades framework and remove content that is already delivered in high schools. As part of the curriculum review, the department removed one course, ACRF 1110 Industry Readiness (4.5 credits), as this material is covered by school districts and is not required in the SkilledTradesBC program outline.

The total program credits have been reduced from 45.5 credits to 41 credits, while the remaining courses and learning outcomes remain unchanged. The program continues to prepare regional British Columbia high school students for entry-level employment in the automotive collision repair and refinishing industry through a combination of online theory and practical training delivered in partnership with school districts and industry facilities. This program is offered only to domestic Youth Train-in-Trades students and does not enroll international students.

### DISCUSSION:

The revised program reduces the total number of required credits from 45.5 to 41 credits, resulting in a lower overall tuition cost per student. However, the remaining courses are largely unchanged, and the program revisions do not constitute a major change that would justify a tuition review at the Ministry level. Additionally, the reduction in delivery costs—due to fewer courses—corresponds with the decrease in tuition revenue. It is recommended to maintain the current per-credit tuition rate for Domestic students.

### NEXT STEP:

The revised total tuition reflects a reduced number of credits required. The domestic tuition rate remains unchanged at \$104.69 per credit. The revised program will be implemented effective September 2026. The new total tuition amounts:

- **Domestic tuition:** \$104.69 per credit for 41 credits = **\$4,292.29 total**

Note: This program also receives funding from SkilledTradesBC (STBC) in the amount of \$103,360 per cohort of 16 students.

PREPARED BY: Lucy Griffith, Dean, School of Trades, Technology and Design



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** March 25, 2026

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
TUITION: ASL-SLI Bridging Courses

### BACKGROUND:

The newly revised American Sign Language-Deaf Studies (ASL-DS) certificate (effective September 2026) is a pre-requisite for the Sign Language Interpreting (SLI) diploma program. The SLI diploma is in the 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 SLI; these students will then move into the three-year degree program. Changes to the two programs have meant that some material has been removed from the ASL-DS certificate and will be included in the new SLI degree.

In this transitional phase – while the revised ASL-DS certificate is running alongside the existing SLI diploma – students who complete the ASL-DS certificate and wish to continue into SLI will need to complete two “bridging” courses. These courses are INTR 1000 (Introduction to Sign Language Interpreting) and ASLD 1215 (American Sign Language Level 7B).

Once the new SLI degree is in place, content of the bridging courses will be incorporated into the first term of the degree program, and the bridging courses in their interim form will be discontinued.

### COURSES:

Code	Course name	Credits
INTR 1000	Intro to Sign Language Interpreting	1
ASLD 1215	ASL Level 7B	4

**TUITION:**

Using the tuition band of \$325.81 per credit, total tuition for the two bridging courses would be **\$1,629** for domestic students. For international students, the tuition band of \$716.99 would result in tuition of **\$3,585**.

**IMPLICATIONS:**

The per-credit rate of \$325.81 for domestic students is significantly higher than the rate for the ASL-DS certificate (\$209.41 per credit), but with a cohort of 18 domestic students, this rate results in a small net contribution to VCC overhead (\$2,211).

Because these are “bridging” courses that exist outside of our regular programs (i.e. they are not part of either the ASL-DS certificate or the SLI diploma), students will not be able to obtain student loans to pay for them. We recognize that these courses’ ineligibility for student loans may be a barrier for some potential students, and would advise against higher tuition rates for this reason. The department and School intend to continue to work toward implementation of the new SLI degree as quickly as possible to minimize the duration of this interim state.

**RECOMMENDATION:**

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition of \$325.81 per credit (total \$1,629) for domestic students and \$716.99 per credit (total \$3,584.95) for international students for INTR 1000 and ASLD 1215, effective September 1, 2026.

**ATTACHMENTS:** Costing Form – ASL-SLI bridging courses

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

**Program Name ASL-SLI Bridging Courses**

Effective Date Sept 2026

	Proposal 1
<b>Scenarios</b>	<b>Proposed</b>
Tuition per credit per student - International	\$716.99
Tuition per student - International	\$3,584.95
Tuition per credit per student - Domestic	\$325.81
Tuition per student - Domestic	\$1,629.05
No. of Intakes	1
No. of students per intake - Domestic (projected)	18
No. of students per intake - International (proj)	0
Total students (with X FTE attrition) - Domestic	18
Total students (with X FTE attrition) - International	0
Duration - instructor months	1
Program Duration (months)	0
Duration - instructional programming days	21
Other days	0
Department head release days	0
Duty days per year	180
Instructor FTE required per intake	0.12
Number of credits	5
Support Staff FTE	0.01
Operational costs	0

**Revenue**

Projected Tuition revenue -Domestic	\$ 29,323
Projected Tuition revenue - International	\$ -
Projected Tuition revenue -Other Fees	\$ 2,305
<b>Total revenue (projected)</b>	<b>\$ 31,627</b>

**Instructor**

Salary (step 1)	\$ 13,725
Benefits (28%)	\$ 3,843
<b>Total instructor costs</b>	<b>\$ 17,568</b>

**Support Staff**

Salary (Step 5)	\$ 626
Benefits (30.5%)	\$ 191
<b>Total support staff costs</b>	<b>\$ 818</b>

**Total labour cost**

**\$ 18,385**

**Operational costs**

Operational Expenses	\$ -
Capital/Technology/Equipment	\$ -
Curriculum Renewal	\$ -
Intl Student Agency Fees	\$ -
<b>Total operational costs</b>	<b>\$ -</b>

**Indirect student support**

Indirect student support	11031.24638
<b>Total indirect student support</b>	<b>\$ 11,031</b>

**Total expenditures**

**\$ 29,417**

**Net contribution to VCC overhead / (Deficit)**

**\$ 2,211**



## INFORMATION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** March 25, 2026

**ISSUE:** **2025/26 Forecast to Budget**

### **2025/26 February Forecast to Budget Overview**

As shown in **Table 4**, Vancouver Community College (VCC) is projecting a deficit of approximately \$4.2 million for the 2025/26 fiscal year, based on ten months of actual results and two months of forecast. Total revenue is forecasted at \$175.7 million, which is \$4.3 million above budget (\$171.4 million). Within this, domestic tuition revenue is projected to exceed the original budget by \$711K, and international revenue is projected to exceed budget by \$875K. (**Table 1, 2 and 3**).

The School of Hospitality, Food Studies and Applied Business domestic tuition revenue is projected at \$53,550 above budget; international tuition revenue is \$284K above budget. While Project Management and Hospitality programs are expected to contribute \$1.5 million in additional international tuition revenue, this increase is offset by reduction of \$1.24 million in Accounting, Marketing, Culinary, and Business Management programs

The School of Trades, Technology and Design's domestic tuition revenue is forecasted to be \$264K above budget, primarily due to higher enrolments in the Electronics, Auto Collision and Hair Design & Skin/Body Therapy programs by \$178K above budget and \$108K from the newly added Electrical Foundation program. However, this increase is partially offset by decrease \$68K in domestic tuition from the CAD & BIM and Digital Media Design program. International tuition revenue is projected to be lower than the budget by \$150K, mainly due to lower enrolment in the Hair Design & Skin/Body Therapy, Auto Technician and Electronic programs by \$333K. However, the Heavy Duty, Auto Management and Digital Media Design programs are \$155K above budget.

The School of Health and Science domestic tuition revenue is expected to be \$46,000 below budget, primarily in Healthcare Assistant and Practical Nursing programs. International tuition revenue is forecasted at \$88K below budget, mostly from Dental Tech program. The School of Arts and Sciences domestic tuition is forecasted at \$18,800 below budget, while international tuition revenue is \$469K above budget. ECCE program domestic tuition is expected to be \$202K below budget, but ECCE international tuition is \$127K above budget, University Transfer (UT) programs are contributing \$325K above budget.

