

May 27, 2026, at 5:30 p.m.

VCC Broadway Campus, Building A, Room 5025

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Meeting ID: 244 947 941 499 77

Passcode: 5Fs3MH9G

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 | President, CUPE Local 4627 |
| Melissa Chirino | Executive Director, SUVCC |

We acknowledge that Vancouver Community College (VCC) is located on the traditional and unceded territories of the x^wməθk^wəy̓əm (Musqueam), Sḵw̓x̓wú7mesh (Squamish), and səlilwətał (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial.

| Topic | Action | Speaker | Time | Attach | Page |
|---|--------|-------------------------|-------|--------|------|
| 1. CALL TO ORDER/LAND ACKNOWLEDGEMENT/ OPENING REMARKS | | M. Rashid / A. Patel | 5 min | | |
| 2. APPROVAL OF AGENDA/CONSENT AGENDA | | M. Rashid | 2 min | | |
| 2.1 Minutes: March 25, 2026, Public Meeting | | | | ✓ | 3 |
| 2.2 EdCo Chair Report to BoG | | | | ✓ | 10 |
| 2.3 Concept Papers for Info | | | | ✓ | 13 |
| 2.4 Program Suspensions: Continuing Studies | | | | ✓ | 90 |
| 2.5 Course Deactivation | | | | ✓ | 93 |
| 2.6 Board Correspondence & Activity | | | | | |
| 2.7 News and Events | | | | ✓ | 94 |
| 3. ACTION TRACKER | | M. Rashid | 1 min | | |
| No Items | Info | | | -- | -- |

| Topic | Action | Speaker | Time | Attach ² | Page |
|---|----------|-------------------|--------|---------------------|------|
| 4. INDIGENIZATION AT VCC | | | | | |
| 3-Phased Indigenization Framework Initiative | Info | J. Williams | 10 min | -- | -- |
| 5. CONSTITUENCY GROUP REPORTS | Info | Constituency Reps | | | |
| 5.1 CUPE Local 4627 | | | 5 min | | |
| 5.2 SUVCC | | | 5 min | | |
| 5.3 VCCFA | | | 5 min | ✓ | 101 |
| 6. PROGRAMS, TUITION & FEES | | E. Logan / J. Yu | 20 min | | |
| 6.1 REVISED: Graphic Design Diploma Program | Info | | | ✓ | 103 |
| 6.1.1 Tuition | Decision | | | ✓ | 111 |
| 6.2 NEW: Math 1001 Calculus Connections Lab | | | | | |
| Tuition | Decision | | | ✓ | 115 |
| 6.3 NEW: Chem 1150 Chemistry for Engineering | | | | | |
| Tuition | Decision | | | ✓ | 118 |
| 6.4 NEW: Supply Chain & Logistics Short | | | | | |
| Certificate | Info | | | ✓ | 121 |
| 6.4.1 Tuition | Decision | | | ✓ | 128 |
| 6.5 Dental Hygiene Program Fees | Decision | | | ✓ | 131 |
| 6.6 Certified Dental Assisting (Onsite) Program | | | | | |
| Fees | Decision | | | ✓ | 133 |
| 7. FINANCE AND AUDIT COMMITTEE REPORT | | J. Yu | 20 min | | |
| 7.1 Chair's Report | Info | | | | |
| 7.2 2025/26 Actuals to Budget | Info | | | ✓ | 134 |
| 7.3 2025/26 Audited Financial Statements | Decision | | | ✓ | 139 |
| 8. GOVERNANCE COMMITTEE REPORT | | P. Yeung | 5 min | | |
| 8.1 Chair's Report | Info | | | -- | -- |
| 9. HUMAN RESOURCES COMMITTEE REPORT | | S. Kloot | 5 min | | |
| 9.1 Chair's Report | Info | | | -- | -- |
| 10. VCC FOUNDATION | | C. Zuo | 5 min | | |
| 10.1 Chair's Report | | | | -- | -- |
| 11. NEW BUSINESS | | A. Patel | 15 min | | |
| 11.1 Strategic Innovation Plan | Info | | | ✓ | 165 |
| 12. NEXT MEETING & ADJOURNMENT | Info | M. Rashid | 1 min | | |
| Next meeting: June 24, 2026 at 5:30 p.m. | | | | -- | -- |

March 25, 2026, at 5:45 p.m.
Room 5025, Broadway Campus

ATTENDANCE

Board Members

Mahin Rashid (Chair, Board)
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 (Regrets)

Senior Team & Staff Resources

David Wells VP, Academic & Applied Research
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Jane Shin VP, Students & Community Development
Elmer Wansink AVP, IT & CIO
Clayton Munro AVP, Student & Enrolment Services
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

Frank Cosco VCCFA
Daniel Rohloff Chief Shop Steward, CUPE Local 4627
Melissa Chirino 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 reflected on recent Board and Senior Team retreat, including meetings with the Minister of Post-Secondary Education and Board Chairs, and preliminary insights into the forthcoming post-secondary system review. Key themes included system sustainability, governance responsibilities, collaboration across institutions, and the importance of preparing for potential sector-wide reforms.

The President thanked Board members for their engagement in college events and provided contextual remarks regarding the challenging financial environment facing the post-secondary sector. She highlighted ongoing impacts from international student policy changes, confirmed significant projected revenue declines over the next two fiscal years, and outlined the College’s commitment to financial sustainability while preserving academic integrity, access, and community responsiveness.

2. APPROVAL OF AGENDA & CONSENT AGENDA

MOTION: THAT the VCC Board of Governors approve the March 25, 2026, public meeting agenda, including items on the consent agenda.

2.1 Minutes: February 5, 2026 Public Meeting

2.2 Board Correspondence & Activity

2.3 News and Events

2.4 Program Name Change: Construction Electrician & Clean Energy Diploma

Moved, Seconded & CARRIED (Unanimously)

3. ACTION TRACKER

There were no items on the Action Tracker.

4. INDIGENIZATION AT VCC

Indigenous Story Booth Installation

J. Williams presented an overview of the Indigenous Story Booth initiative recently installed at the Broadway Campus Library. The Story Booth, developed in collaboration with Coast Salish artist Shane Jackson, is a sound-insulated cedar structure designed to support the preservation and sharing of Indigenous stories, teachings, and lived experiences.

The presentation highlighted the collaborative development process involving Indigenous Education and Community Engagement, the Library, Facilities, IT, and external partners. Board members were informed that the project was supported through external Indigenous Pathways and Partnerships funding.

The Story Booth was described as a living archive that supports reconciliation, intergenerational learning, and the integration of oral pedagogy into institutional practice. Board members expressed appreciation for the initiative and its alignment with the College's reconciliation commitments.

5. CONSTITUENCY REPORTS

6.1 CUPE Local 4627

The CUPE Local 4627 representative reported ongoing concerns regarding the college's layoff and consultation processes, noting that since late 2025 the union had sought clearer metrics, enrolment data, budget information, and details regarding the impact on CUPE staff. It was reported that notice of layoffs had been provided in February 2026, but without sufficient supporting information to enable meaningful consultation or mitigation. The representative advised that the union had attempted to work collaboratively with Human Resources to reduce the impact of layoffs, but that the process had been challenging and, in the union's view, less transparent than in prior periods of institutional restructuring. Concern was also expressed regarding reductions in specific operational areas, including the library, bookstore, information technology, and the Learning Centre, where a significant decrease in tutor support was noted. Despite these concerns, the representative emphasized CUPE's ongoing commitment to the institution and advised that advocacy efforts were continuing with CUPE BC, the Ministry, and other post-secondary labour partners.

6.2 Student Union of Vancouver Community College (SUVCC)

The Student Union of Vancouver Community College presented student concerns regarding rising costs, program reductions, and the broader effects of the current funding environment on access to education. The student representative advised that, based on student feedback, the most likely responses to tuition increases would be increased debt and, in some cases, withdrawal from studies. It was emphasized that additional cost pressures would further complicate students' ability to complete their programs and would undermine affordability and accessibility. The report also highlighted the wider post-secondary funding context, noting that sector-wide reliance on international tuition revenues had proven unsustainable and had contributed to layoffs, service reductions, and program pressures across the province. SUVCC urged the

Board to continue advocating for affordable education and sustainable provincial funding rather than relying on fee increases or program cuts to address institutional deficits. Particular emphasis was placed on the importance of community-serving programs, including Deaf and Hard of Hearing education and sign language interpreter training, as examples of programs that provide significant public value and should be preserved with appropriate government support.

6.3 Vancouver Community College Faculty Association (VCCFA)

The Vancouver Community College Faculty Association representative characterized the current situation as a broader systemic failure affecting the college and the public post-secondary sector. The presentation emphasized that community colleges were established to provide accessible education and workforce pathways, and that current fiscal pressures, program-based financial assessments, and proposed tuition increases risk undermining that mandate. Specific examples were cited to illustrate concern about tuition increases and the treatment of essential programs serving community and labour market needs. The Faculty Association also noted concern regarding the sequencing of decision-making related to the enrollment plan and broader academic planning, suggesting that fuller consideration of educational impacts should inform budget-related decisions. In response, board members acknowledged the seriousness of the issues raised, recognized the broader sector-wide nature of the challenges, and reiterated that advocacy with government remained an important part of the Board's role.

6. EDUCATION COUNCIL

6.1 Chair's Report

The Education Council Chair summarized EdCo's discussion of the 2026-27 Enrolment Plan, noting that members understood the financial pressures facing the College but raised concerns regarding academic impacts, student access, program pathways, and longer-term sustainability.

Education Council expressed interest in continued dialogue and appreciated the board's commitment to providing a future forum to discuss academic impacts.

6.2 Enrolment Plan 2026-27

The Board received a report from Education Council regarding the 2026/2027 Enrolment Plan. Education Council advised that it did not recommend approval of the plan as proposed, noting concerns regarding the educational rationale for certain reductions, impacts on student access and pathways, longer-term program sustainability, and alignment with the College's mission, values, and strategic priorities. Education Council also expressed the importance of providing affected departments with opportunities to share their perspectives on the implications of the proposed changes.

In discussion, the Board acknowledged Education Council's advice and thanked Council for its consideration of the academic implications of the proposed enrolment changes. The Board noted its responsibility to consider both educational outcomes and the financial sustainability of the College, and further noted that the proposed Enrolment Plan was directly linked to the operating budget before the Board for approval. Board members recognized the seriousness of the proposed reductions.

MOTION: 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.
Moved and Seconded. Motion Defeated.
Abstained: P. Yeung, F. Barillaro, M. Morales

The discussion was then followed with A. Patel requesting that the Board of Governors approve the 2026–2027 enrollment plan as proposed in the meeting package. D. Wells spoke to the motion, summarizing that the plan was designed to maintain the College as a whole by avoiding vertical cuts, preserving programs where possible, and implementing staged contraction measures in response to the scale of international

enrollment loss. He further explained the legislative context, distinguishing the Board's fiduciary responsibility to manage the affairs of the College and maintain a balanced budget from Education Council's advisory role regarding academic quality and integrity. Following discussion and a call for any final questions, the Board proceeded to a vote on the motion to approve the enrollment plan. The motion carried, with votes recorded in favour and one abstention.

MOTION: THAT, the Board of Governors approve the 2026-27 Enrolment Plan as proposed.
Moved, Seconded, and CARRIED.
Abstained: P. Yeung

7. PROGRAMS, TUITION & FEES

7.1 NEW: Pharmacy Technology Diploma Program

MOTION: 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.
Moved, Seconded & CARRIED (Unanimously)

7.1.1 Tuition: Pharmacy Technology Diploma Program

MOTION: 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
Moved, Seconded & CARRIED (Unanimously)

7.2 NEW: Retail & Service Careers Certificate Program

MOTION: THAT, on the advice of Education Council, the Board of Governors approve the new Retail and Service Careers Certificate credential and program implementation; and the creation of 11 new courses as identified in the Retail and Service Careers Certificate program content guide.
Moved, Seconded & CARRIED (Unanimously)

7.2.1 Tuition: Retail & Service Careers Certificate Program

MOTION: 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.
Moved, Seconded & CARRIED (Unanimously)

7.3 REVISED: Medical Laboratory Assistant Certificate Program

MOTION: THAT, on the advice of Education Council, the Board of Governors approve the implementation of the revised Medical Laboratory Assistant Certificate program; and the creation of 11 new courses as named in the Medical Laboratory Assistant Certificate program content guide.
Moved, Seconded & CARRIED (Unanimously)

7.3.1 Tuition: Medical Laboratory Assistant Certificate Program

MOTION: 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 Intake Tuition: \$15,381.92
Moved, Seconded & CARRIED (Unanimously)

7.4 REVISED: Credit Reduction – Auto Collision & Refinishing Foundation Certificate

MOTION: 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.

Moved, Seconded & CARRIED (Unanimously)

7.5 TUITION: ASL-SLI Bridging Courses

MOTION: 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.

Moved, Seconded & CARRIED (Unanimously)

8. FINANCE AND AUDIT COMMITTEE (FAC) REPORT

8.1 Chair's Report

J. Yu reported that the College is projected to conclude the year with an operating deficit; while international enrolment has declined from previous years, tuition and contract services exceeded budget projections, in part due to increased tuition from associate degree programs.

The Finance and Audit Committee also completed its annual risk management review and adopted updated institutional risk appetite statements to support proactive risk management and operational planning. Key risks identified included cybersecurity threats, changes to immigration policy, and enrolment impacts. The Committee emphasized the importance of embedding risk management into day-to-day operations, with continued focus on crisis readiness and business continuity planning, and noted that the College continues to strengthen its cybersecurity posture, with a Microsoft security score above the sector average.

8.2 2025/26 Forecast to Budget

J. Yu reported that year-end financial uncertainty had diminished, with the latest forecast showing no major surprises and reflecting institution-wide efforts to mitigate pressures. While international enrolment had declined, the College remained broadly on budget and was projected to conclude the year with an operating deficit of approximately \$4.2 million. It was also noted that revenue in certain areas, including University Transfer and associate degree programming, was above budget, while discussion acknowledged the strain being experienced across the institution, including faculty sick leave.

8.3 2025/26 Operating Budget

The Board of Governors received the decision note regarding the 2026/27 Operating Budget and noted that the budget was developed in response to a significant decline in projected international enrolment and tuition revenue. The Board reviewed the key financial assumptions, including total revenue of \$151.8M, total expenses of \$154.9M, and a net operating deficit of \$3.1M, as well as the related expenditure reductions, cost-containment measures, and actions being taken at this time to help the institution navigate the financial difficulties. The Board also noted the principal risks and considerations, including continued uncertainty in international policy and enrolment, timing impacts associated with workforce adjustments, and limited financial flexibility.

MOTION: 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.

Moved, Seconded & CARRIED (Unanimously)

8.4 2025/26 Capital Budget

The Board received the Finance and Audit Committee Chair's report and decision note regarding the 2026/27 Capital Budget, and noted that, in light of the current fiscal environment and institutional priorities, no internal capital funding will be allocated for the 2026/27 fiscal year in order to limit additional amortization

pressures and avoid further growth in unfunded depreciation. In discussion, members asked about college initiative fees currently being collected and how those funds are allocated. Management advised that approximately \$450K is expected to be collected in next fiscal and allocated to operational expenses. Overall annual unfunded amortization expense exceeds the collected fees. Members also emphasized the importance of prudent investment in technology to minimize classroom technology issues.

MOTION: 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.
Moved, Seconded & CARRIED (Unanimously)

9. GOVERNANCE COMMITTEE (GC) REPORT

9.1 Chair's Report

L. Dannhauer reported that the committee met in February and focused primarily on policy work. The committee reviewed the annual policy report for information, including policies that are current, overdue for review, and due for upcoming review. Discussion also included opportunities to improve the visibility of policy status and to highlight new policies more clearly in future reports.

9.2 2025-26 Policy Report

Governance Committee reviewed the annual policy report on February 18, 2026. The report outlines the status of the College's policy portfolio, including policies that are current, due for review, overdue, or under development. Committee discussion included the age of certain policies, improving visibility of policy status to the College community, and better highlighting newly developed policies in future reports.

9.3 REVISED: Media Relations (532)

Governance Committee reviewed the Media Relations (532) policy and procedures to reflect routine updates and to improve clarity and alignment with current practice.

MOTION: 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.
Moved, Seconded & CARRIED (Unanimously)

9.4 REVISED: Selection of Library Materials (511)

The scheduled review for this item updated the policy to reflect current library operations and sector practice, with emphasis on Indigenization, equity, diversity and inclusion, accessibility, and open access resources.

MOTION: 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.
Moved, Seconded & CARRIED (Unanimously)

9.5 G.1.0 Board Conduct Bylaw – Annual Oath of Office Affirmation

Governance Committee completed its annual review of the bylaw on February 18, 2026 and identified no legislative or VCC policy changes requiring revision. Board members will reaffirm the Oath of Office at the March 25, 2026 public meeting as part of regular governance practice, and the oaths signed will be submitted to the College's external auditors.

10. HUMAN RESOURCES COMMITTEE REPORT

10.1 Chair's Report

S. Kloot reported that the Committee last met on March 10, 2026. During the meeting, the Committee welcomed Steve Cardwell as a new member. The Chair further reported that the Committee reviewed A. Patel's presidents' goals, which were subsequently approved by the Board.

11. VCC FOUNDATION UPDATE

C. Zuo provided the VCC Foundation report. He advised that the Foundation Board met on March 3, 2026 at which the 2026/27 budget was approved and the first draft of the Foundation Risk Registry was approved and implemented. The Board was also advised that the Flourish event was well attended, with 373 attendees, approximately \$265,000 raised, nine new sponsors, 28 food and beverage stations, and participation from 11 VCC departments, together with strong social media engagement. In addition, following the close of nominations for the Outstanding Alumni Awards on March 1, 14 nominations were received from 13 VCC departments across five categories. The selection committee reviewed the nominations on March 18 and selected recipients based on the strength and completeness of the nominations and the nominees' ongoing connection to the College.

12. NEW BUSINESS

Program Name Change: Construction Electrician & Clean Energy Diploma

MOTION: 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.

Moved, Seconded & CARRIED (Unanimously)

13. NEXT MEETING & ADJOURNMENT

The next regular public board meeting is scheduled for May 27, 2026, at 5:30 p.m.

The meeting adjourned at 8:17 p.m.



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: May 27, 2026

ISSUE: Education Council Chair Report to Board of Governors

NEW COURSE APPROVALS

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

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

Accordingly, EdCo approved 13 new courses for the revised Global Supply Chain Management Post-Degree Diploma at its April 14, 2026 meeting.

- The new course is not a required part of a program or credential.

Education Council approved the curriculum for the following courses at its May 12, 2026 meeting:

- CHEM 1150 Chemistry for Engineering
- PSYC 2400 Directed Studies in Psychological Research

PREPARED BY: Louise Dannhauer, Chair, Education Council

DATE: May 20, 2026



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: May 27, 2026

ISSUE: Concept Papers:
 2D Animation Diploma
 3D Animation Diploma
 Art Foundation Certificate
 Construction Engineering Technician Diploma
 Cook Skills Certificate
 Culinary Arts Foundations Diploma
 Supply Chain and Logistics Short Certificate
 UI/UX Design Certificate

BACKGROUND:

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

Eight concept papers were presented to Education Council on April 14 and May 12, 2026.

The concept papers are attached for information.

PREPARED BY: Louise Dannhauer, Chair, Education Council

ATTACHMENT: APPENDIX A – Concept Paper – 2D Animation Diploma
 APPENDIX B – Concept Paper – 3D Animation Diploma
 APPENDIX C – Concept Paper – Art Foundation Certificate
 APPENDIX D – Concept Paper – Construction Engineering Technician Diploma
 APPENDIX E – Concept Paper – Cook Skills Certificate
 APPENDIX F – Concept Paper – Culinary Arts Foundations Diploma

APPENDIX G – Concept Paper – Supply Chain and Logistics Short Certificate

APPENDIX H – Concept Paper – UI/UX Design Certificate

DATE: May 20, 2026

New Concept Paper Proposal

2D Animation

Name of Program:

2D Animation

School/Centre:

Trades, Technology & Design

Credential Level:

Diploma

Anticipated Start Date:

September 2026

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

Contact(s)

| Name | E-mail | Phone/Ext. |
|-----------------|-------------------|------------|
| Brett Griffiths | bgriffiths@vcc.ca | 7012 |

PART 1: CONCEPT

Purpose and Context

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

Our mission in the 2D Character Animation Program is to help create the next generation of highly skilled character animators for feature films, television, and commercials. During the 12 months of study, students focus their time on believable character movement and performance. The program is intended to prepare students for the following careers:

- Character Animator
- Storyboard Artist
- Character Designer and Build Artist - Harmony Layout Artist

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

The 2D Character Animation program directly supports the five priorities outlined in the VCC Strategic Innovation Plan 2022-25:

Academic Innovation: The priority to deliver programming "responsive to the diverse and changing learner, community, and employer needs" is directly addressed by this program's

mission to create the next generation of highly skilled character animators for feature films, television, and commercials. By training students to showcase marketable skills for entry-level jobs in the feature film, television, and video game industries, VCC fulfills its mandate to build educational models that respond to evolving employer demands.

Campuses of the Future: This priority dictates that VCC must "Develop a technology infrastructure that supports education and service delivery on-campus". Because the animation program requires classrooms to replicate the studio environment and must "stay up to date with equipment and technology to support curriculum delivery", it will serve as a direct catalyst for modernizing VCC's technological footprint and lab spaces.

Engaged Communities: The college aims to "Grow external partnerships and associations that increase our community impact and industry recognition". Establishing a specialized digital arts program requires deep ties with local BC animation studios to ensure the curriculum accurately reflects industry production schedules and creative interaction, thereby expanding VCC's strategic partnerships in the digital entertainment sector.

Indigenization, Justice, Equity, Diversity & Inclusion: Character animation is inherently "a form of communication, an integral component of visual story telling". As an art form that blends visual communication and creative expression, this program provides a powerful medium for students to "Reflect and respect Indigenous knowledge, culture and history". By training diverse cohorts to communicate through cinematic imagery and engaging stories, VCC supports its goal of renewing curricula for "greater inclusion of diverse ways of knowing and being".

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

The program features support courses in storytelling, character design, story boarding, editing, sound design, and music. The blending of these many disciplines is essential for strong visual communication and creative expression, which naturally complements and intersects with existing digital media, music, or design programs at VCC.

Needs Assessment

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

The program meets the need for rigorous, focused training in character animation, an art form that can be realistic or stylized and interpretive. It provides foundational training where an artist learns to understand the source of an image so the interpretation of it can be created with the skill of visual communication.

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

Animation professionals primarily fall under the National Occupational Classification (NOC) code 52120 (Graphic designers and illustrators), which explicitly includes 2D animators, multimedia graphic design technicians, and computer graphics technicians.

The British Columbia digital entertainment and motion picture sector is a massive economic driver. According to Creative BC, the motion-picture industry supported over 37,000 jobs and generated \$2.7 billion in GDP in the province in 2022. While the sector faced temporary global disruptions during the 2023 industry strikes, the BC Government has aggressively moved to capture market share by increasing the Film Incentive BC (FIBC) and Production Services Tax Credit (PSTC) to 36% (effective January 1, 2025). This legislative action explicitly includes restored regional tax credits for animated productions, signaling a strategically supported rebound in provincial labour demand for specialized digital animation and related labour. Local studios rely on a constant pipeline of technically proficient graduates to fulfill junior roles and support expanding production slates.

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

Student demand for visual and digital arts education in BC remains exceptionally high. Existing animation and digital design programs at neighboring public and private institutions frequently operate with competitive waitlists and rigorous portfolio prerequisites. The continued prominence of Vancouver as a top-tier North American filming and animation hub drives strong, sustained regional and international student demand for career-focused media arts education.

Competitive Analysis

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

Several established animation programs exist in the Lower Mainland, serving different segments of the market:

- **Emily Carr University of Art + Design:** Offers a 4-year Bachelor of Media Arts in 2D + Experimental Animation. The curriculum leans heavily on media theory, aesthetic self-expression, and fundamental design principles rather than strict studio pipeline production.
- **Capilano University:** Offers a 2-year 2D Animation Diploma. It is strongly focused on technical industry preparedness and pipeline production, serving as a primary competitor in the public post-secondary space.
- **Vancouver Film School (VFS):** Offers accelerated, intensive 12-month diploma programs focused specifically on specialized animation to fast-track graduates into the industry, operating at a highly premium, private-institution tuition tier.

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

Yes. Media Arts and Animation programs in the province are overseen by BCCAT. Specifically, the Visual Art and Design Articulation Committee facilitates student transfer, data sharing, and curriculum equivalency discussions across BC's public post-secondary institutions.

Student Profile

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

Target students require high school graduation (or equivalent) OR mature student status (19 years of age or older). Admission is based on a review of a portfolio containing 12 examples of the applicant's best artwork, with a minimum of 5 pieces of life drawing. Additionally, applicants must provide a one-page letter of intent detailing their educational and/or work background, career goals and passions, and their reasoning for choosing this specific program.

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

Students will be recruited locally and globally. For international applicants not fluent in English, proficiency can be satisfied by providing documentation of test scores, such as an IELTS Academic test with a minimum overall score of 6.0, a TOEFL iBT with a minimum score of 68, or a Duolingo English Test (DET) minimum score of 95.

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

VCC's journey towards decolonization, indigenization, and reconciliation is rooted in a commitment to improve educational and career outcomes for Indigenous people in B.C.. To ensure equitable access and success for Indigenous students, this program will integrate with current VCC initiatives, which include priority enrolment, Indigenous-focused program delivery, access to Indigenous advisors and Elders on campus, and the use of dedicated gathering spaces.

Quality

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

Once the program is running, we will explore opportunities for accreditations, affiliations, and articulations as well as block transfer arrangements.

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

Faculty will be recruited through VCC's standard processes for recruitment.

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

Our classrooms replicate the studio environment with production schedules and creative interaction. Students will use project management techniques to accurately plan, track, and complete complex projects on time. By the conclusion of the program, students will create an animated short film or a series of exercises showcasing the skills they have mastered.

Admission, Delivery, and Design

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

The program duration is 1 year, representing approximately 1269 hours total. The curriculum is structured sequentially from Term 1 through Term 4.

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

To support internal institutional pathways, applicants can fulfill language proficiency prerequisites by successfully completing VCC's own Academic Upgrading or EAL Pathways. Students looking to meet the program's strict portfolio admission requirements, which mandate 12 examples of artwork, including a minimum of 5 pieces of life drawing, can prepare by taking foundational visual arts courses within VCC's existing Graphic Design Diploma program, such as Design Foundation or Digital Image. Additionally, students who have successfully completed an Art Foundation program at a partner institution can meet the portfolio requirement through the submission of supporting documents.

Upon graduating from the 2D Character Animation program, students will possess marketable skills to enter the industry directly as entry-level character animators or storyboard artists. Alternatively, graduates seeking to broaden their corporate content creation and media management capabilities could apply internally for VCC's Digital Communication, Social Media and Multimedia Post-Degree Diploma.