Continuing Studies domestic tuition revenue is forecasted at \$302K above budget from MDRT, Renal Dialysis and Paralegal programs, and international tuition revenue is \$259K above budget from IT Operations and Network program. Centre for Education Excellence domestic tuition is projected to exceed \$155K from Instructor Diploma program.

Total Expenses are forecasted to be \$179.9 million, which is \$8.5 million above budget (\$171.4 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 and contracts, as well as increased faculty sick leave expenses by \$620K.

The College is actively monitoring enrolment trends for the remainder of the fiscal year. While both domestic and international tuition revenues have exceeded expectations for this fiscal, the forecast remains cautious due to the current variability in severance costs. Management is closely monitoring the situation and will continue to assess potential impacts.

**ATTACHMENTS:** Table 1, 2 and 3: Summary – Forecast Revenue by School (Apr 2025 – Mar 2026)  
Table 4 – Statement of Operations: 2025/26 Forecast with Ten Months Actual (Ended January 31, 2026) and Two Months Forecast

**PREPARED BY:** Jamie Choi, Executive Director FS & CFO

**DATE:** March 16, 2026

## Summary – Forecast Revenue by School

**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	2,455,010	2,152,078	302,932	2,536,944	(81,934)
SCHOOL OF ARTS AND SCIENCES	2,088,540	2,107,340	(18,800)	1,839,715	248,826
SCHOOL OF HEALTH	4,980,038	5,026,235	(46,197)	4,519,218	460,820
SCHOOL OF HOSP, FOOD & BUSINESS	1,953,826	1,900,276	53,550	1,716,490	237,336
CENTER FOR EDUCATION EXCELLENCE	802,871	647,734	155,137	1,000,271	(197,400)
SCHOOL OF TRADES, TECH & DESIGN	3,339,303	3,074,660	264,643	3,085,450	253,853
	<b>15,619,588</b>	<b>14,908,323</b>	<b>711,265</b>	<b>14,698,088</b>	<b>921,501</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	3,742,283	3,482,406	259,877	8,075,403	(4,333,121)
SCHOOL OF ARTS AND SCIENCES	4,732,822	4,163,663	569,159	3,840,483	892,339
SCHOOL OF HEALTH	2,696,760	2,784,881	(88,121)	2,333,317	363,442
SCHOOL OF HOSP, FOOD & BUSINESS	29,359,842	29,075,103	284,739	51,736,460	(22,376,619)
CENTER FOR EDUCATION EXCELLENCE	0	0	0	5,714	(5,714)
SCHOOL OF TRADES, TECH & DESIGN	10,945,546	11,095,984	(150,438)	12,873,848	(1,928,302)
	<b>51,477,252</b>	<b>50,602,037</b>	<b>875,215</b>	<b>78,865,226</b>	<b>(27,387,974)</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	6,197,293	5,634,484	562,809	10,612,347	(4,415,054)
SCHOOL OF ARTS AND SCIENCES	6,821,363	6,271,003	550,360	5,680,198	1,141,164
SCHOOL OF HEALTH	7,676,798	7,811,116	(134,318)	6,852,535	824,262
SCHOOL OF HOSP, FOOD & BUSINESS	31,313,668	30,975,379	338,289	53,452,950	(22,139,282)
CENTER FOR EDUCATION EXCELLENCE	802,871	647,734	155,137	1,005,984	(203,114)
SCHOOL OF TRADES, TECH & DESIGN	14,284,849	14,170,644	114,205	15,959,298	(1,674,449)
	<b>67,096,840</b>	<b>65,510,360</b>	<b>1,586,480</b>	<b>93,563,313</b>	<b>(26,466,473)</b>

**Statement of Operations – Comparison to Budget  
2025/26 Forecast with Ten Months Actual (Ended January 31, 2026) and Two Months Forecast**

**Table 4:**

<b>(In \$ Thousands)</b>	<b>Current Year 2025/26 Forecast (10 + 2)</b>	<b>Current Year 2025/26 Budget</b>	<b>Forecast vs Budget</b>	<b>Comments</b>
Province of B.C. Grants & Contributions	82,445	80,723	1,221	Includes BC Gov't Grants & Contributions. Additional Tech Funding \$284K and HCA funding \$250K. ECE \$350K, unbudgeted Admin Accounting and Bookkeeping \$270K and PIDP \$146K increased
Future Skills Grant	409		409	
Tuition and student fees	70,411	69,451	960	Table 1, 2 & 3
Contract Services	1,256	626	631	Various contracts revenues increased (CICan, BC Hydro, GPS Gateway, Evolve Skills, Construction Foundtion, Sources Mosk, Oral Health projects)
Sales of goods and services	5,331	5,501	(170)	
Miscellaneous income	3,377	3,177	200	
Donation income (Foundation Related)	1,413	800	613	Additional bursaries/scholarships awarded
Amortization of deferred capital contribution	8,272	7,339	933	Increased due to addition of restricted capital
Interest income	2,883	3,848	(964)	Decreased due to reduced cash balance and lower interest rate
<b>REVENUES</b>	<b>175,796</b>	<b>171,464</b>	<b>4,332</b>	
<b>SALARY AND BENEFIT EXPENSES</b>	<b>129,945</b>	<b>122,431</b>	<b>(7,513)</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 incese in enrolments & contracts increase \$6M; faculty sick leave and associated benefit costs increased \$620K; additional severance for workforce adjustment \$910K
Supplies and general expenses	14,233	14,139	(94)	
Bursary/Scholarship	1,413	800	(613)	Additional bursaries/scholarships awarded
Professional fees	12,389	12,335	(54)	
Building and telecom	8,064	8,053	(11)	
Cost of Goods Sold	3,491	3,601	110	
Depreciation Expense	10,464	10,104	(360)	Increased due to addition of restricted capital
<b>OPERATING EXPENSES</b>	<b>50,054</b>	<b>49,033</b>	<b>(1,021)</b>	
<b>TOTAL EXPENSES</b>	<b>179,998</b>	<b>171,464</b>	<b>(8,535)</b>	
<b>NET SURPLUS (DEFICIT)</b>	<b>(4,202)</b>		<b>(4,202)</b>	



## DECISION NOTE

<b>PREPARED FOR:</b>	Board of Governors
<b>DATE:</b>	March 25, 2026
<b>ISSUE:</b>	<b>RECOMMENDATION FOR APPROVAL:</b> 2026/27 Operating Budget

### 2026/27 OPERATING BUDGET

The VCC operating budget for the fiscal year 2026/27 is being presented for review and for approval by Board of Governors. The draft of the 2026/27 operating budget was developed based on a range of assumptions made by management. Finance and Audit Committee reviewed the first draft of the budget in January and approved the final on March 11, 2026.

### DISCUSSION

The 2026/27 Operating Budget is developed in response to a sharp and sustained decline in projected international enrolment and tuition revenue. The proposed budget results in a operating deficit of \$3.1M, representing an improvement over the prior-year forecast, achieved through expenditure reductions aligned with enrolment demand. While a deficit remains, it is reflecting planned cost containment actions.

#### Financial Overview (High Level)

- Total Revenue: \$151.8M
- Total Expenses: \$154.9M
- Net Operating Deficit: (\$3.1M)

### BUDGET ASSUMPTIONS

#### Enrolment and Tuition

- Domestic tuition and mandatory fees are assumed to increase by 2%.
- International tuition and mandatory fees are also assumed to increase by 2%; however, overall international revenue declines materially due to reduced enrolment volumes.
- Domestic tuition revenue increases modestly; international tuition revenue decreases by approximately \$25M from current fiscal year.

#### Government Funding

- Provincial operating grants include base funding and one-time contributions for specific provincial contracts.

- Major Routine Capital Funding is \$5.4M.
- Routine Capital Operating Maintenance funding is assumed to remain constant at \$308K.

### Contracts and Other Revenue

- Only current, confirmed contracts are included in the budget.
- Interest income assumptions are reduced to reflect lower expected cash balances and interest rates.
- No internally funded capital projects are budgeted for FY2026/27.

### Expenses

- Salary and benefit costs are reduced in alignment with enrolment-driven demand and workforce adjustment.
- International recruitment agency fees are reduced accordingly.
- Travel and conference expenditures are suspended except where contractually required.
- A \$1.0M contingency is maintained, representing approximately 0.66% of total expenses.
- No VCC internal capital allocated for 2026/27 (previously \$3M)

### Key Challenges and Considerations

The management identified the following challenges, which inform both the budget and the approach to implementation:

#### 1. International Policy and Market Uncertainty

- Ongoing uncertainty regarding federal study permit and post-graduation work permit policies continues to affect enrolment planning.
- Further volatility in international enrolment remains possible.

#### 2. Workforce Adjustment Timing

- The budget does not fully account for the timing lag associated with workforce adjustments.

#### 3. Limited Financial Flexibility

- The contingency level, while necessary, provides limited buffer given the scale of revenue change.
- This requires careful in-year financial management and ongoing attention to emerging risks.

### **IMPACT ON EMPLOYEES**

The management recognizes that budget decisions have impacts on employees and their families.

- Workforce adjustments reflected in the budget are driven by enrolment demand and external policy conditions, not individual performance.
- All actions will continue to be taken in accordance with collective agreements.
- The management is committed to:
  - Ongoing engagement with unions partners

- Transparency regarding financial conditions
- Exploring mitigation strategies where possible to minimize disruption

**RECOMMENDATION:**

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the 2026/27 Operating Budget, as presented at the March 25, 2026, meeting.

**ATTACHMENTS:** APPENDIX A – Statement of Operations  
APPENDIX B – 2026/27 Budget Draft 2 vs 2025/26 Forecast  
APPENDIX C – Summary Tuition Revenues by School

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

**DATE:** March 16, 2026

**STATEMENT OF OPERATIONS****2026/27 Budget Compared to 2025/26 Forecast**

(In \$ Thousands)	Next Year 2026/27 Budget (Draft 2)	Current Year 2025/26 Forecast (10 + 2)	Variance favourable /(unfavourable)
Province of B.C. Grants & Contributions	84,059	82,445	1,614
Future Skills Grant		409	(409)
Tuition and student fees	45,904	70,411	(24,507)
Contract Services	1,243	1,256	(13)
Sales of goods and services	5,061	5,331	(270)
Miscellaneous income	3,112	3,377	(265)
Donation income (Foundation Related)	1,000	1,413	(413)
Amortization of deferred capital contribution	8,800	8,272	528
Interest income	2,600	2,883	(283)
<b>REVENUES</b>	<b>151,779</b>	<b>175,796</b>	<b>(24,017)</b>
<b>SALARY AND BENEFIT EXPENSES</b>	<b>111,123</b>	<b>129,945</b>	<b>18,822</b>
Supplies and general expenses	13,176	14,233	1,057
Bursary/Scholarship	1,000	1,413	413
Professional fees	8,145	12,389	4,244
Building and telecom	7,902	8,064	162
Cost of Goods Sold	3,120	3,491	371
Depreciation Expense	10,452	10,464	12
<b>OPERATING EXPENSES</b>	<b>43,795</b>	<b>50,054</b>	<b>6,259</b>
<b>TOTAL EXPENSES</b>	<b>154,918</b>	<b>179,998</b>	<b>25,081</b>
<b>NET SURPLUS (DEFICIT)</b>	<b>(3,138)</b>	<b>(4,202)</b>	<b>1,064</b>

**2026/27 Budget Draft 2 vs 2025/26 Forecast (10 + 2)**

<b>(In \$ Thousands)</b>	<b>Next Year 2026/27 Budget</b>	<b>Current Year 2025/26 Forecast (10 + 2)</b>	<b>Budget vs Forecast</b>	<b>Comments</b>
Province of B.C. Grants & Contributions	84,059	82,445	1,614	One time grant for overall various projects \$1.6 M
Future Skills Grant		409	(409)	
Tuition and student fees	45,904	70,411	(24,507)	Appendix C
Contract Services	1,243	1,256	(13)	
Sales of goods and services	5,061	5,331	(270)	Lowered due to decreased student population
Miscellaneous income	3,112	3,377	(265)	Only known revenues are budgeted
Donation income (Foundation Related)	1,000	1,413	(413)	
Amortization of deferred capital contribution	8,800	8,272	528	Increased due to addition of restricted capital
Interest income	2,600	2,883	(283)	Decreased due to expected reduced cash balance and lower interest rate
<b>REVENUES</b>	<b>151,779</b>	<b>175,796</b>	<b>(24,017)</b>	
<b>SALARY AND BENEFIT EXPENSES</b>	<b>111,123</b>	<b>129,945</b>	<b>18,822</b>	Salary and associated benefit costs across all employee groups have been reflected in response to lower student enrolment and workforce adjustment
Supplies and general expenses	13,176	14,233	1,057	Other overall general expenses including travel and conference expenses reduced by \$1.6 million; software expense increased by \$315K; reduction of transfer to Foundation for fundraising activities and campus plan \$450K; increased contingency by \$750K
Bursary/Scholarship	1,000	1,413	413	
Professional fees	8,145	12,389	4,244	\$3.5M international agency fees reduced; one time payment to the City of Vancouver \$730K not in the budget; \$532K non-salary program cost reduced for affected programs; \$600K cost associated with one-time grant
Building and telecom	7,902	8,064	162	
Cost of Goods Sold	3,120	3,491	371	Due to reduced revenues
Depreciation Expense	10,452	10,464	12	
<b>OPERATING EXPENSES</b>	<b>43,795</b>	<b>50,054</b>	<b>6,259</b>	
<b>TOTAL EXPENSES</b>	<b>154,918</b>	<b>179,998</b>	<b>25,080</b>	
<b>NET SURPLUS (DEFICIT)</b>	<b>(3,138)</b>	<b>(4,202)</b>	<b>1,064</b>	

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

	Next Year 2026/27 Budget (Apr 2026 - Mar 2027)	Current Year 2025/26 Forecast (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	2,163,065	2,455,010	(291,945)	2,536,944	(373,879)
SCHOOL OF ARTS AND SCIENCES	2,087,671	2,088,540	(869)	1,839,715	247,956
SCHOOL OF HEALTH	4,825,566	4,980,038	(154,472)	4,519,218	306,348
SCHOOL OF HOSP, FOOD & BUSINESS	1,870,965	1,953,826	(82,861)	1,716,490	154,475
CENTER FOR EDUCATION EXCELLENCE	844,298	802,871	41,427	1,000,271	(155,973)
SCHOOL OF TRADES, TECH & DESIGN	4,269,316	3,339,303	930,013	3,085,450	1,183,866
	16,060,881	15,619,588	441,293	14,698,088	1,362,793

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

	Next Year 2026/27 Budget (Apr 2026 - Mar 2027)	Current Year 2025/26 Forecast (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	1,166,264	3,742,283	(2,576,019)	8,075,403	(6,909,139)
SCHOOL OF ARTS AND SCIENCES	4,634,476	4,732,822	(98,346)	3,840,483	793,993
SCHOOL OF HEALTH	2,533,691	2,696,760	(163,069)	2,333,317	200,374
SCHOOL OF HOSP, FOOD & BUSINESS	9,803,680	29,359,842	(19,556,162)	51,736,460	(41,932,780)
CENTER FOR EDUCATION EXCELLENCE	0	0	0	5,714	(5,714)
SCHOOL OF TRADES, TECH & DESIGN	8,894,244	10,945,546	(2,051,302)	12,873,848	(3,979,604)
	27,032,355	51,477,252	(24,444,897)	78,865,226	(51,832,871)