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

Program will be full time blended

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

No

Operational Needs

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

Additional software licenses will be needed, these have been included in the operational costs.

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

Program curriculum is fully developed and will require minimum modifications to deliver at VCC.

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

The program will not be able to be run.

Phase In/Phase Out Plan

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

This is a new program

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Funding will come from domestic and international student tuition. See attached costing.

New Concept Paper Proposal

3D Animation

Name of Program:

3D Animation

School/Centre:

Trades, Technology & Design

Credential Level:

Diploma

Anticipated Start Date:

September 2026

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

Contact(s)

| Name | E-mail | Phone/Ext. |
|-----------------|-------------------|------------|
| Brett Griffiths | bgriffiths@vcc.ca | 7012 |

PART 1: CONCEPT

Purpose and Context

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

Our mission in the 3D Character Animation Program is to help create the next generation of highly skilled character animators for feature films, television, and commercials. During the 12 months of study, students focus their time on believable character movement and performance. The program is intended to prepare students for the following careers:

- Character Animator
- Storyboard Artist
- Layout Artist

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

The 3D Character Animation program directly supports the five priorities outlined in the VCC Strategic Innovation Plan 2022-25:

- **Academic Innovation:** The priority to deliver programming "responsive to the diverse and changing learner, community, and employer needs" is directly addressed by this program's mission to create highly skilled 3D character animators. By training students to showcase marketable skills for entry-level jobs in the feature film, television, and video game industries, VCC fulfills its mandate to build educational models that respond to evolving employer demands.

Campuses of the Future: Because the animation program requires classrooms to replicate the studio environment and must stay up to date with equipment and technology to support curriculum delivery, it will serve as a direct catalyst for modernizing VCC's technological footprint and lab spaces.

- **Engaged Communities:** Establishing a specialized 3D digital arts program requires deep ties with local BC animation studios to ensure the curriculum accurately reflects industry production schedules and creative interaction, thereby expanding VCC's strategic partnerships.
- **Indigenization, Justice, Equity, Diversity & Inclusion:** Character animation is an integral component of visual story telling. By training diverse cohorts to communicate through engaging stories and cinematic imagery, VCC supports its goal of renewing curricula for greater inclusion of diverse ways of knowing and being.

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

The program features support courses in storytelling, character design, story boarding, editing, sound design, and music. The blending of these many disciplines is essential for strong visual communication and creative expression, which naturally complements and intersects with existing digital media, music, or design programs at VCC.

Needs Assessment

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

The program meets the need for rigorous, focused training in 3D character animation, an art form that can be realistic or stylized and interpretive. It provides foundational training where an artist learns to understand the source of an image so the interpretation of it can be created with the skill of visual communication.

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

Animation professionals primarily fall under the National Occupational Classification (NOC) code 52120 (Graphic designers and illustrators), which explicitly includes multimedia graphic design technicians and computer graphics technicians. The British Columbia digital entertainment and motion picture sector is a massive economic driver. The BC Government has aggressively moved to capture market share by increasing the Film Incentive BC (FIBC) and Production Services Tax Credit (PSTC) to 36% (effective January 1, 2025). This explicitly

includes restored regional tax credits for animated productions, signaling a strategically supported rebound in provincial labour demand.

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

Student demand for visual and 3D digital arts education in BC remains exceptionally high. Existing animation and 3D design programs at neighboring public and private institutions frequently operate with competitive waitlists. The continued prominence of Vancouver as a top-tier North American 3D animation hub drives strong, sustained regional and international student demand.

Competitive Analysis

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

Several established 3D animation programs exist in the Lower Mainland:

- **Emily Carr University of Art + Design:** Offers a 4-year Bachelor of Media Arts. The curriculum leans heavily on media theory and fundamental design principles rather than strict 3D studio pipeline production.
- **Capilano University:** Offers a 2-year 3D Animation Diploma focused on technical industry preparedness.
- **Vancouver Film School (VFS):** Offers accelerated, intensive 12-month 3D animation diploma programs to fast-track graduates into the industry at a highly premium, private-institution tuition tier.

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

Yes. Media Arts and Animation programs in the province are overseen by BCCAT. Specifically, the Visual Art and Design Articulation Committee facilitates student transfer, data sharing, and curriculum equivalency discussions across BC's public post-secondary institutions.

Student Profile

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

Admission requires high school graduation (or equivalent) OR mature student status (19 years of age or older). Admission is based on a review of a portfolio containing 12 examples of the applicant's best artwork, with a minimum of 5 pieces of life drawing. Additionally,

applicants must provide a one-page letter of intent detailing their educational and/or work background, career goals, passions, and their reasoning for choosing this specific program.

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

Students will be recruited locally and globally. For international applicants not fluent in English, proficiency can be satisfied by providing documentation of test scores, such as an IELTS Academic test with a minimum overall score of 6.0, a TOEFL iBT with a minimum score of 68, or a Duolingo English Test (DET) minimum score of 95.

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

To ensure equitable access and success for Indigenous students, this program will integrate with current VCC initiatives, which include priority enrolment, Indigenous-focused program delivery, access to Indigenous advisors and Elders on campus, and the use of dedicated gathering spaces.

Quality

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

Students who have successfully completed an Art Foundation program or a post-secondary diploma or degree directly related to this field of study can meet the Portfolio Requirement through the submission of supporting documents.

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

Faculty will be recruited using existing processes

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

Our classrooms replicate the studio environment with production schedules and creative interaction. Students will use project management techniques to accurately plan, track, and complete complex projects on time. By the conclusion of the program, students will create an animated short film or a series of exercises showcasing the skills they have mastered.

Admission, Delivery, and Design

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

The program duration is 1 year in duration. The curriculum is structured sequentially from Term 1 through Term 4.

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

To support internal institutional pathways, applicants can fulfill language proficiency prerequisites by successfully completing VCC's own Academic Upgrading or EAL Pathways. Students looking to meet the program's strict portfolio admission requirements can prepare by taking foundational visual arts courses within VCC's existing Graphic Design Diploma program. After graduation, students possess marketable skills as entry-level animators or storyboard artists for feature film, television, and video game industries.

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

Program is full time blended

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

No

Operational Needs

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

Additional software licenses will be needed, these have been included in the operational costs.

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

Program curriculum is fully developed and will require minimum modifications to deliver at VCC.

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

The program will not be able to be run.

Phase In/Phase Out Plan

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

This is a new program.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Funding will come from domestic and international student tuition. See attached costing.

New Concept Paper Proposal

Art Foundation

Name of Program:

Art Foundation

School/Centre:

Trades, Technology & Design

Credential Level:

Certificate

Anticipated Start Date:

September 2026

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

Contact(s)

| Name | E-mail | Phone/Ext. |
|-----------------|-------------------|------------|
| Brett Griffiths | bgriffiths@vcc.ca | 7012 |

PART 1: CONCEPT

Purpose and Context

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

The purpose of the Art Foundation Program is to help students build a solid foundation in drawing, design, storyboarding, animation, and video editing. It acts as a guiding step toward a career choice program while assisting students in building a portfolio demonstrating their foundational skills.

This is an introductory-level program and does not lead immediately to a career. Instead, the foundation program leads into career choice programs like Animation, Visual FX for Film & Television, Photography, Web Design, Video Games, and Acting.

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

This program directly aligns with the VCC Strategic Innovation Plan 2022-25:

- **Academic Innovation:** The program supports VCC's mandate to transform the student experience by meeting learners where they are in a student-centred

approach. By offering foundational training, VCC supports lifelong learning and responds to evolving student needs before they commit to a rigorous career program.

- **Campuses of the Future:** The program demands a technology infrastructure that supports education and service delivery on-campus and in virtual spaces, supporting both traditional and digital arts delivery.
- **Justice, Equity, Diversity & Inclusion:** As a pathway program, it creates accessible entry points for diverse learners, renewing operational practices and educational models for greater access and equity.

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

This program is expressly designed as an educational bridge. It acts as a direct feeder into VCC's more advanced media and design programs by ensuring students have the requisite portfolios and fundamental visual communication skills necessary for admission into specialized streams.

Needs Assessment

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

The program meets the vital educational need for portfolio development. Upon successful completion, students will be able to produce portfolio-ready media, create drawings with believable depth and perspective, develop concept art, and design media for print and screens.

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

While this specific introductory program does not lead directly to employment, it serves the massive labour market demand of the broader creative pipeline. According to 2023 data from the BC Ministry of Tourism, Arts, Culture and Sport, the province's creative sector generated an estimated \$5.6 billion in total GDP and supported over 69,000 jobs.

This program prepares students for career-track diplomas that feed directly into primary National Occupational Classification (NOC) codes, specifically:

- **NOC 52120 (Graphic designers and illustrators):** This high-demand category includes 2D/3D animators, layout artists, and multimedia design specialists.
- **NOC 53122 (Painters, sculptors and other visual artists):** This covers broader artistic occupations requiring foundational visual training. The creative industries require an ongoing supply of highly skilled technical talent; this foundation program provides the necessary stepping stone for students who initially lack the portfolio requirements to enter technical training.

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

Post-secondary arts and design programs in BC frequently require rigorous portfolio submissions for admission. There is high student demand for structured, intensive preparatory programs that provide the mentorship and resources necessary to build a competitive portfolio for entry into these heavily impacted career programs.

Competitive Analysis

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

- **Capilano University (CapU):** Offers an IDEA School of Design preparatory program and various continuing studies foundation courses.
- **Emily Carr University of Art + Design:** Requires a "Foundation Year" for all incoming undergraduate students before they declare a specific media or design major.
- **Vancouver Film School (VFS):** Offers a 12-month Foundation Visual Art & Design program at a private-institution premium, focusing heavily on rapid pipeline entry.

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

Yes. Visual and media arts courses in the province are overseen by BCCAT. The Visual Art and Design Articulation Committee facilitates student transfer and curriculum equivalency discussions across BC public post-secondary institutions.

Student Profile

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

Target students are those seeking to build their artistic foundation. Admission requires high school graduation (or equivalent) OR mature student status (19 years of age or older). Applicants must submit a one-page letter of intent detailing their educational and/or work background, their career goals and passions, and why they have chosen this specific program.

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

Students will be recruited locally and internationally. For students not fluent in English, proficiency may be satisfied by providing documentation showing an IELTS Academic test with a minimum overall score of 6.0, a TOEFL iBT with a minimum score of 68, or a Duolingo English Test (DET) minimum score of 95.

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

To support Indigenous student success, the program will leverage existing institutional frameworks such as priority enrolment, access to Indigenous advisors and Elders on campus, and the use of campus gathering spaces. This aligns with VCC's mandate to foster belonging and well-being by integrating the context and priorities of Indigenous communities.

Quality

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

Once the program is running, we will explore opportunities for accreditations, affiliations, and articulations as well as block transfer arrangements.

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

Faculty will be recruited through VCC's standard processes for recruitment.

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

The primary practical outcome of this program is portfolio generation. Over the course of the curriculum, students will actively produce portfolio-ready media, culminating in projects spanning short film production, multi-media design, and concept art.

Admission, Delivery, and Design

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

Program duration is 6 months. One intake per year.

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

This program operates specifically as an incoming pathway. Graduates of the Art Foundation program will be primed to apply for career choice programs such as Animation, Visual FX, and Graphic Design.

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

Full time, blended

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

No

Operational Needs

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

Additional software licenses will be needed, these have been included in the operational costs.

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

Program curriculum is fully developed and will require minimum modifications to deliver at VCC.

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

The program will not be able to be run.

Phase In/Phase Out Plan

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

This is a new program

PART 2: INITIAL BUSINESS CASE

Work with the Finance Department to develop a Business Case and financial projections. This must include: tuition/fees revenue or other sources of funding and costs; an estimate

of capital required for classroom/lab renovations, IT and equipment if needed for the delivery of the new program; and a 4 year projection on tuition, fees, and other revenue, and expected operating (direct and indirect) and capital costs.

What is the source of funding for this program?

Funding will come from domestic and international student tuition. See attached costing.

New Concept Paper Proposal

Construction Engineering Technician Diploma

Name of Program:

Construction Engineering Technician Diploma

School/Centre:

Trades, Technology & Design

Credential Level:

Diploma

Anticipated Start Date:

September 2027

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

Contact(s)

| Name | E-mail | Phone/Ext. |
|----------------|-------------------|--------------|
| Kelly Wightman | kwrightman@vcc.ca | 604-328-8744 |

PART 1: CONCEPT

Purpose and Context

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

The proposed Construction Engineering Technician Diploma replaces the CAD & BIM Diploma. Student will continue to take year one certificate options, Architectural, Mechanical, Civil/Structural or Steel Construction Modelling and continue to a revised year 2 program which is designed to bridge the gap between digital design skills and practical on-site construction knowledge. The purpose of this program is to produce graduates who are capable of supporting engineers, architects, and site supervisors in the planning, execution, and inspection of building construction projects. By combining foundational CAD/BIM competencies from Year 1 with applied construction engineering technician training in Year 2, the program prepares students for the integrated and technology-driven nature of modern construction environments.

I have consulted with the Program Advisory Committee (PAC) and several industry partners to gather insights on the current and emerging needs of the engineering and architectural sectors.

Program Objectives

By the end of the specialization, graduates will be able to:

- Apply fundamental structural engineering principles to evaluate and interpret building designs.
- AI-Enhanced BIM Applications
- Demonstrate practical understanding of construction techniques for concrete, steel, masonry, and building envelope systems.
- Conduct and document site inspections, identifying issues related to safety, quality, and code compliance.
- Use applicable building codes to assess design requirements and construction practices.
- Construction Estimating Fundamentals
- Prepare professional technical reports, including site diaries, inspection logs, material test summaries, and compliance reports.
- Communicate effectively with project stakeholders using both CAD/BIM documents and field-based observations.
- Support construction planning activities using digital tools, including BIM-enabled workflows

Occupations and Job Titles

- Construction & Site Roles
- Construction Engineering Technician
- Assistant Site Superintendent (Entry-Level)
- Site Inspector (Entry-Level)
- Construction Inspector Assistant
- Field Technician (Construction/Engineering)
- Quality Control Technician (Construction)
- Construction Safety Technician (Entry-Level)
- Estimator

Proposed 2nd year Courses:

1. AI-Enhanced BIM Applications (IBP)
2. Site Safety/Site Process / Site Inspection for Construction
3. Construction Estimating
4. Site Digital Survey, 3D laser scanning, mixed-augmented.
5. Construction technical report writing / Communications.
6. Building Codes - BC Energy Step Code and Canada's net-zero targets.
7. Construction Project Management
(proposal writing, construction documents, digital data management)

Design & BIM/CAD Roles

- CAD Technician (Architectural / Structural / Civil/Steel detailer)
- BIM Technician / BIM Modeler
- Junior BIM Coordinator
- Drafting Technician (Building or Structural)

Municipal, Government & Regulatory Roles

- (Common in cities, municipalities, and provincial agencies like BC Housing, Metro Vancouver, etc.)
- Building Permit Technician (Entry-Level)
- Building Code Compliance Assistant
- Planning & Development Assistant (Entry-Level)
- Engineering Assistant (Entry-Level – Municipal)

Project Support & Office-Based Construction Roles

- Construction Project Assistant
- Project Coordinator (Entry-Level)
- Estimating Assistant / Quantity Takeoff Technician
- Procurement/Contract Administration Assistant (Construction)
- Site Documentation Technician

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

Alignment With VCC Principles, Priorities, Mission, and Core Values

The Construction Engineering Technician Diploma strongly supports the direction and priorities outlined in VCC’s institutional and departmental planning, as well as provincial workforce and education goals. The program reflects VCC’s commitment to delivering accessible, industry-aligned training that prepares learners for meaningful careers in B.C.’s growing construction and built-environment sectors.

Why VCC?

VCC is uniquely positioned to deliver this specialization due to its established leadership in CAD/BIM education, strong industry partnerships, and commitment to applied, hands-on learning.

Alignment with VCC's Mission

VCC's mission is to *offer practical, applied, and accessible education that meets the needs of learners, employers, and communities.*

This program supports the mission by:

- Providing hands-on, career-focused training rooted in real construction practices, site supervision, and code application.
- Addressing local labour market demand for skilled construction technicians who can support B.C.'s infrastructure and housing priorities.
- Delivering accessible pathways for students—from CAD/BIM foundations in Year 1 to applied technical training in Year 2.
- Bridging digital design and on-site practice, enabling graduates to contribute immediately to B.C.'s construction workforce.

Alignment with VCC's Core Values

1. Learning First

The program uses applied, experiential learning—site visits, labs, inspections, and BIM-integrated activities—to ensure students gain practical skills that reflect real industry practice.

2. Student Success

The program includes clear employability outcomes and prepares students for high-demand entry-level roles. It also creates laddering opportunities to related diplomas and apprenticeships.

3. Accountability & Quality

Curriculum is aligned with B.C. building codes, industry standards, and employer expectations, ensuring graduates meet provincial competency needs.

4. Community & Industry Partnerships

The program strengthens engagement with construction firms, municipal agencies, and engineering consultants—key employers that VCC supports through workforce development.

5. Innovation

Blending BIM technology with construction field applications supports VCC's innovation priority, preparing students for a digital-forward construction sector.

Alignment With VCC Strategic and Academic Priorities

1. Workforce Development for B.C.'s Labour Market Needs

The B.C. construction sector continues to face shortages in technical and supervisory roles. This specialization directly supports provincial workforce priorities by producing job-ready technicians who can assist in:

- housing construction
- infrastructure development
- building inspection and permitting
- BIM-enabled project delivery

2. Applied Learning and Experiential Education

Departmental and institutional plans emphasize hands-on training that leads to employment.

The program integrates:

- site inspection labs
- real or simulated site supervision activities
- code-compliance exercises
- BIM-integrated construction workflows

These elements embody VCC's applied-education mandate.

3. Indigenization, Inclusivity, and Accessible Pathways

The program structure supports multiple VCC commitments:

- An approachable, two-year diploma that offers at least one clear entry point and one exit point.
- Training designed to be accessible to diverse learners, including newcomers, career changers, and underrepresented groups in construction.
- Opportunities to integrate Indigenous perspectives on land, building, and construction stewardship (if desired by the department).

4. Technology Integration and Digital Literacy

BIM and CAD literacy are core components of VCC's applied technology planning.

The specialization continues this focus by teaching students how to apply digital models to real construction tasks, reinforcing VCC's technology-forward goals.

Alignment With Ministerial and Provincial Priorities

This program supports B.C. Ministry of Post-Secondary Education and Future Skills priorities by:

- Addressing labour shortages in construction, engineering, permitting, and site supervision roles.

- Providing applied, job-focused education tied directly to employer needs.
- Supporting the provincial focus on housing supply, infrastructure expansion, and building safety.
- Emphasizing skills training, employability, and economic recovery aligned with Trades & Apprenticeship pathways.

Summary

By integrating digital design foundations with applied construction engineering competencies, the program advances VCC's goals of delivering accessible, applied, industry-driven education. It strengthens the CAD & BIM Department's capacity to support B.C.'s construction workforce, aligns with institutional mission and values, and addresses provincial priorities for highly skilled technicians in the built environment sector.

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

Supports Business, Project Management, and Continuing Studies Offerings

- Introduces students to essential project coordination and documentation skills that align with VCC's Construction Project Management and related Continuing Studies courses.
- Provides a talent pipeline for short-term microcredentials (e.g., construction safety, site management, estimating).

Needs Assessment

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

The Construction Engineering Technician Diploma addresses a significant and growing educational need within B.C.'s construction and built-environment sectors. The program fills several gaps that currently exist between design-focused training, trades programs, and the technical skills required in modern construction workplaces.

B.C.'s construction industry is also being reshaped by provincial and national commitments to sustainable housing, clean energy, and low-carbon construction. Meeting these goals requires technicians who understand digital workflows as well as energy-efficient design, low-carbon materials, and modern sustainable building practices.

The construction industry is undergoing rapid transformation driven by AI BIM adoption, digital delivery methods, increasing regulatory complexity, and a growing emphasis on constructability, coordination, and lifecycle management. Employers consistently report a shortage of technicians who possess not only strong CAD and BIM skills, but also a practical understanding of construction means and methods, materials, codes, and site processes.

The proposed Construction Engineering Technician Diploma is intended to meet this educational need by integrating digital modeling competencies with applied construction

engineering knowledge. The program prepares graduates to support engineers, architects, steel detailers, Contractors and site supervisors through accurate modeling, quantity take-offs, coordination, document control, and field-informed problem solving. Students will also gain hands-on experience operating laser scanners and drones to capture accurate site data. Graduates will be job-ready to contribute immediately in design offices, fabrication environments, and construction sites, bridging the gap between digital models and real-world construction delivery while supporting efficient, coordinated, and compliant project outcomes.

By aligning technical training with current industry workflows and expectations, the program responds directly to labour market demand for adaptable, job-ready technicians capable of operating within multidisciplinary, technology-driven construction environments.

Key drivers include:

Digital Transformation of Construction

Rapid adoption of BIM, AI-assisted modeling, and digital delivery methods has shifted industry expectations. Employers now require technicians who can work fluently across coordinated models, data-rich drawings, and integrated project platforms rather than traditional 2D CAD alone.

Industry Demand for Job-Ready Technicians

Contractors, consultants, and fabricators consistently report difficulty finding technicians who combine strong technical modeling skills with practical knowledge of construction means and methods, materials, codes, and site processes.

Growing Use of Reality Capture Technologies

Laser scanning, drones, and photogrammetry are increasingly used for site verification, as-built documentation, progress tracking, and clash mitigation. There is a clear need for technicians trained to safely operate this equipment and integrate site data into BIM workflows.

Increased Project Complexity and Coordination Requirements

Modern projects involve more stakeholders, tighter schedules, and higher levels of coordination. Technicians play a critical role in model coordination, quantity take-offs, constructability review, and resolving issues before they reach the site.

Regulatory and Documentation Requirements

Increasing regulatory oversight, quality assurance requirements, and documentation standards require accurate, traceable digital records. Technicians must understand codes, standards, and digital document control processes.

Productivity and Cost Pressures

Labour shortages, rising material costs, and compressed schedules are driving employers to rely on accurate modeling, early clash detection, and data-driven decision-making to reduce rework and improve productivity.

Bridging the Design–Construction Gap

There is a growing need for technicians who can translate design intent into buildable solutions, support field teams with accurate information, and communicate effectively between engineers, designers, fabricators, and site personnel.

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

1. There is substantial evidence that B.C.'s construction, engineering, and municipal sectors require more trained construction technicians with both digital and field-ready skills. Multiple indicators demonstrate sustained and growing demand:

Drafting Technologists & Technicians

 - According to WorkBC, there are 1,650 job openings for drafting technologists and technicians in B.C. over a 10-year forecast period. https://www.workbc.ca/career-profiles/drafting-technologists-and-technicians#career_overview
 - In B.C., these roles are not limited to design firms — a meaningful share of work comes from the construction sector. Drafting, CAD/BIM, and related technician roles are projected to have approximately 87,280 job openings in BC 2025-2035 years across construction, engineering, and architectural services. https://www.workbc.ca/industry-profile/construction#industry_overview
 - On Job Bank, the *Computer-Assisted Drafting (CAD) Technician* role (NOC 22212) has 4,450 people currently employed in B.C. (per their 2021 census data) and has a three-year outlook. [Job Bank](#)
 - There is concrete labour market data showing demand and future job openings across construction-related fields that align with CAD, & BIM (year 1), construction management, site supervision, and other technical roles in British Columbia. 87,000+ job openings (2025–2035) in the construction sector overall. https://www.workbc.ca/industry-profile/construction#industry_overview

2. Construction / Site Inspectors (Building Inspectors)

1. Job Outlook for Inspectors

- On Job Bank, *Construction Inspectors* in B.C. (NOC 22233) have a moderate employment outlook for 2024–2026. <https://www.bc.jobbank.gc.ca/marketreport/outlook-occupation/3586/BC%3Bjsessionid%3DEDC73779BF6382A9BD0549130C6F9A2A.jobsearch>
- According to WorkBC, this occupation involves inspecting and examining buildings, bridges, highways and construction sites to make sure specifications, building codes and safety regulations are observed https://www.workbc.ca/career-profiles/construction-inspectors?#career_overview

- Construction inspectors typically require post-secondary training (e.g., college diploma) plus experience, which aligns with a technician-level diploma rather than a full engineering degree. <https://www.bc.jobbank.gc.ca/marketreport/requirements/3586/ca%3Bjsessionid%3DEDC73779BF6382A9BD0549130C6F9A2A.jobsearch77>

2. Active Job Postings

- There are dozens of building inspector roles currently posted in B.C. on Indeed — e.g., senior inspector, civil inspector, QA/QC inspector.

3. Structural Demand in Construction

- The **BCCA (BC Construction Association) Spring 2024 Industry Stat Pack** reports an estimated \$160B+ in active major construction projects in B.C., driving demand for technically skilled labour including inspectors and BIM-enabled staff. <https://bccassn.com/bc-construction-industry-spring-2024-stat-pack-and-survey-report/>
- BuildForce Canada projects that employment demand in the B.C. construction sector will remain elevated through 2025–2029, driven by both infrastructure and residential work. <https://www.buildforce.ca/en/press-release/british-columbia-is-projected-to-see-near-term-labour-market-challenges-as-employment-demands-rise-to-a-peak-in-2029/>

Interpretation: What This Means for a Construction Engineering Technician Program

- **CAD / BIM Skills:** The data shows real demand for drafting technicians and increasing use of BIM in infrastructure. A diploma that teaches CAD *and* BIM gives graduates relevant, in-demand skills.
- **Inspection / Code Knowledge:** With moderate but stable demand for construction inspectors, there is a defined labour market need for technicians who understand building codes, site inspection, and how digital models (BIM) relate to physical construction.
- **Bridging Demand:** Industry needs are shifting — it's not just traditional trades. There's a growing niche for people who understand both digital design (CAD/BIM) and on-the-ground construction practices (inspection, site coordination).

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

PAC and student feedback consistently indicate a desire for greater exposure to construction processes, site coordination, quantities, and real-world project workflows. This demand is particularly strong among mature students, career changers, and international students who already hold degrees or diplomas in engineering or architecture and are seeking practical, industry-aligned Canadian credentials to improve employability.

The program also responds to demand from students seeking clear, direct pathways to technical roles such as construction engineering technician, BIM technician, civil technician,

and steel detailer—roles that are well understood in the labour market and offer strong employment outcomes. Interest from industry partners further reinforces student demand, as employer engagement and hiring practices signal to prospective students that these skills are valued and lead to meaningful career opportunities.

512 students are currently on waitlists for Trades Foundation programs in BCIT's School of Construction & Environment, demonstrating significant unmet demand for construction-related training seats.