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

	Next Year 2026/27 Budget (Apr 2026 - Mar 2027)	Current Year 2025/26 Forecast (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	3,329,329	6,197,293	(2,867,964)	10,612,347	(7,283,018)
SCHOOL OF ARTS AND SCIENCES	6,722,147	6,821,363	(99,216)	5,680,198	1,041,949
SCHOOL OF HEALTH	7,359,257	7,676,798	(317,541)	6,852,535	506,722
SCHOOL OF HOSP, FOOD & BUSINESS	11,674,645	31,313,668	(19,639,023)	53,452,950	(41,778,305)
CENTER FOR EDUCATION EXCELLENCE	844,298	802,871	41,427	1,005,984	(161,686)
SCHOOL OF TRADES, TECH & DESIGN	13,163,560	14,284,849	(1,121,289)	15,959,298	(2,795,738)
	43,093,236	67,096,840	(24,003,604)	93,563,313	(50,470,077)



## DECISION NOTE

**PREPARED FOR:** Board of Governors  
**DATE:** March 25, 2026  
**ISSUE:** 2026/27 Capital Budget

### **BACKGROUND**

While capital planning funded through VCC's internal capital is normally an integral component of the annual budget process, no internal capital funding will be allocated to the capital budget for the 2026/27 fiscal year. This approach is intended to avoid further growth in unfunded depreciation expense and to support ongoing efforts to address the operating deficit by limiting additional amortization pressures.

On March 11, 2026, the Finance and Audit Committee approved the decision not to allocate internal capital funding for the 2026/27 fiscal year.

### **RECOMMENDATION**

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve that, in light of the current fiscal environment and institutional priorities, Vancouver Community College will not allocate internal capital funding for the 2026/27 fiscal year.

**ATTACHMENT:** N/A  
**PREPARED BY:** Jamie Choi, Executive Director, Finance & CFO  
**DATE:** March 16, 2026



## INFORMATION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** March 25, 2026

**ISSUE:** 2024–2025 Policy Report

### BACKGROUND:

The annual Policy Report outlines the status of the College’s policy portfolio, including policies that are current, due for review, overdue, or under development.

### DISCUSSION:

Governance Committee reviewed the report at its February 18, 2026 meeting. Members discussed the age of certain policies, the visibility of the policy status list to the College community, and opportunities to better highlight newly developed policies in future reports.

**PREPARED BY:** Louise Dannhauer, Chair, Governance Committee & Education Council

**ATTACHMENT:** APPENDIX A – 2024–2025 Policy Report

**DATE:** March 16, 2026



## INFORMATION NOTE

**Date:** February 2, 2026

**Prepared for:** Ajay Patel, President & CEO; Board of Governors; Education Council

**Prepared by:** Emily Logan, Chair, Education Policy Committee  
Todd Rowlett, Chair, Administrative Policy Committee

**Re:** 2024–2025 Policy Report

### Policy Update Summary 2024–2025

<b>Policies Renewed</b> Board: 5 Education Council: 1 President: 2	<b>8</b> Academic Year 402 Accommodation for Students with Disabilities 327 Archives 521 Curriculum Development and Approval 410 Education Services Renewal 405 Freedom of Information and Protection of Privacy 501 Safe Disclosure 203 (formerly Whistleblower) Records Management 520
<b>Policies Revised</b> Board: 2 President: 1	<b>3</b> Admissions 301 Flexible Admissions 302 Tuition and Fee Refund 311
<b>Policies Rescinded</b> Board: 14 Board & EdCo: 1	<b>15</b> Education Service Contract 406 (replaced by 132) Educational Affiliations 407 (replaced by 132) <b>Historical HR Policies:</b> Personal Services Department-Policies & Procedures Manual B.2.4 Employment of Foreign National B.2.5 Purchase of Prior Services Under the College or Municipal Pension Acts B.2.6 Updating Personnel Records B.2.7 Administrators Salary Schedule Placement Committee B.2.8 Initial Step Placement - Admin. B.2.9 Retirement & Re-employment B.2.10 Administrators Vacation Carry Over Policy B.2.11 Employment of Relatives B.2.12 Exchange Arrangements B.2.13 Equal Employment Opportunity and Advancement Policy B.2.14 Use of Drugs or Other Medication and Alcohol B.2.15 Bereavement Policy B.2.17
<b>New Policies</b> Board: 4 President: 3	<b>7</b> Contract Administration 132 Cyber Security 506 Enterprise Risk Management 131 Program Development and Approval 409 Art Collection 522 Minors on Campus 223 Safety and Security Camera Systems 507

**Status of the Policy Portfolio** (as of December 31, 2025)

<b>Total number of policies</b>	<b>86</b>
Up to date	<b>35</b>
Due for review in 2026	<b>9</b>
Due for review (in 2025 and earlier)	<b>36</b>
Currently under review	<b>6</b>

**UP-TO-DATE POLICIES**

<b>Number</b>	<b>Policy Name</b>	<b>Effective Date</b>
101	Policy Development and Management	30-Mar-22
110	Expenses and Travel	22-Nov-23
115	Financial Responsibility and Accountability	28-Jun-23
120	Commercial Card	22-Nov-23
130	Procurement	22-Nov-23
131	Enterprise Risk Management	18-Sep-24
132	Contract Administration	26-Nov-25
143	Unscheduled Campus Closures	28-Apr-22
144	Serving Liquor on VCC Property	06-Mar-23
146	Parking	05-Jul-22
147	Gratuities	11-Jul-23
203	Safe Disclosure	26-Jun-24
207	International Travel Risk and Security	11-Oct-23
220	Emergency Management	31-May-23
223	Minors on Campus	27-Mar-25
304	Indigenous Education Enrolment	23-Nov-22
316	Prior Learning Assessment and Recognition	09-May-23
317	Transfer Credit	22-Nov-23
327	Accommodation for Students with Disabilities	26-Jun-24
402	Academic Year	24-Sep-25
405	Education Services Renewal	29-May-24
409	Program Development and Approval	17-Dec-24
410	Curriculum Development and Approval	17-Dec-24
412	Granting of Credentials	09-Feb-23
420	Ethical Conduct for Research Involving Humans	31-May-23
421	Ethics and Integrity in Research and Scholarly Activity	31-May-23
501	Freedom of Information and Protection of Privacy	18-Sep-24
506	Cyber Security	18-Sep-24
507	Safety and Security Camera Systems	03-Oct-25
510	Copyright	23-Nov-22
520	Records Management	10-Apr-24
521	Archives	29-Jan-24
522	Art Collection	27-Mar-25
530	Sponsorship	07-Feb-23
531	Named Recognition of Assets	31-May-23

**POLICIES DUE FOR REVIEW IN 2026**

Number	Policy Name	Responsible Authority	Approver
112	Honoraria	Financial Services	President
140	Rental of College Facilities	Facilities Management	President
210	Sexual Violence and Misconduct*	Safety, Security, Risk and Privacy	Board
221	Smoke-Free Campus	Safety, Security, Risk and Privacy	President
301	Admissions	Registrar's Office	Board/EdCo Adv.
310	Tuition and Fees	Financial Services	Board
311	Tuition and Fee Refund	Financial Services	President
324	Student Non-Academic Conduct	AVP Student & Enrolment Services	Board/EdCo Adv.
512	Use of Library Resources	Library	Board/EdCo Adv.