- Civil Engineering Technicians (NOC 22220) – Lower Mainland/Southwest
 - Job Bank projects a moderate employment outlook for 2024–2026.
 - Previous labour-market conditions showed a labour shortage, indicating insufficient qualified applicants for available roles.
- Construction Inspectors (NOC 22233) – Lower Mainland/Southwest
 - Job Bank forecasts a moderate outlook for 2024–2026, signaling steady employer demand that attracts student interest.
- Engineering Inspectors / Regulatory Officers (NOC 22231) – British Columbia
 - Job Bank identifies a "Good" employment outlook for 2024–2026, reflecting strong labour demand for inspection and code-compliance roles.
 - These roles closely match the anticipated outcomes of Construction Engineering Technician graduates.
- B.C.'s construction industry continues to be one of the province's largest employers, maintaining a high volume of technical and supervisory job openings that draw students into construction-technology pathways.

Competitive Analysis

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

Construction / CAD / BIM / Technician Programs Comparison

Vancouver Community College (VCC) — CAD & BIM Technician Diploma: This is a 2-year full-time diploma covering CAD and BIM fundamentals across architectural, civil/structural, steel, and mechanical disciplines. Domestic tuition is CA\$13,801. The program offers blended delivery and a certificate exit option after the first year.

VCC — CAD/BIM Certificates (specialized: Architectural, Civil/Structural, Mechanical, Steel): These are 10–12 month full-time certificates providing specialized CAD/BIM drafting credentials. Tuition is roughly half that of the full diploma and feeds into the full CAD & BIM Diploma. Flexible entry and exit pathways support diverse learner needs.

Brighton College — Civil Infrastructure Design Technology Diploma: A private college offering a 31–35 week diploma with a practicum component. Domestic tuition is CA\$14,700; international tuition is CA\$18,450. Focus is on civil infrastructure design, drafting, construction methods, and Civil 3D/AutoCAD. Hybrid or on-site delivery is available.

BCIT — Civil Technology / Civil Engineering Technology Diploma or Certificate Pathways: Full-time diplomas run for 2 years with part-time or certificate pathways available. Tuition varies and is determined using BCIT's Tuition Estimator. Programs cover civil-technology skills such as materials testing and infrastructure support. Full-time diploma intakes are highly competitive.

Kwantlen Polytechnic University (KPU) — Computer Aided Design & Drafting (CADD) Diploma: A 62-credit, 2-year diploma providing CAD/BIM drafting fundamentals for architectural, structural, and mechanical roles. International tuition is approximately CA\$740.95 per credit; domestic per-semester tuition is around CA\$2,500. Limited intake programs with early-exit certificate/citation options provide flexibility.

Private Continuing-Education Programs: Short-term or component-based programs in drafting, CAD, site-work basics, and mechanical drafting. Duration ranges from a few months to about a year. Tuition varies, often higher per credit than public colleges, and delivery is flexible. Accreditation and program quality vary.

Southern Alberta Institute of Technology (SAIT) — Civil Engineering Technology with Virtual Design & Construction major: A 2-year diploma combining civil engineering technology with BIM/VDC and field-relevant construction workflows. Total tuition for domestic students is CA\$15,883.20 (2025/26). Serves as an out-of-province benchmark for combined BIM and construction-technology diplomas.

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

The CAD & BIM Articulation Committee has been a recognized component of the British Columbia Council on Admissions & Transfer (BCCAT) for several years. Ron Palma, a faculty member, currently serves as the committee chair. The committee convenes on an annual basis to coordinate curriculum alignment and articulation matter.

Student Profile

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

Primarily 18–30 years old (recent high school graduates) and mature students (30–45+) seeking a career change or upskilling.

Gender

- Historically male-dominated, but increasingly attracting female students in CAD/BIM and technician roles. Programs promote diverse participation, including underrepresented groups in construction.

Educational Background / Entry Requirements

- Minimum: Math 11 and English 12.
- Recent high school graduates with strong performance in math, physics, or technical courses.
- Post-secondary transfers from related programs (architectural technology, civil/structural certificates, drafting programs).
- International students may enroll either directly from high school graduation or as holders of engineering or architectural degrees, seeking applied construction and CAD/BIM skills relevant to B.C.'s construction industry.

Work Experience

- Optional but beneficial: experience in construction, trades, drafting, or design office roles. Mature students often bring practical experience in construction or project coordination.

Other Important Characteristics

- Strong interest in digital design and hands-on construction.
- Analytical and problem-solving skills, with attention to detail and safety awareness.
- Collaboration and communication skills for teamwork in labs, site visits, and industry projects.
- Adaptability and lifelong learning mindset to keep pace with evolving technology and construction practices.

Geographic / Demographic Source

- Primarily Lower Mainland of B.C., with potential applicants from other regions.
- Includes international students, either from high school or holding engineering/architectural degrees, seeking practical construction-engineering skills.

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

1. High School Outreach

- Partner with local high schools in the Lower Mainland to promote the program through presentations, career fairs, and workshops in technology, drafting, and construction courses.
- Highlight the hands-on, applied learning aspects and clear career pathways to attract students interested in CAD & BIM, and Construction.
- Offer summer camps or short-term exposure programs in CAD&BIM and construction fundamentals to generate early interest.

2. Post-Secondary Transfer & Continuing Education

- Target students in related programs (architectural technology, civil/structural certificates, mechanical drafting) who may want to upgrade their skills with field-oriented construction competencies.
- Engage in educational fairs , department newsletters, and articulation agreements.

3. International Student Recruitment

- Promote the program through international education fairs, agent networks, and online marketing.
- Highlight options for recent high school graduates as well as students with engineering or architectural degrees seeking practical construction-engineering experience.
- Emphasize B.C. work opportunities, applied learning, and post-graduation employment prospects in construction and BIM-enabled industries.

4. Industry Partnerships and Employer Engagement

- Collaborate with construction firms, engineering consultancies, and municipal agencies to create awareness of the program.
- Offer site visits/site inspection, digital site survey such as drone and laser site survey and employer endorsements to demonstrate real-world relevance and career pathways.
- Use these partnerships to showcase job-ready skills graduates will acquire, making the program attractive to motivated students.

5. Digital and Social Media Marketing

- Use targeted online campaigns via social media platforms (Instagram, LinkedIn, Facebook, TikTok) to reach recent grads and career changers.
- Highlight student projects, BIM labs, site-based learning. Create a mini video of students surveying a site with a drone. Success stories to attract tech-savvy students.
- Include virtual open houses and program webinars for remote or international prospects.

6. Alumni & Peer Networks

- Leverage current students and alumni to promote the program through testimonials, campus events, and mentorship sessions.
- Showcase career outcomes and job placements to reinforce program credibility and success.

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

<https://engineerscanada.ca/diversity/women-in-engineering> Programs in CAD&BIM and construction technology have historically been underrepresented by certain groups, especially women and Indigenous learners. Women remain a small minority in the construction sector overall — making up around 13–14 % of the construction workforce in Canada, yet only about 5–6 % of tradespeople and onsite roles in B.C. are women. These figures reflect broader patterns of gender imbalance seen in related technical fields, where women are less likely to enter and remain in STEM-related careers and underrepresented in engineering and construction professions overall. <https://www.cnsccsn.gc.ca/eng/resources/women-in-stem/>

Construction and building inspection. Science, Technology, Engineering, and Mathematics (STEM) <https://www.steminsight.org/pages/career-details.aspx?section=Technology&category=Structures+and+Maintenance&job=Construction+and+Building+Inspector>

To address these equity issues and systemic barriers, the program will include accessible entry pathways and recognition of prior learning to support mature students and international applicants. Outreach will target underrepresented groups, including women and Indigenous learners, through partnerships with community organizations and industry associations. Inclusive teaching practices, culturally responsive instruction, and active supports such as tutoring, mentoring, and connections to financial resources will help create a welcoming environment. By doing so, the program aims to broaden participation and ensure that graduates reflect the diversity of British Columbia’s communities.

Quality

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

The program holds accreditation through Technology Accreditation Canada (TAC) and participates in CAD & BIM articulations under BCCAT, supporting credit transfer and recognition across B.C. post-secondary institutions. It maintains active collaboration with industry advisory committees in architecture, civil, structural, and steel construction to ensure curriculum relevance and alignment with emerging technologies. Graduates are also eligible for membership or recognition in professional associations such as ASTTBC, Canadian Institute of Steel Construction (CISC), and buildingSMART Canada, and may receive credit toward advanced diplomas or degree programs through established transfer and articulation agreements.

We will be exploring block transfer agreements with other post-secondary institutions in B.C. to facilitate credit recognition for graduates who wish to continue their studies in related programs, such as advanced diplomas or degree programs in architecture, engineering technology, or construction management. These agreements will help ensure seamless pathways for students and strengthen articulation between institutions.

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

Current faculty with strong CAD & BIM, and digital modeling backgrounds will be supported in expanding their applied construction knowledge through structured professional development.

Faculty development will be aligned with Year 2 learning outcomes and will emphasize practical, field-oriented instruction such as interpreting structural drawings, supporting site inspections, and producing professional construction documentation.

Faculty training will be delivered through a combination of industry-led workshops, vendor-supported BIM coordination training, and collaborative teaching models. Where appropriate, faculty will participate in short-term industry exposure opportunities or applied projects that reinforce current construction practices and BIM-enabled workflows used in planning, estimating, and site coordination.

Term instructors will play a key role in delivering applied construction engineering content that requires recent, hands-on industry experience. These instructors will be recruited from construction management, inspection, estimating, and field engineering backgrounds, with demonstrated experience in active construction environments. Priority will be given to candidates with experience in site inspections, quality control, safety practices, and coordination between design teams and construction sites.

Our PAC and industry advisory committee will provide ongoing guidance to ensure faculty skills remain aligned with evolving construction technologies,

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

Courses emphasize practical application of construction means and methods, codes, safety requirements, and site coordination practices. Students engage with real project constraints such as schedules, budgets, sequencing, and interdisciplinary coordination, preparing them for immediate entry into industry roles.

In addition, the program leverages industry engagement through guest speakers, applied case studies, and employer-informed project reviews. While the program does not include a formal co-op or practicum placement, the curriculum is intentionally designed to replicate workplace expectations and develop job-ready skills that align with current construction and BIM practices.

Admission, Delivery, and Design

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

The total number of program credits will remain unchanged. The first-year certificate will continue as currently structured, and the diploma will remain the same length in duration. The program will have a single annual intake in September, with all students entering the same diploma pathway and no specialization choices at this time.

While initial enrollment numbers cannot be confirmed, it is anticipated that the program will launch with one diploma cohort, with a maximum enrollment of 18 students, While initial enrollment numbers cannot be confirmed, it is anticipated that the program will launch with one diploma cohort, with a maximum of 18 students, providing ample room for future growth.

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

Students may enter the program after completing the first-year specialty certificate, which provides foundational skills in digital design, modeling, and drafting. Additionally, students who have completed relevant first-year programs at other post-secondary institutions in architecture, civil, structural, steel construction Modelling or engineering technology may be eligible for advanced entry into Year 2 of the diploma. Mature students, career changers, and international students with prior technical or construction-related education may also enter the program, provided they meet admission requirements.

Graduates of the Construction Engineering Technician Diploma will be prepared to pursue employment as construction engineering technicians, BIM technicians, civil technicians, steel detailers, and related mid-level technical roles in construction, engineering, and architectural firms. Graduates may also choose to continue their studies in related advanced diplomas or degree programs in construction management, civil engineering technology, or architectural technology, subject to articulation agreements and transfer credit policies.

These pathways support flexible entry and progression while ensuring that graduates have access to both employment and further education opportunities.

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

The program will be delivered full-time, five days per week (Monday to Friday), using a blended delivery model that combines in-person, hands-on instruction with online or digital learning components where appropriate. This structure ensures students gain practical, industry-aligned skills while benefiting from the flexibility of digital resources.

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

The program allows for multiple entry and exit points. Students may enter the program in Year 1 as part of the full diploma pathway or, if they have completed relevant first-year programs at other post-secondary institutions, they may be eligible to enter directly into Year 2.

Students may also exit the program after Year 1 with a Certificate in Drafting, providing a recognized credential while offering flexibility for further study or entry into the workforce.

Operational Needs

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

Program Costs and Resource Considerations

- **Facilities:** Existing classrooms and labs are sufficient; no major renovations required.
- **IT / Software:** Additional software licenses may be needed for CAD & BIM, and construction modeling applications.
- **Rental of specialized equipment:** Drones and laser scanners can be readily rented through suppliers such as Cansel. This approach eliminates the need for expensive capital purchases, as well as ongoing costs associated with ownership, including annual maintenance, calibration, and downtime (typically once per year for approximately two weeks). Equipment rental allows access to current technology while reducing long-term operational costs.
- **People Services:** Potential hiring of new instructors; training for current instructors; review of hiring criteria to align with program requirements.
- **Library / Research:** Some enhancements may be required to support applied project work and research-intensive assignments.
- **Marketing:** Efforts needed to promote the program and communicate the September intake to prospective students.
- **Cost Impact:** Overall, anticipated costs are moderate and a moderate departmental budget is anticipated to support program delivery.

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

The development of the program and its curriculum will require curriculum development (CD) funds to support course design and coordination, as well as professional development (PD) for instructors to ensure alignment with industry standards and blended delivery

methods. Additional support may be provided through SIEF funding to facilitate resource acquisition, project management, and other program development activities as needed.

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

If the necessary funding for curriculum development, professional development, and related program resources is not available, the program cannot be developed or implemented. Without these resources, the quality of the program, its ability to be effectively marketed, and the timeline for development would be compromised, making program launch unfeasible.

Phase In/Phase Out Plan

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

For existing programs being substantially changed and treated as new programs, current students will continue in the original program until completion, ensuring no disruption to their studies. The new program or specialization will begin with the September 2027 intake, allowing for a smooth phase-in of updated curriculum and resources. There is no immediate phase-out of the original program, and both versions may run concurrently during the transition to maintain continuity and support student progression.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Please see costing from Finance.

New Concept Paper Proposal

Cook Skills Certificate

Name of Program:

Cook Skills Certificate

School/Centre:

Hospitality, Food Studies & Applied Business

Credential Level:

Certificate

Anticipated Start Date:

September 2027

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

Contact(s)

| Name | E-mail | Phone/Ext. |
|--------------|---------------|------------|
| Ysabel Sukic | ysukic@vcc.ca | 6044438487 |

PART 1: CONCEPT

Purpose and Context

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

The **Cook Skills Certificate** prepares students for employment and career progression within professional kitchen brigades by developing entry-level competencies aligned with the **Red Seal Occupational Standard (Cook)**.

The program integrates **Professional Cook Levels 1 and 2 technical training** within a structured certificate pathway, allowing students to complete Level 1 and 2 cook training while earning a recognized post-secondary credential.

Graduates will be prepared for roles including:

- Prep Cook
- Third Cook
- Second Cook
- Commis
- Entry and Mid-Level Positions

The curriculum combines basic culinary production skills with competencies in:

- teamwork and workplace communication
- practical problem-solving in kitchen operations
- menu execution and basic quality control
- foundational sustainability practices and awareness of food systems
- applied basic nutrition for food service and institutional contexts
- introduction to contemporary and emerging culinary technologies

The program reflects VCC's commitment to delivering **accessible, industry-aligned education** that prepares learners for meaningful careers in British Columbia's food service, tourism, institutional food service, resource and healthcare sectors.

Training is aligned with:

- **2020 Red Seal Occupational Standard (Cook)**
- **SkilledTradesBC apprenticeship technical training (Levels 1–2)**
- **National Harmonization requirements**

Labour market projections from **WorkBC and Job Bank Canada (NOC 63200)** indicate ongoing demand for cooks in British Columbia, with thousands of job openings projected over the next decade.

By combining Professional Cook Level 1 and 2 competencies into an accelerated certificate format, the program produces work-ready graduates who can transition into industry more quickly, helping address immediate workforce needs across the province.

Program Outcomes include:

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

1. **Apply** industry health, safety, sanitation, and employment standards in the preparation, handling, and storage of food, equipment, and work environments.
2. **Prepare** and **evaluate** a range of fundamental and intermediate culinary products for consistency, yield, flavour, and presentation according to established standards and specifications.
3. **Demonstrate** core cooking principles and applied theoretical knowledge in the preparation, presentation, and service of dishes in a commercial food service environment.
4. **Demonstrate** foundational principles of nutrition, including nutrient retention and balanced food combinations, in the preparation of institutional and commercial menus.
5. **Describe** the historical and cultural influences on culinary practices and relate their impact to contemporary food service operations.
6. **Demonstrate** professional conduct, teamwork, and effective communication skills required for success in a commercial kitchen environment.

7. **Apply** basic sustainability and environmentally responsible practices within food preparation and hospitality operations.

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

The Culinary Arts Cook Skills Certificate aligns with VCC’s strategic priorities by strengthening labour-market-aligned programming while supporting financial sustainability and operational excellence.

Financial Sustainability and Stewardship

The program introduces a **structured academic-term intake model with three intakes per year**, replacing the previous monthly intake structure.

This model improves:

- enrollment forecasting
- cohort stability
- instructional scheduling efficiency
- domestic seat allocation
- long-term financial sustainability

Predictable intake cycles reduce administrative complexity and support more efficient use of kitchen facilities and instructional resources.

Labour-Market Alignment

Culinary training directly supports workforce development in sectors critical to British Columbia’s economy, including:

- hospitality and tourism
- institutional food service
- healthcare and long-term care
- transportation and marine food services
- resource sector camps

The program strengthens credential completion pathways by integrating two apprenticeship technical levels within one structured academic credential.

Academic Innovation

The redesigned curriculum incorporates contemporary teaching practices and evolving industry competencies, including:

- plant-based cuisine and sustainable food systems

- blended learning and digital resources
- Universal Design for Learning (UDL)

Students will also access **virtual simulation technologies**, including Culinary VR recipe and butchery training systems, allowing learners to rehearse techniques before applying them in live kitchen environments.

Engaged Communities

Culinary programs contribute significantly to VCC's community engagement through:

- Youth Train in Trades partnerships
- campus catering and events
- applied learning service environments
- collaboration with industry employers

Campuses of the Future

The program leverages **modernized kitchen facilities and emerging culinary technologies**, preparing graduates to work in increasingly technology-enabled food service environments.

Operational Excellence

The term-based cohort structure supports:

- improved student retention
- clearer progression pathways
- predictable faculty workload planning
- efficient facility utilization

These improvements align with institutional KPIs related to enrollment stability, completion rates, and graduate employment outcomes.

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

Cook Skills Certificate supports cross-program collaboration within the School of Hospitality, Food Studies & Applied Business.

Complementary programs include:

- Baking & Pastry Arts
- Asian Culinary Arts
- Hospitality Management
- Youth Train in Trades (Professional Cook 1)
- Food Service Careers

Shared kitchen facilities and service environments allow students to experience diverse culinary techniques while optimizing instructional resources.

The program also strengthens internal pathways by providing progression opportunities for:

- Youth Train in Trades graduates
- students completing Professional Cook 1 at accredited institutions

Needs Assessment

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

The Culinary Arts Cook Skills Certificate addresses structural gaps in the current cook apprenticeship system and responds to evolving industry expectations.

Industry Skill Development

Employers report a need for cooks to enter the industry more quickly, while also possessing a higher level of skill. Combining Level 1 and Level 2 training within a single program helps bridge this gap.

Key competency gaps include:

- communication
- teamwork
- problem solving
- critical thinking
- fine dining

The program supports progression from entry to mid-level production roles and positions.

Modernizing Culinary Education

The food service sector has evolved significantly, requiring cooks to demonstrate competencies in:

- global cuisines and cultural food knowledge
- plant-based and sustainable cooking
- adaptive cooking for dietary needs
- food systems and supply chain awareness

The redesigned curriculum reflects these changes while maintaining strong foundations in classical culinary technique.

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

The Culinary Arts Cook Skills Certificate responds to sustained labour market demand for skilled cooks in British Columbia.

WorkBC projections estimate **approximately 7,770 job openings for cooks between 2025 and 2035**, driven by:

- tourism and hospitality expansion
- growth in healthcare and long-term care food services
- replacement demand due to retirements

Industry partners consistently report shortages of experienced cooks who can advance into supervisory kitchen roles.

The diploma strengthens workforce readiness by preparing graduates for positions such as:

- chef de partie
- first cook
- junior supervisory culinary roles

The program also supports employment in diverse sectors, including hospitality, healthcare, transportation, food services, and large-scale institutional kitchens.

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

Student demand for culinary education at VCC remains strong.

Domestic Demand

Domestic enrollment is supported by growing **Youth Train in Trades partnerships** across multiple school districts, creating a strong pipeline of learners entering post-secondary culinary training.

The structured intake model supports improved enrollment forecasting and student success.

Competitive Analysis

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

Most public institutions in British Columbia offer culinary training primarily at the certificate level.

Private institutions offer diploma-style programs but typically do not provide **apprenticeship technical training aligned with SkilledTradesBC**.

The Culinary Arts Cook Skills Certificate fills a distinct gap by integrating **PC1–PC2 technical training within a public certificate credential**.

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

The program operates within the **BC Cook Articulation Committee**, which is recognized by BCCAT.

Alignment with SkilledTradesBC ensures training portability across the provincial apprenticeship system.

Graduates maintain mobility toward **Red Seal certification**, the primary professional credential in the trade.

Student Profile

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

1. Recent secondary school graduates
2. Youth Train in Trades completers
3. career transitioners
4. International students seeking employment pathways
5. Students typically range from **18–30 years old**, though mature learners also participate.

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

Recruitment will focus on:

- Youth Train in Trades pipelines
- secondary school partnerships
- WorkBC employment centres
- industry outreach
- international education recruitment

Potential workforce training partnerships may also be explored with organizations such as:

- BC Ferries
- Canadian Armed Forces
- Fraser Health Authority
- Vancouver Coastal Health Authority

An expanded curriculum in nutrition and alternative diets supports employment opportunities in institutional foodservice environments and the health sector.

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

The program supports equity in trades education by:

- promoting gender diversity in recruitment
- strengthening Indigenous learner outreach
- incorporating culturally inclusive curriculum
- applying Universal Design for Learning (UDL)

Collaboration with **VCC Indigenous Education and Community Engagement** will support recruitment and retention initiatives.

Quality

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

The program is aligned with:

- SkilledTradesBC apprenticeship technical training
- National Red Seal Occupational Standard (Cook)
- BC Cook Articulation Committee (BCCAT recognized)

These frameworks ensure national credential portability and workforce mobility.

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

All instructors hold:

- Red Seal Cook certification
- extensive industry experience
- instructional credentials aligned with VCC standards

Faculty maintain industry currency through professional development, participation in articulation, and employer engagement.

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

Applied learning occurs through:

- instructional kitchens
- campus restaurant operations
- catering and institutional events

Admission, Delivery, and Design

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

The certificate is a **1-year, full-time program delivered over 3** academic terms.

The maximum time for completion is three years.

Three intakes per year will support stable enrollment and efficient facility utilization.

Cohorts will average **approximately 80 students per intake**, distributed across instructional sections.

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

Students may enter the program through:

- direct admission after secondary school
- Youth Train in Trades completion
- advanced standing for PC1 completers

Graduates progress toward:

- Red Seal certification
- employment in the tourism, hospitality and institutional food service sectors.

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

The program is delivered through a **blended instructional model** combining:

- in-person kitchen training
- some online theory components

Hands-on training remains primarily face-to-face to ensure safety and competency assessment.

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

The program operates with a **single primary entry point at the start of Term 1.**

Advanced standing may be granted for students who have completed Professional Cook 1 at accredited institutions.

The certificate is awarded upon completion of all program requirements.

Operational Needs

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

Outside of the current kitchen renovation project, no significant costs or facility renovations are expected as part of the delivery or development of this program. Culinary Arts will facilitate the management of the required training tools and equipment, kitchens, and classrooms.

Marketing will need to update:

- Program promotion materials
- Industry outreach
- Recruitment events and information sessions
- Website and digital marketing

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

The department has been granted 54K CD funds for this development. The Culinary Department Leader, along with the Dean's office from the School of Hospitality, will manage the project budget, people, contracts, deadlines and risks, review course components or deliverables.

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

None

Phase In/Phase Out Plan

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

Since our current program has monthly intakes, we will need to stop offering the existing program for at least one month prior to the start of the new program, which will be offered with term starts. As the old program is being phased out and the new program is being phased in, at some point, courses may coincide, and cohorts could be combined. In this case, the number of registered students for the outgoing program and the number of students in the incoming program may need to be reduced so that when the two cohorts are combined, they do not exceed the maximum of twenty students.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Funding will come from domestic tuition, and Skilled Trades BC

Work with the Finance Department to develop a Business Case and financial projections. This must include: tuition/fees revenue or other sources of funding and costs; an estimate of capital required for classroom/lab renovations, IT and equipment if needed for the delivery of the new program; and a 4 year projection on tuition, fees, and other revenue, and expected operating (direct and indirect) and capital costs. Mandatory materials fees separate from the tuition should be included in the costing. Material fees should include ingredients for non-cost recovery (no service) blocks, student uniforms, student knives and tool kits, ArborX service fees (VR).

New Concept Paper Proposal

Culinary Arts Foundations Diploma

Name of Program:

Culinary Arts Foundations Diploma

School/Centre:

Hospitality, Food Studies & Applied Business

Credential Level:

Diploma

Anticipated Start Date:

September 2027

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

Contact(s)

| Name | E-mail | Phone/Ext. |
|--------------|---------------|------------|
| Ysabel Sukic | ysukic@vcc.ca | 6044438487 |

PART 1: CONCEPT**Purpose and Context**

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

The **Culinary Arts Professional Foundations Diploma** prepares students for employment and career progression within professional kitchen brigades by developing advanced culinary, operational, and leadership competencies aligned with the **Red Seal Occupational Standard (Cook)**.

The program integrates **Professional Cook Levels 1, 2, and 3 technical training** within a structured diploma pathway, allowing students to complete foundational cook training while earning a recognized post-secondary credential.

Graduates will be prepared for roles including:

- Line Cook
- Second Cook
- First Cook
- Chef de Partie
- Junior Supervisory Culinary Positions

The curriculum combines advanced culinary production skills with competencies in:

- leadership and teamwork
- operational problem-solving
- menu development and quality control
- sustainability and food systems
- therapeutic nutrition
- emerging culinary technologies

The program reflects VCC's commitment to delivering **accessible, industry-aligned education** that prepares learners for meaningful careers in British Columbia's food service, tourism, institutional food service, resource and healthcare sectors.

Training is aligned with:

- **2020 Red Seal Occupational Standard (Cook)**
- **SkilledTradesBC apprenticeship technical training (Levels 1–3)**
- **National Harmonization requirements**

Labour market projections from **WorkBC and Job Bank Canada (NOC 63200)** indicate ongoing demand for cooks in British Columbia, with thousands of job openings projected over the next decade.

By embedding Professional Cook Level 3 competencies within the diploma structure, the program strengthens the pathway to **Red Seal certification** and supports workforce development across the province.

The program is **PGWP-eligible**, supporting international student participation while maintaining a clear connection to a labour-shortage occupation.