\* Policy 210 Sexual Violence and Misconduct was on the list for review. Per the Sexual Violence and Misconduct Policy Act, this policy should be reviewed every three years and was last reviewed in 2023. However, the Ministry has informed the College that changes to that legislation are planned and has directed the College to delay the review until legislation is updated.

**POLICIES DUE FOR REVIEW IN 2025 OR EARLIER**

Number	Policy Name	Scheduled Review Date	Responsible Authority	Approver
111	Cash Handling	2025	Financial Services	President
113	Establishing Discount Rates for VCC Employees and/or Students	2020	Financial Services	President
114	Signing and Spending Authority	2023	Financial Services	Board
116	Selection and Appointment of Auditors	2025	Financial Services	Board
117	Capital Assets	2025	Financial Services	President
118	Unclaimed Funds	2025	Financial Services	President
119	Investment	2018	Financial Services	Board
141	Space Allocation and Room Booking	2025	Facilities Mgmt	President
142	Use of College Supplies, Products, Services, and Facilities	2020	Facilities Mgmt	President
145	Ancillary Services	2002	Financial Services	President
201	Prevention of Harassment, Discrimination, and Bullying	2018	People Services	Board
202	Standards of Employee Conduct & Conflict of Interest	2018	People Services	Board
204	Selection of Administrators	2020	People Services	Board
211	Violence Prevention	2008	Safety, Security, Risk and Privacy	President
222	Environmental	2020	Facilities Mgmt	President
302	Flexible Admissions	2022	Registrar's Office	Board/EdCo Adv.
303	Registration	2023	Registrar's Office	Board/EdCo Adv.
312	Tuition Fee Waiver for Employees	2013	Financial Services	President
314	Student Financial Aid	2021	Financial Services	President
315	Awards	2023	Registrar's Office	Board/EdCo Adv.
320	Student Appeal of Suspension to Board of Governors	2024	Board EA	Board

Number	Policy Name	Scheduled Review Date	Responsible Authority	Approver
321	Appeal to Education Council on Educational Matters	2019	AVP Student & Enrolment Services	EdCo
322	Appeal of Final Grade	2021	AVP Student & Enrolment Services	EdCo
326	Requirements for Student Attendance and Participation	2022	AVP Academic Innovation	EdCo
401	Academic Schedule	2025	Registrar's Office	Board/EdCo Adv.
403	Program Review and Renewal	2024	AVP Academic Innovation	Board/EdCo Adv.
404	Program Advisory Committee	2021	AVP Academic Innovation	Board/EdCo Adv.
411	Grading, Progression and Withdrawal	2021	Registrar's Office	EDCO
413	Assignment of Credit to Courses	2024	Registrar's Office	EDCO
414	Suspension and/or Discontinuance of Programs	2022	AVP Academic Innovation	Board/EdCo Adv.
415	Off-Campus Activity Involving Students	2025	Safety, Security, Risk and Privacy	President
502	Sharing & Stewardship of Information	2023	AVP IT	President
503	Electronic Mail (Employees)	2020	AVP IT	President
504	Internet of Things	2025	AVP IT	President
505	Appropriate and Responsible Use of Educational and Information Technology	2020	AVP IT	President
513	Curriculum/Educational/Institutional Materials Created within the College	2024	Library	Board/EdCo Adv.

#### POLICIES CURRENTLY UNDER REVIEW

Number	Policy Name	Scheduled Review Date	Responsible Authority	Approver
205	Qualifications for Faculty Members	2019	AVP Academic Innovation	Board/EdCo Adv.
206	Qualifications for Continuing Studies Instructors	2020	Continuing Studies	Board/EdCo Adv.
325	Academic Integrity	2026	AVP Student & Enrolment Services	EdCo
416	Lending and Borrowing College Equipment	2021	Library	President
511	Selection of Library Materials	2023	Library	Board/EdCo Adv.
532	Media Relations	2021	Marketing & Comm.	Board



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** March 25, 2026

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Media Relations (532) Policy and Procedures

### BACKGROUND:

The Media Relations (532) policy underwent a scheduled five-year review. This policy provides the framework for the College and its members to share information with the media, identifying spokespersons, and processes for notifying Marketing & Communications related to events.

Key updates included:

- Clarification of academic freedom, explicitly aligned with the Faculty Collective Agreement.
- Clear reference to FOIPPA requirements governing release of information and images, including consent requirements.
- Clarification of designated spokespeople and authority for assigning representatives to speak on behalf of the College.
- Provisions addressing media relations during emergency operations, including designation of the Emergency Operations Centre communications lead.
- Explicit confirmation that the policy does not restrict activism or advocacy by individuals or unions, provided they are not speaking on behalf of the College.

### DISCUSSION:

The policy and procedures were reviewed by Administrative Policy Committee and Operations Council and went out for College feedback from May to early September 2025. No feedback was received.

David Wells, Vice President Academic & Applied Research, was consulted regarding the definition of academic freedom. Operations Council recommended the policy for approval by the Board at its September 25, 2025 meeting.

Governance Committee reviewed the policy on February 18, 2026. The discussion focused on balancing academic freedom and personal expression with institutional representation, media training and awareness, and expectations for staff, faculty, and Board members. Members discussed contingency arrangements when the Executive Director of Marketing & Communications is unavailable, media access to campus, and safety considerations during emergencies.

**RECOMMENDATION:**

THAT, on the recommendation of Governance Committee, the Board of Governors approve, in the form presented at this meeting, the revised Media Relations (532) policy and procedures.

**PREPARED BY:** Louise Dannhauer, Chair, Governance Committee & Education Council

**APPENDIX A:** Media Relations (532) Policy and Procedures

**DATE:** March 16, 2026

## Appendix A

# Media Relations

**Policy Type**

Administrative

**Policy Name**

Media Relations

**Policy Number**

532

**Effective Date - Policy**

tbd

**Effective Date - Procedures**

tbd

**Last Full Review Date**

October 23, 2013

**Next Scheduled Review Date**

January 2021

**Approval Body**

Board of Governors

**Policy Sponsor**

Vice President Students & Community Development

**Review Body**

Operations Council

**Responsible Authority**

Marketing & Communications

## Policy

**Context and Purpose**

Vancouver Community College (VCC; the College) recognizes the importance of establishing positive relationships with representatives of the Media both to provide timely responses to queries and to inform the media about newsworthy matters at the College.

This policy and its associated procedures outline the framework for VCC's media relations activities. The policy provides direction to the VCC Board of Governors and all employees for responding to the Media and ensures the College will identify appropriate spokespeople. It identifies a protocol for ensuring that newsworthy College matters are disseminated responsibly, in an accurate, useful and timely form for Media use. The policy also outlines

the conditions under which access to College property for the purposes of video or audio recording will be granted.

### **Scope and Limits**

This policy and related procedures apply to all College employees and members of the Board of Governors.

This policy does not infringe on the Academic Freedom rights granted to Faculty as outlined within the Collective Agreement between the VCC Faculty Association and Vancouver Community College.

This policy does not infringe on the ability of VCC's unions/associations to advocate for their members publicly.

This policy and associated procedures govern the College's relations with representatives of the Media. This excludes:

- Internal VCC communications.
- Social media posts by students, employees or alumni. (Please refer to the [VCC Social Media Practices](#) on MyVCC for our official guidance on posting on social media.)
- Government or regulatory bodies issuing official reports.
- Actions or activism undertaken as part of the academic freedom granted to the VCC community.
- Access to information requests made by the Media or journalists.

### **Policy Principles**

1. The College is committed to open and timely communications with representatives of the Media within the confines of the legitimate requirements of student and employee confidentiality and safety, and whilst respecting intellectual property rights.
2. The College recognizes the important role that the Media plays in accurately disseminating news about the College and members of the College community. The College will provide, through a designated spokesperson, full and reasonable answers to questions from the Media and will ensure that newsworthy matters are disseminated in a timely and appropriate manner.
3. In support of the College's core values of reconciliation, equity, diversity, and inclusion, the College is committed to ensuring the content we share is reflective of the multiplicity of perspectives and lived experiences of our community, and the intellectual property rights of the Indigenous communities engaged in this work.
4. The College respects the academic freedom rights contained within the collective agreements of any of our constituent communities and recognizes that those rights

are themselves limited by the constitution and relevant federal and provincial statutes.

5. Employees and Board members engaging with media are expected to distinguish between personal views and positions held in their professional capacity.

## Procedures

### All Procedures

#### General

Consistent with the principles outlined in the policy document, the College:

1. Requires that all Media inquiries and requests for interviews pertaining to the College are to be referred to the Marketing and Communications Department for coordination with appropriate departments prior to a response. All College employees and students wishing to initiate external Media relations activities representing or mentioning the College, or on College campus locations, must contact the Marketing and Communications Department well in advance of the planned event.
2. May provide access to College property for the purpose of audio or video recording.

#### Spokespeople for Media Inquiries to the College

3. The Chair of the Board, or their designate, is the official spokesperson for Media inquiries about Board matters.
4. The College President, or their designate, is the official spokesperson for Media inquiries about College matters other than Board matters.
5. The Executive Director, Marketing and Communications, or their designate, is the official spokesperson for Media inquiries about College matters other than those by the President or their designate.
6. Technical or subject matter experts identified by the College and who have received communications support may be designated to speak to Media on matters specific to their area of expertise, knowledge and field of study.

#### Responses to Media Inquiries to the College

7. All inquiries and interview requests from the Media to any member of the College community must be directed to the Executive Director, Marketing and Communications or their designate. Inquiries should be forwarded promptly in order to honour the College's commitment to a short response time.
8. The Executive Director, Marketing and Communications will determine, in consultation with the President and/or Vice President Students and Community

Development where appropriate, who will act as the College spokesperson for a particular inquiry.

9. Access to Information Requests made by the Media or journalists must be directed to VCC's Privacy Office. Only the Privacy Office may respond to requests made under the Freedom of Information and Protection of Privacy Act other than those requests made for routinely available information.

### **College contact for communication to the Media**

10. Media wishing to obtain information about the College or a response from the College should contact the Marketing and Communications department via the [Media page](#) on the VCC website.
11. The Executive Director, Marketing and Communications, their designate, is the College contact for all communications involving the Media; video and audio releases; news conferences; interviews; thought leadership; public service announcements; communications about a College crisis; and meetings with the Media. All contact with the Media pertaining to the College must be referred to the Marketing and Communications Department.
12. If an Emergency Operations Centre is invoked during a College crisis, the Emergency Operations Centre Director may be designated as the College contact.
13. The Executive Director, Marketing and Communications or their designate, will coordinate arrangements with College departments and individuals affected by the communication.

### **Members of the College community: Media inquiries or communication to the Media**

14. All members of the College community are required to inform the Executive Director, Marketing and Communications, or their designate, prior to responding to VCC-related inquiries from the Media or commenting to the Media on behalf of VCC.
15. Members of the College community who engage with Media as private citizens - not as representatives of the College - must do so on their own time and off College property. In such cases, they must not imply or suggest that the College supports or endorses their personal views or actions. This does not contravene anything related to academic freedom or the ability of VCC's unions/associations to advocate for their members publicly.
16. Letters to the Editor on behalf of the College, or by an individual wishing to represent themselves as an employee of the College, must be reviewed and approved by the Executive Director, Marketing and Communications, or their designate. Personal Letters to the Editor cannot be sent on College letterhead or indicate or imply College approval.
17. In the event of a crisis, the Marketing and Communications Department or Emergency Operations Centre communications officer/designate will provide the most accurate, relevant, and timely information to members of the College community, other interested groups, and the public at large. To prevent

misinformation, members of the College community should refrain from sharing or spreading any information publicly that does not come through official channels.

18. For additional direction around public comment, college employees must refer to VCC's [\*Standards of Employee Conduct & Conflict of Interest Policy 202\*](#).

### Access to College property

19. Any request by the Media for video or audio recording can only be carried out with the permission of the Executive Director, Marketing and Communications, or their designate. The Executive Director or designate will notify other relevant College areas. The person recording video or audio must be accompanied by a member of the Marketing and Communications department or designated College employee.

### Release of information or images involving a member of the College Community to the Media

20. The release of information or images involving a member of the College community to the Media is governed by the Freedom of Information and Protection of Privacy Act. Students and employees must sign a consent form authorizing the use of their image for promotional or Media purposes.
21. The College reserves the right to repurpose and reshare authorized Media content on its owned channels.

### Social Media

22. The [\*VCC Social Media Best Practices\*](#) (available on MyVCC) is a document that has been prepared by and is maintained by the College's Marketing and Communications Department. The document is intended to guide employees in their participation in social media as an employee or representative of the College.

## References and Resources

### Definitions

Term	Description
Academic Freedom	<p>(as contained within the April 1, 2022 – March 31, 2025 Collective Agreement between Vancouver Community College and Vancouver Community College Faculty Association)</p> <p>The freedom to examine, question, teach and learn and the right to investigate, speculate, and comment without regard to prescribed doctrine. Every faculty member of the College is entitled to exercise academic freedom in the performance of</p>

Term	Description
Media	<p>their duties. This ensures freedom in the conduct of teaching; freedom in undertaking research and making public the results thereof; and freedom from institutional censorship. Academic freedom carries with it the duty to use that freedom in a responsible way, respecting the rights and dignity of others, and in a manner consistent with the scholarly obligation to base teaching and research in an honest search for knowledge and the obligation to follow the curriculum requirements of the instructional assignment.</p> <p>Any external organization, individual, or entity engaged in the creation and dissemination of public-facing content. This includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>- News media (print, broadcast, and digital): e.g., news outlets, TV stations, or radio.</li> <li>- Commercial or corporate media: e.g., marketing agencies or sponsored content creators.</li> <li>-Freelance journalists, reporters, and documentary producers (including student journalists from other institutions).</li> <li>- Digital content creators: e.g., influencers, bloggers, podcasters, and YouTubers.</li> <li>- Third-party organizations producing promotional, investigative, or informational content about VCC.</li> </ul>
Media, Video and Audio Releases	<p>Media, video and audio releases are short news stories or announcements which the College will write, audio record and/or video record for distribution to the Media to publicize an event or activity, to announce something that the College believes has news value and/or to reinforce a central theme or message to manage the College's reputation.</p>
Meetings with the Media	<p>Meetings with the Media can be arranged via the Marketing &amp; Communications team; the purpose of such meetings is to develop a mutual understanding with specific Media outlets, to update Media on VCC news/activities, and to determine the most effective approach in dealing with particular issues.</p>
Members of the College Community	<p>Members of the College community include: all VCC employees (part-time, full-time, term and temporary), contractors, volunteers, Board of Governors members and students.</p>
News Conferences	<p>News conferences are called by the College when it wishes to announce items of major significance and/or complexity (e.g. opening a facility, major change in funding, or crisis situation); a news conference is considered a formal invitation to the</p>

Term	Description
Public Service Announcements	news Media; the Media will expect to hear a major announcement, to have an opportunity to ask questions, record answers, take pictures and to receive a press kit containing information about the announcement. Public service announcements are generally very short in length and deal with routine activities that relate to the community served by the College; in many cases, they promote College activities that are open and free of charge.
Thought Leadership	Thought leadership interviews or written content placed within the Media will share the perspective of the College or an employee within the College, to showcase the College's values, activities, and the employee's talent and expertise.