Program Outcomes include:

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

1. **Adhere** to industry health, safety, sanitation and employment standards in preparation, handling and storage of food and equipment.
2. **Evaluate** advanced products for consistency, accuracy in yield and costing, flavour and appearance according to product specifications and standards.
3. **Apply** modern principles of cooking and advanced theoretical knowledge to the preparation, presentation, and service of a variety of dishes for a commercial hospitality environment.
4. **Describe** and **apply** the principles of nutrition retention and balanced food combinations for institutional and commercial menus
5. **Reflect** on the history of culinary practices and systems and connect its evolution and impact on the current global food industry.
6. **Model** and **mentor** the knowledge, attitude, and mindset necessary for a successful and sustainable professional practice in the food service industry.

7. **Demonstrate** environmental reciprocity and sustainability practices that pertain to the hospitality sector.
8. **Discover** one's personal culinary identity through the exploration of various pathways available in the culinary industry.

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

The Culinary Arts Professional Foundations Diploma aligns with VCC's strategic priorities by strengthening labour-market-aligned programming while supporting financial sustainability and operational excellence.

Financial Sustainability and Stewardship

The program introduces a **structured academic-term intake model with three intakes per year**, replacing the previous monthly intake structure.

This model improves:

- enrollment forecasting
- cohort stability
- instructional scheduling efficiency
- domestic seat allocation
- long-term financial sustainability

Predictable intake cycles reduce administrative complexity and support more efficient use of kitchen facilities and instructional resources.

Labour-Market Alignment

Culinary training directly supports workforce development in sectors critical to British Columbia's economy, including:

- hospitality and tourism
- institutional food service
- healthcare and long-term care
- transportation and marine food services
- resource sector camps

The program strengthens credential completion pathways by integrating all three apprenticeship technical levels within one structured academic credential.

Academic Innovation

The redesigned curriculum incorporates contemporary teaching practices and evolving industry competencies, including:

- plant-based cuisine and sustainable food systems
- culinary technology and automation
- blended learning and digital resources
- Universal Design for Learning (UDL)

Students will also access **virtual simulation technologies**, including Culinary VR recipe and butchery training systems, allowing learners to rehearse techniques before applying them in live kitchen environments.

Engaged Communities

Culinary programs contribute significantly to VCC's community engagement through:

- Youth Train in Trades partnerships
- campus catering and events
- applied learning service environments
- collaboration with industry employers

Campuses of the Future

The program leverages **modernized kitchen facilities and emerging culinary technologies**, preparing graduates to work in increasingly technology-enabled food service environments.

Operational Excellence

The term-based cohort structure supports:

- improved student retention
- clearer progression pathways
- predictable faculty workload planning
- efficient facility utilization

These improvements align with institutional KPIs related to enrollment stability, completion rates, and graduate employment outcomes.

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

Complementary programs include:

- Baking & Pastry Arts
- Asian Culinary Arts
- Hospitality Management
- Youth Train in Trades (Professional Cook 1)
- Food Service Careers

Shared kitchen facilities and service environments allow students to experience diverse culinary techniques while optimizing instructional resources.

The program also strengthens internal pathways by providing progression opportunities for:

- Youth Train in Trades graduates
- students completing Professional Cook 1 or 2 at accredited institutions

Over time, the program may support additional micro-credentials in areas such as:

- plant-based cuisine
- preservation and fermentation
- sustainability practices
- culinary technology

Needs Assessment

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

The Culinary Arts Professional Foundations Diploma addresses structural gaps in the current cook apprenticeship system and responds to evolving industry expectations.

Apprenticeship Training Gap

Institutional delivery of Professional Cook Level 3 technical training remains limited across the province. Many apprentices rely solely on on-the-job experience to develop advanced competencies, resulting in inconsistent training outcomes.

The diploma addresses this gap by providing structured instruction in advanced culinary production, leadership, and operational decision-making.

Industry Skill Development

Employers report that cooks progressing from line cook or chef de partie roles often require additional training to advance into supervisory positions.

Key competency gaps include:

- operational problem-solving
- leadership and team coordination
- complex menu execution
- dietary adaptation and institutional food service

The program supports progression from mid-level production roles to advanced culinary and supervisory positions.

Modernizing Culinary Education

The food service sector has evolved significantly, requiring cooks to demonstrate competencies in:

- global cuisines and cultural food knowledge
- plant-based and sustainable cooking
- adaptive cooking for dietary needs
- culinary technology and automation
- food systems and supply chain awareness

The redesigned curriculum reflects these changes while maintaining strong foundations in classical culinary technique.

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

The Culinary Arts Professional Foundations Diploma responds to sustained labour market demand for skilled cooks in British Columbia.

WorkBC projections estimate **approximately 7,770 job openings for cooks between 2025 and 2035**, driven by:

- tourism and hospitality expansion
- growth in healthcare and long-term care food services
- replacement demand due to retirements

Industry partners consistently report shortages of experienced cooks who can advance into supervisory kitchen roles.

The diploma strengthens workforce readiness by preparing graduates for positions such as:

- chef de partie
- first cook
- junior supervisory culinary roles

The program also supports employment in diverse sectors, including hospitality, healthcare, transportation, food services, and large-scale institutional kitchens.

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

Student demand for culinary education at VCC remains strong.

Domestic Demand

Domestic enrollment is supported by growing **Youth Train in Trades partnerships** across multiple school districts, creating a strong pipeline of learners entering post-secondary culinary training.

International Demand

Culinary programming continues to attract international applicants due to:

- PGWP eligibility
- employment opportunities in a labour-demand occupation
- clear pathways toward Red Seal certification

The structured intake model supports improved enrollment forecasting and student success.

Competitive Analysis

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

Most public institutions in British Columbia offer culinary training primarily at the certificate level.

Private institutions offer diploma-style programs but typically do not provide **apprenticeship technical training aligned with SkilledTradesBC**.

The Culinary Arts Professional Foundations Diploma fills a distinct gap by integrating **PC1–PC3 technical training within a public diploma credential**.

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

The program operates within the **BC Cook Articulation Committee**, which is recognized by BCCAT.

Alignment with SkilledTradesBC ensures training portability across the provincial apprenticeship system.

Graduates maintain mobility toward **Red Seal certification**, the primary professional credential in the trade.

Student Profile

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

1. Recent secondary school graduates
2. Youth Train in Trades completers
3. career transitioners
4. International students seeking employment pathways
5. Students typically range from **18–30 years old**, though mature learners also participate.

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

Recruitment will focus on:

- Youth Train in Trades pipelines
- secondary school partnerships
- WorkBC employment centres
- industry outreach
- international education recruitment

Potential workforce training partnerships may also be explored with organizations such as:

- BC Ferries
- Canadian Armed Forces
- Fraser Health Authority
- Vancouver Coastal Health Authority

An expanded curriculum in nutrition and therapeutic diets supports employment opportunities in institutional foodservice environments and the health sector.

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

The program supports equity in trades education by:

- promoting gender diversity in recruitment
- strengthening Indigenous learner outreach
- incorporating culturally inclusive curriculum
- applying Universal Design for Learning (UDL)

Collaboration with **VCC Indigenous Education and Community Engagement** will support recruitment and retention initiatives.

Quality

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

The program is aligned with:

- SkilledTradesBC apprenticeship technical training
- National Red Seal Occupational Standard (Cook)
- BC Cook Articulation Committee (BCCAT recognized)

These frameworks ensure national credential portability and workforce mobility.

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

All instructors hold:

- Red Seal Cook certification
- extensive industry experience
- instructional credentials aligned with VCC standards

Faculty maintain industry currency through professional development, participation in articulation, and employer engagement.

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

- Applied learning occurs through:
 - instructional kitchens
 - campus restaurant operations
 - catering and institutional events
- The final term includes an **external Work-Integrated Learning placement** with approved employers.
- Potential future placement partners include healthcare institutions and marine food services.

Admission, Delivery, and Design

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

The diploma is a **2-year, full-time program delivered over 4** academic terms.

The maximum time for completion is four years.

Three intakes per year will support stable enrollment and efficient facility utilization.

Cohorts will average **approximately 80 students per intake**, distributed across instructional sections.

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

Students may enter the program through:

- direct admission after secondary school
- Youth Train in Trades completion
- advanced standing for PC1 or PC2 completers

Graduates progress toward:

- Red Seal certification
- employment in the tourism, hospitality and institutional food service sectors.

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

The program is delivered through a **blended instructional model** combining:

- in-person kitchen training
- some online theory components

Hands-on training remains primarily face-to-face to ensure safety and competency assessment.

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

The program operates with a **single primary entry point at the start of Term 1.**

Advanced standing may be granted for students who have completed Professional Cook 1 or 2 at accredited institutions.

The diploma is awarded upon completion of all program requirements.

Operational Needs

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

Outside of the current kitchen renovation project, no significant costs or facility renovations are expected as part of the delivery or development of this program. Culinary Arts will facilitate the management of the required training tools and equipment, kitchens, and classrooms.

Marketing will need to update:

- Program promotion materials

- Industry outreach
- Recruitment events and information sessions
- Website and digital marketing

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

The department has been granted 54K CD funds for this development. The Culinary Department Leader, along with the Dean's office from the School of Hospitality, will manage the project budget, people, contracts, deadlines and risks, review course components or deliverables.

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

None

Phase In/Phase Out Plan

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

Since our current program has monthly intakes, we will need to stop offering the existing program for at least one month prior to the start of the new program, which will be offered with term starts. As the old program is being phased out and the new program is being phased in, at some point, courses may coincide, and cohorts could be combined. In this case, the number of registered students for the outgoing program and the number of students in the incoming program may need to be reduced so that when the two cohorts are combined, they do not exceed the maximum of twenty students.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

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

separate from the tuition should be included in the costing. Material fees should include ingredients for non-cost recovery (no service) blocks, student uniforms, student knives and tool kits, ArborX service fees (VR).

New Concept Paper Proposal

Supply Chain and Logistics Short Certificate

Name of Program:

Supply Chain and Logistics Short Certificate

School/Centre:

Hospitality, Food Studies & Applied Business

Credential Level:

Short Certificate

Anticipated Start Date:

January 2027

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

Contact(s)

| Name | E-mail | Phone/Ext. |
|---------------|------------------|------------|
| Andy Sellwood | asellwood@vcc.ca | 8312 |

PART 1: CONCEPT

Purpose and Context

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

From disruptions experienced during the pandemic to the imposition of tariffs and counter-tariffs, global supply chain and logistics continue to present complex and constantly changing opportunities and challenges for BC business. In consultation with industry leaders in Greater Vancouver, Vancouver Community College identified significant up-skilling and cross-skilling for working professionals who are:

- Already working in the supply chain industry and want to further develop their knowledge and skills
- Looking to build on experience gained outside of Canada to transition to the Canadian job market, and/or
- Preparing for certifications in the supply chain industry

The Supply Chain and Logistics Short Certificate has been designed to help these prospective students develop the essential and in-demand skills needed to enable BC businesses to transform in alignment with shifting global realities. Particularly well-suited for employees

working in warehousing, purchasing, shipping and inventory management, the program introduces the “bigger picture” of supply chain management and logistics and builds a deeper understanding of how supply chains and operations work on a global scale. The proposed 135-hour micro-credential will build these skills through the following three 3-credit courses:

- Supply Chain & Logistics Fundamentals
- Transportation Management
- Inventory Control & Materials Management

The Supply Chain & Logistics micro-credential’s flexible, asynchronous online delivery model will allow students to progress at their own speed while developing a portfolio of work samples that can be shared with current and prospective employers. Moreover, the program will adopt an open enrollment strategy, allowing students to complete one, two or all three courses. Digital badges will be provided upon completion of each course. The short certificate will be awarded upon successful completion of all three courses. Credits earned in this program are directly transferable to Global Supply Chain Management Diploma and may be eligible for transfer credit to other institutions.

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

The Supply Chain & Logistics Short Certificate was submitted to the Ministry as part of its call for micro-credential proposals. We recently received word that the Ministry is interested in funding its development. We expect to hear if it will be funded in early March, 2026.

NOTE: The development of this program will only proceed if Ministry Funds are received.

The Supply Chain & Logistics Short Certificate will serve as an easy-entry option for working professionals seeking to advance applied digital skills while earning formal academic credit.

Moreover, successful micro-credential completion will lead to direct, earned admission into the Supply Chain Management Post-Degree Diploma. The courses included in the micro-credential will also be eligible as transfer credits, supporting pathways for degree completion at other institutions. In addition we have requested Ministry funding to fund bursaries for up to 16 underrepresented learners.

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

As mentioned, successful micro-credential completion will lead to direct, earned admission into the Supply Chain Management Post-Degree Diploma.

Needs Assessment

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

Given the increasing need for organizations to complex supply chain and logistics issues, this certificate would help professionals to:

- Quickly develop key fundamentals in supply chain and logistics
- Equip leaders to better address supply chain issues
- Gain promotion in their field of work
- Pursue certifications such as CSCP, CPSM or CPIM

It would address the following competencies:

| Competency | Assessment |
|--|--|
| Apply key supply chain management techniques and strategies to real-world scenarios | Applied Activity: Assess and address a real-world supply chain management opportunity |
| Utilize Incoterms®, the world's essential terms of trade for the sale of good | |
| Compare the efficiencies of diverse transportation modes (rail, road, air, water, and pipeline) along with the requisite procedures and documentation for each | Applied Activity: 10-minute presentation to explain supply chain alternatives to senior leadership |
| Identify disruptive technologies, including AI, blockchain, and automation, that will drive innovation in transportation services | Applied Activity: Propose and develop a plan to adopt a new/ disruptive technology to optimize inventory |
| Evaluate the role of technology (Software, Internet of Things) in optimizing inventory levels | |
| Design and execute inventory auditing procedures for accuracy in inventory control | Applied Activity: Design and execute auditing procedures to ensure inventory control |

As mentioned, the Supply Chain & Logistics micro-credential's flexible, asynchronous online delivery model will allow students to progress at their own speed while developing a portfolio of work samples that can be shared with current and prospective employers. Moreover, the program will adopt an open enrollment strategy, allowing students to complete one, two or all three courses.