### Related VCC Policies

VCC Policies	Policy Number
Emergency Management	220
Freedom of Information and Protection of Privacy	501
Standards of Employee Conduct & Conflict of Interest	202

### Related Resources

- [VCC Social Media Best Practices](#), Communications and Marketing Department (Internal resource available on MyVCC)
- VCC Emergency Management Plan



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** March 25, 2026

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Selection of Library Materials (511) Policy and Procedures

### BACKGROUND:

The Selection of Library Materials (511) policy underwent a scheduled review. The policy was updated to reflect current library operations and broader practices within the library sector.

Policy principles were reorganized by topic areas to better align with VCC's Strategic Innovation Plan. Key areas of emphasis include Indigenization; equity, diversity and inclusion (EDI); accessibility; and the integration of open access resources.

### DISCUSSION:

The policy and procedures were reviewed by Education Policy Committee and Education Council and went out for College feedback in January 2026. One feedback submission was received but did not result in further changes. Education Council unanimously recommended the policy and procedures for approval at its February 10, 2026 meeting.

Governance Committee reviewed the policy on February 18, 2026. Discussion included the future consideration of artificial intelligence in policy development and confirmation that the policy aligns with copyright and intellectual freedom frameworks.

### 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 Selection of Library Materials (511) policy and procedures.

**PREPARED BY:** Louise Dannhauer, Chair, Governance Committee & Education Council

**APPENDIX A:** Selection of Library Materials (511) Policy and Procedures

**DATE:** March 16, 2026

# Selection of Library Materials

**Policy Type**

Academic

**Policy Name**

Selection of Library Materials

**Policy Number**

511

**Effective Date - Policy**

TBD

**Effective Date - Procedures**

TBD

**Last Full Review Date**

January 2018

**Next Scheduled Review Date**

January 2023

**Approval Body**

Board of Governors with Education Council Advice

**Policy Sponsor**

Vice President Academic & Applied Research

**Review Body**

Education Policy Committee

**Responsible Authority**

Library

## Policy

**Context and Purpose**

This policy outlines standards and principles used to develop library collections by the Vancouver Community College (VCC; the College) Library. The process facilitates the development of a library collection that supports VCC's educational programs, teaching and learning, and applied research activities of its students and instructors. It also ensures that the collection reflects a diversity of viewpoints and lived experiences.

## Scope and Limits

This policy applies to the VCC Library which is responsible for selecting, maintaining, making accessible, and deselecting materials for the VCC Library collection.

## Policy Principles

1. **Responsibility for the Collection:** Librarians are primarily responsible for selecting and deselecting materials for the collection. Selection/deselection is done in consultation with instructors to ensure that the collection supports programs, student needs, research, and professional development. Other College employees and students are welcome to make suggestions for materials to be included in the collection.
2. **Intellectual Freedom:** The collection provides a diversity of viewpoints and reflects the principles outlined in the British Columbia Library Association Statement of Intellectual Freedom, and the Canadian Federation of Library Associations (CFLA) Statement on Intellectual Freedom and Libraries.
3. **Indigenization:** The Library purchases materials created or published by Indigenous people. The Library takes guidance from Indigenous Education and local communities on proper cultural protocols regarding access and ownership of these materials.
4. **Equity, Diversity, and Inclusion:** The Library collects materials that reflect the principle of equity, diversity, and inclusion, to ensure that all members of the VCC Community are represented and reflected in the collection.
5. **Accessibility:** The Library collects materials in alternate formats to serve students and employees with disabilities.
6. **Open Access Resources:** The Library encourages the use of open educational resources by instructors wherever possible. A variety of open educational resources are discoverable through the Library website.

## Procedures

### All Procedures

#### Criteria for the Selection of Materials

1. The following selection criteria are used in making the decision to acquire materials:
  - a. **Relevance:** supports courses and programs, core academic resources, accreditation processes, scholarly activity, teaching and learning, and employee professional development.
  - b. **Quality:** authorial credentials; publisher reputation; accuracy; currency; inclusion in standard guides.
  - c. **Value:** intellectual, literary, artistic or social value of the content.
  - d. **Diversity, Equity, and Inclusion:** representative of a wide diversity of views, expressions, lived experiences, and knowledge systems.
  - e. **Level:** suitable to the curricula and learning outcomes and inclusive of materials at precollege, vocational, technical, and lower to upper

undergraduate levels. More specialized and complex materials may be acquired for instructors to be used in preparation of courses or for scholarly activity.

- f. Language: primarily English language. The Library has a selection of Indigenous language materials to support language acquisition and retention.
- g. Format: appropriate for use; content integrity; added value; convenience of use; compatibility with the college network, durability and stability. If usage and access warrant, items may be acquired in more than one format.
- h. Cost: price relative to average costs for materials in the subject area, as well as costs for acquiring, processing and housing or providing access. Open educational resources are preferred for textbook titles.
- i. Existing Holdings: augments or updates the existing collection. The availability of material through interlibrary loan may be a consideration.
- j. Demand: as indicated by use of similar material; requests by instructors and students.
- k. Duplication: one copy of each item is purchased except when demand is sufficient to justify the purchase of additional copies or when more than one campus Library will benefit from owning the material. Multiple copies of core resources may also be purchased where warranted by high demand at one location; supplementary resources are made available through intercampus delivery rather than duplicating them.

### **Formats**

2. The Library collects materials in formats best suited to the user and the content.
3. Materials in electronic formats are preferred when they meet several of the following criteria:
  - a. Ease of accessibility (via College network and on various devices)
  - b. Ease of use
  - c. Current, broad coverage
  - d. Full text content
  - e. Content suitable to format
  - f. Reliable vendor
  - g. Reasonable cost
  - h. Availability of usage statistics
  - i. Fair licensing terms

### **Cooperative Agreements with Library Consortium**

4. VCC Library is a member of resource-sharing cooperatives among post-secondary institutions in British Columbia. These cooperatives negotiate with vendors to secure discounted subscriptions to electronic resources, including e-books and journal databases. They constitute one of the mechanisms for expanding the Library's collection. In consultation with the Dean, the librarian team acquires resources

through these cooperatives in accordance with the selection criteria outlined in this document.

5. Library collections are enhanced through reciprocal borrowing agreements between BC post-secondary institutions and through provincial and national interlibrary borrowing and lending services.

### **Collection Evaluation**

6. Librarians evaluate the VCC collection in the following ways:
  - a. Consultation with instructors;
  - b. Assessing the relevance of the collection to VCC curriculum;
  - c. Assessing if areas of the collection are sufficient to support programs;
  - d. Analyzing usage statistics;
  - e. Cost/benefit analyses; and/or
  - f. Consideration of the College's and Library's strategic plans.
7. Ongoing subscriptions to print or e-resources (such as a print journal or an online database) are reviewed on a regular basis.

### **Deselection**

8. Deselection (withdrawal) criteria include outdated content; no longer relevant to the collection; superseded edition; duplicated content; electronic version availability; low usage; and poor physical condition

### **Other Types of Materials**

9. Textbooks:
  - a. Students are expected to purchase assigned course textbooks.
  - b. The Library usually acquires one copy of the textbook. When there is demand and budget permits, the Library will acquire a maximum of two copies of a textbook.
  - c. Where funding permits, and where Open Access textbooks are not available, the Library will purchase replacement and additional copies of textbooks to support students enrolled in academic upgrading programs. Decisions regarding allocations will be made by the Dean and Collections Coordinator in consultation with department leaders.
  - d. If there is insufficient funding to purchase textbooks, a librarian will approach the department to determine if additional copies are available which can be added to the Library collection.
10. Gifts and Donations:
  - a. VCC Library welcomes donations to enhance the existing Library collections.
  - b. In addition to the selection criteria listed above, the following selection and retention criteria will be applied to gifts:
    - i. Donations fall within the scope of the Library's collections and enhance the learning and teaching at the college

- ii. Space constraints dictate that the acceptance of items is based on the uniqueness of the material in the context of the existing collection
- iii. The physical condition of the materials is acceptable
- iv. The donor places no conditions on the disposition and use of the material offered
- v. The Library has the equipment to provide access to the format offered
- vi. The licensing (if any) allows circulations and borrowing of the material
- c. VCC Library will not issue tax receipts for gifts and donations.

## References and Resources

### Definitions

<b>Term</b>	<b>Description</b>
Collection	All materials in all formats acquired by the VCC Library for the College.
Deselection	The removal of Library materials from the Library collection (also referred to as “weeding”).
Library Materials	The print or electronic resources which include both individual titles and subscription packages.
Selection	The process by which materials are evaluated to determine suitability for the Library collection.

### Related VCC Policies

<b>VCC Policies</b>	<b>Policy Number</b>
Copyright	510

### Related Resources

- [Copyright Act, RSC 1985, c C-42](#)
- [British Columbia Library Association Statement of Intellectual Freedom](#)
- [Canadian Federation of Library Associations \(CFLA\) Statement on Intellectual Freedom and Libraries](#)



## INFORMATION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** March 25, 2026

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

### BACKGROUND

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

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

No legislative changes or VCC policy changes that would impact the bylaw have been reported since the last review.

### NEXT STEPS

The Governance Committee has recorded February 18, 2026 as the formal review date for the bylaw, and board members will reaffirm the Oath of Office at the public meeting on March 25, 2026.

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

**PREPARED BY:** Lucia Zabrieszach, Coordinator, VP Academic & Applied Research



## BOARD CONDUCT BYLAW

VCC BYLAW:	G.1.0
APPROVED BY:	Board of Governors
APPROVED DATE:	February 7, 2018
LAST REVIEWED:	February 18, 2026

### 1. PURPOSE / RATIONALE

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

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

### 2. SCOPE / LIMITS

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

### 3. DEFINITIONS

- a) Board means the governing board as defined in the College and Institute Act.
- b) Appointed member means a community member appointed by Order in Council.
- c) Internal employee member means a member of the faculty or support staff working at the college, elected by their peers to the Board as allowed under the College and Institute Act (including the ex officio position of Chair of Education Council).
- d) Student member means a student elected to the Board by their peers as allowed under the College and Institute Act.
- e) Board employee member means the President of the College who is named in the College and Institute Act as a non-voting member of the Board.
- f) Board Chair means an appointed member elected annually to the position of the Chair from among the voting board members by a majority vote.
- g) Related party means a person that is known to the Board member (usually close family or friend) who provides or intends to provide services to the Institution.
- h) Related party transaction is the provision of services by one party to the Institution over which the other "related party" has some influence or control.

## 4. PRINCIPLES

### 4.1 Code of Ethics

- a) Each member, regardless of whether they are elected or appointed or is an ex officio member of the Board, has the responsibility first and foremost to the welfare of the institution and must function primarily as a member of the Board, not as a member of any particular constituency.
- b) Members of specific constituency groups such as faculty, staff or students may bring forward to board discussions the views of their respective constituency; however, in deliberations and voting they shall always act in accordance with the best interest of the college as a whole.
- c) Board members are expected to act at all times in good faith and with honesty and due diligence.
- d) Board members are expected to regularly attend meetings and to adequately prepare for the duties expected of them.
- e) "If a member of the board has not attended three (3) consecutive regular meetings of the board, the member is no longer a member of the board unless excused by resolution of the board." College and Institute Act, [S.59.7].
- f) Board members shall stand by and uphold decisions of the Board.
- g) The conduct and language of Board members must be free from any discrimination or harassment prohibited by the Human Rights Code.
- h) Board members' conduct shall reflect social standards of courtesy, respect and dignity.
- i) Board members must not reveal or divulge confidential information received in the course of their duties.
- j) Confidential information must not be used for any purpose outside that of undertaking the work of the Board. To this end each member of the Board shall take due care to ensure that confidential information of the Board is not made public.
- k) The Board speaks as with one voice. The Board Chair or someone designated by the Board Chair, represents the Board in the public. All Board members must refer to the Board Chair for public comments about the Board and its decisions.
- l) Performance of Board duties shall not result in any personal or private financial or other substantive gain for its members. (Private gain does not include honoraria for service on the Board.)

## 4.2 Conflict of Interest

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

- a) Personal financial interests, assets or holdings are not in conflict with any decision, information or other matter that may be heard by or acted upon by the Board.
- b) Activities undertaken as a private individual are not in conflict with any responsibilities held as a member of the Board.
- c) Activities undertaken as a member of the Board are not in conflict with any activities undertaken as a private individual.
- d) They remain impartial at all times toward individuals who deal with the Board and, as a member, avoid taking any action that may result in preferential treatment for any individual.
- e) Any actual or potential related party transactions are brought to the attention of the Chair and (if deemed appropriate by the Chair) to the rest of the Board.
- f) Personal employment is not dependent on any decision, information or other matter that may be heard by or acted upon by the Board.
- g) Other memberships, directorships, voluntary or paid positions or affiliations, are not in conflict with work undertaken in the course of performing their duties as a member of the board.
- h) Board members who are also members of their faculty and staff associations should refrain from and should not be privy to any board discussion in relation to collective agreement negotiations or dispute resolution.
- i) Student members are not considered to be in conflict on issues related to fees and charges paid to the institution by students, and may engage in the full debate and vote on these issues.

## 4.3 Enforcement

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

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

## 5. GUIDELINES

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

### 5.1 Handling Conflict of Interest

- a) The Board Chair will examine the agenda with a view to determining real, potential or perceived conflict of interest.
- b) If the Board Chair believes there is a conflict of interest situation, they will advise the individual involved.
- c) If the Board member agrees, they will:
  - i. Declare the conflict at the commencement of the meeting at which the topic of conflict is scheduled.
  - ii. For In Camera sessions, the Board member in conflict will absent themselves from the meeting for the duration of the discussion and decision on the topic in conflict.
  - iii. For public sessions, the Board member in conflict will refrain from discussing or voting on the topic in conflict.
- d) If the Board member does not agree, the Board Chair will:
  - i. Call an In Camera meeting prior to the meeting of at which the topic of conflict is scheduled.
  - ii. Put the question to the full Board for a decision at that In Camera meeting.
  - iii. The Board's decision will be final.

### 5.2 Handling a Breach to the Code of Ethics

- a) When a breach to the code of ethics has been identified, the Board Chair will take whatever action they believe is appropriate based on the nature and severity of the breach. Such action may include but is not limited to:
  - i. Warning
  - ii. Reprimand
  - iii. Suspension from the Board
- b) If the member accepts the decision of the Board Chair, the penalty is imposed and the Board Chair must report the action at the next In Camera meeting of the Board.

## Processing an Appeal

- c) If the member rejects the decision of the Board Chair, they may appeal to the Board in writing. The appeal must be requested within one week of the imposition of the penalty.
  - i. The penalty will remain imposed until such time as the Board hears the appeal.
  - ii. The Board will make every effort to hear the appeal within one month of its imposition.
- d) On hearing the appeal the Board may:
  - i. allow whatever evidence it considers appropriate, without regard to the rules of evidence
  - ii. allow the appeal, or
  - iii. impose any of the penalties listed in 5.2(a) or, in the case of an appointed member, request that the Lieutenant Governor in Council remove the appellant from the Board.
- e) The decision of the Board is final.

## 6. RELATED LEGISLATION & POLICIES

[College and Institute Act](#)  
[Human Rights Code, RSBC 1996, c 210](#)

## 7. RELATED VCC POLICIES AND PROCEDURES, BYLAWS

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