Industry has indicated a strong need for such a program, particularly amongst those already working in the supply chain industry, or for those looking to switch careers.

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

According to the Canadian Occupational Projection System (COPS), there are expected to be 68,300 job openings for Computer and information systems managers, with demand from both job creation and replacement. Moreover, "due to the level of experience required for

this role, workers from other occupations are expected to be the main source of job seekers, followed by new immigrants. This position also garners good wages at a median hourly wage of \$59.62 in British Columbia. (Source: [Technical Program Manager - Information Technology \(IT\) in Canada | Wages - Job Bank](#))

In alignment with this assessment, the program's primary audience is workers with previous education and experience from other occupations.

Although we have developed the program and costed with domestic students in mind, we have also received the following information from a potential partner in the UAE.

“Based on recent labor-market analyses, demand for Supply Chain Management talent in the UAE is both strong and structurally growing. The logistics sector is expanding at a projected 6.9–9% CAGR through 2030, driven by e-commerce growth, port activity, and major infrastructure investment. Employers are reporting significant skills shortages, especially in procurement, planning, warehouse operations, and digitally enabled supply-chain roles, with salaries rising 10–15% due to talent gaps. As of 2025, there are 1,000+ open SCM-related roles across the UAE on major job platforms, reflecting sustained workforce demand from Amazon, Noon, DP World, and major 3PL operators. These trends point to a strong regional appetite for flexible, industry-aligned upskilling options such as an online SCM micro-credential.”

Once approved, we will work with the International Education team to explore opportunities, like the one described above, for international students to complete the micro-credential in their home countries (and to potentially apply to transfer into the on-campus diploma with advanced standing.)

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

Initial industry consultation was conducted by three Vancouver Community College faculty members with extensive and ongoing experience in the supply chain industry. They led a Program Advisory Committee (PAC) made up of representatives from companies including Lululemon, Staples Canada and Division 15 Mechanical Ltd which provided input into industry needs. The PAC also completed a preliminary review of the proposed program curriculum.

As part of the industry consultation, organizations including the Association of Supply Chain Management (ASCM), the American Society for Quality (ASQ) and the Canadian Institute of Traffic and Transportation (CITT) were also consulted. During this consultation, the Vice-President of Education for ASCM indicated that the proposed curriculum would be good preparation for certifications, including CPIM (Certified in Planning and Inventory Management), CSCP (Certified Supply Chain Professional) and CLTD (Certified in Logistics, Transportation and Distribution). In addition, conversations with CITT to formally recognize the micro-credential.

Competitive Analysis

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

We identified two shorter online Supply Chain Management micro-credentials among BC Post-secondary institutions (40-45 hours). Both appear to be non-credit offerings. Camosun's offering does not indicate if/when it will be open for enrollment. BCIT also offers a shorter Supply Chain Management offering in person.

Because this program will be delivered online, we also looked for comparators outside of BC. The closest comparator identified was Oregon State University's micro-credential which ladders directly into its business degree. Developing a Canadian alternative would likely be beneficial given recent directions to avoid America contracts and subscriptions where possible. Moreover, with an estimated tuition of \$2,600, the proposed program cost is approximately half that of Oregon State's offering.

As a 135-hour micro-credential delivered asynchronously online with credits directly transferable to an established diploma, the Supply Chain & Logistics Short Certificate represents a unique offering in British Columbia.

| Institution | Program | Delivery Method | Estimated Tuition | Length |
|-------------------------|--|--------------------|------------------------|---------------|
| University Canada West | Introduction to Supply Chain Management & Logistics | Online self-paced | 799 CAD | 42 hours |
| Camosun College | Supply Chain Management Micro-credential (BSNS 200V) | Online synchronous | Not available | Not available |
| Oregon State University | Supply Chain Management Fundamentals – Online Micro-credential | Online | \$6,692 CAD equivalent | 12 credits |
| BCIT | Supply Chain Professional Certification (CSCP) | In person | \$88.48 CAD | 3.5 credits |

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

Currently, there is no specific articulation committee for Supply Chain & Logistics program/courses through BCCAT.

Student Profile

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

We have identified two target student personas for this program:

1. Working professionals in other fields seeking to get into Supply Chain & Logistics in Canada:
 - Someone mid-career (30-40) with previous education (associate degree to degree level) who wants to begin taking a larger role in digital projects as a means for career advancement and higher pay
 - They may also be looking for a way to transition from an individual contributor to a managerial role and be seeking more responsibility and job satisfaction
 - They may be missing the digital skills and connections necessary to gain entry into Supply Chain & Logistics

They need:

- Program that they complete part-time, online and balance with their other commitments
 - Digital skills
 - Connections and entry point into a digital transformation role with a possible path to certification and an Supply Chain & Logistics Diploma down the line
2. Non-work permit seeking International student with previous work experience living overseas:
 - Someone who has resources and is nearing the end of an undergraduate degree in their home country (20-30) who is looking to gain a Canadian credential to advance in their career in their home country
 - They are seeking opportunities beyond what they can achieve with local education

They need:

- Program that is flexible, online and not tied to Canadian time zones that they can complete at their own pace
- Canadian credential that is seen as credible
- Skills, knowledge and attitudes necessary to navigate complex supply chain & logistics issues

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

Canadian students would likely be recruited online using sites like LinkedIn. International students might be recruited using an educational agent.

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

In Canada's supply chain sector, men currently outnumber women — with the workforce composed of approximately **60 % men and 40 % women**, or about **1.5 men for every woman** in the field based on available industry surveys. Indigenous people are also significantly underrepresented. A short part-time, online asynchronous program is likely to appeal to these demographics by enabling access to the necessary education.

Quality

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

Not at this time, but we will be evaluating institutions that have courses that can articulate with the courses in this short certificate and in the Global Supply Chain Management PDD. We have already made strong connections with the Association for Supply Chain Management and would consider affiliation with Supply Chain Canada.

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

Program proposal was initially developed to leverage skillsets among current VCC instructors that may offer a competitive advantage in this space. A number of current faculty are in the hiring area these courses exist in.

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

Short certificate does not include a practicum, but the potential is there to extend to a full certificate with the addition of a practicum which could then also be transferred into the diploma.

Admission, Delivery, and Design

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

Time to complete would depend on the speed at which students choose to complete courses. Typical time to complete is expected to range from 6 months (full-time) to two years. We would expect 60-80 students/ year with continuous intake.

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

Students would primarily be working professionals. Course credit would be directly applicable to the Global Supply Chain Management Post-Degree Diploma program at VCC.

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

It will be online, asynchronous so able to be completed on a full or part-time basis in alignment with desired schedule.

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

Yes. Courses have been identified as of interest to a larger audience. Digital badges will be issued upon completion to support individual course completion.

Operational Needs

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

The program is not anticipated to require significant operational investments. Some courses may include new software licenses, and the program would benefit from a marketing plan to reach the desired working professional audience.

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

In addition to Ministry micro-credential funding, curriculum development and SIEF funds have been requested.

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

The project will only proceed if Ministry funding is received.

Phase In/Phase Out Plan

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

N/A

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Development funds will come from the Ministry micro-credential fund. Ongoing funding will be supported by tuition (cost-recovery model).

A costing is attached.

New Concept Paper Proposal

UI/UX Design Certificate

Name of Program:

UI/UX Design Certificate

School/Centre:

Trades, Technology & Design

Credential Level:

Certificate

Anticipated Start Date:

January 2027

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

Contact(s)

| Name | E-mail | Phone/Ext. |
|--------------|---------------|-------------|
| Ashlea Spitz | aspitz@vcc.ca | 16044438511 |

PART 1: CONCEPT

Purpose and Context

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

The proposed UI/UX Design Certificate is a one-year (30-credit) program that equips students with the creative, technical and professional skills needed to design intuitive, accessible and user-centred digital products. The program focuses on research-driven design processes and the integration of user interface (UI) and user experience (UX) principles. Students will learn to conduct user research, create personas, develop information architecture, wireframe and prototype interfaces, apply usability testing, and communicate design decisions to stakeholders. This balance of theory and practice prepares graduates for entry-level employment in the digital design sector or for further study in VCC's Graphic Design Diploma.

Graduates will be prepared for roles such as:

- Junior UI/UX designer: designing the visual layout and interactive flow of websites and applications. WorkBC notes that UI designers focus on the look and feel of interactive products, while UX designers ensure the overall user experience is logical and easy to use.

- User experience designer or researcher: conducting user research, creating personas, testing prototypes and advocating for user needs throughout the product lifecycle.
- Product or interaction designer: developing digital products and services by combining design thinking with basic front-end coding and prototyping skills.
- Digital product designer/strategist: collaborating with cross-disciplinary teams to align business goals with user needs.
- Information architect or content strategist: organizing complex information, designing navigation and structuring content to improve usability.
- Front-end designer: bridging design and development by creating responsive layouts and collaborating with developers.

These occupations align with emerging roles identified in labour market research. WorkBC reports that there will be about 1,960 web designer job openings in B.C. between 2025 and 2035, with most openings in the Mainland/Southwest region. Over 10,000 projected job openings in graphic design, web design, and digital media careers in B.C. between 2025 and 2035. The same source notes that demand is high for designers with technical knowledge who can manage information architecture and work on large, complex systems. The certificate aims to supply this talent pipeline.

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

The program supports VCC’s mission to serve a diverse urban community by providing programs that prepare learners for ongoing education, direct entry into employment and greater participation in the community. VCC’s Integrated College Plan emphasizes delivering academic programming that is relevant, flexible and career-oriented. The UI/UX Design Certificate embodies these priorities by:

1. Student success and accessibility: The program offers flexible delivery (full-time, part-time and online/hybrid options) so learners can build skills while balancing work and family commitments. VCC’s values highlight creating an accessible environment where students develop the skills and experiences needed for success.
2. Educational quality and excellence: The curriculum emphasizes current UI/UX methodologies, research, design thinking and technical tools. Hands-on studio courses and a capstone project ensure students develop a professional portfolio that meets industry standards. VCC’s commitment to high educational quality, innovation and relevance underpins the program design.
3. Reconciliation, diversity and inclusion: UI/UX design inherently considers diverse user perspectives and accessibility. The program will embed inclusive design principles, supporting VCC’s commitment to reconciliation, decolonization, accessibility and inclusivity.
4. Community and industry engagement: Through industry-partnered projects and advisory committees, the program will foster relationships with local employers, reflecting VCC’s emphasis on community engagement and preparing students for participation in the economy.

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

The UI/UX Design Certificate complements the existing Graphic Design Diploma. Students may take either the certificate first and then enter into the diploma. By pairing the certificate with the Design Diploma, this gives them a broad foundation in graphic design and a specialized skill set in UI/UX.

Needs Assessment

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

Rapid digital transformation across industries has created a strong need for professionals who can design user-centred digital experiences. The COVID-19 pandemic accelerated the shift to online services, e-commerce and remote work, increasing demand for intuitive websites, mobile apps and digital products. Employers increasingly seek designers who can conduct user research, create accessible interfaces and collaborate with developers. WorkBC notes that UI and UX skills are distinct yet complementary; UI designers focus on the look and feel, while UX designers ensure the product is logical and easy to use. A certificate that integrates both skill sets will fill a gap between short bootcamps and longer diplomas.

Existing programs in the Lower Mainland tend to be either intensive full-time certificates (e.g., Emily Carr University's 8-month UX certificate) or part-time programs without stackable pathways. Many are expensive and not accessible to domestic learners. Offering a flexible, stackable certificate at VCC will provide an affordable pathway for students and mid-career professionals who require evening or online delivery.

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

Employment growth and openings: WorkBC forecasts 1,960 job openings for web designers in B.C. from 2025 to 2035, with 1,590 of these in the Mainland/Southwest region. Designers specializing in UI/UX are included in this occupation group. The job outlook is buoyed by digital transformation and growth in the tech sector. Although Canada-wide projections suggest a surplus of UX designers in some provinces, the Lower Mainland's tech cluster and continued investment in digital services create local demand.

Earnings: WorkBC reports that web designers earn a median wage of \$30.29 per hour in B.C., with top earners making about \$49.23/h and annual earnings around \$63,173. These salaries are competitive with other creative professions and support the viability of careers in UI/UX.

Additional salary evidence: The 2024/25 Creative Earners survey conducted by the Association of Registered Graphic Designers (RGD) reveals that UI/UX professionals earn significantly higher salaries than general web designers. According to the survey, UX/UI designers have a national median salary of \$89,000 (average \$94,250) and, in British Columbia, the median salary is \$85,000 with earnings up to \$160,000. Senior UX roles command even stronger compensation: UX managers have a median salary of \$132,000, UX

researchers \$107,500 and UX strategists \$117,350. This evidence demonstrates that employers are willing to pay a premium for specialized UI/UX skills.

Work environment: Approximately 2,265 web designers work in B.C.; about 48% are employed full-time, and many work remotely or freelance. Employers include design studios, tech companies, marketing agencies, game studios and start-ups. Demand is especially high for designers with technical knowledge of large, complex systems and information architecture.

Demand for digital and strategic services: The RGD Creative Earners survey identifies a significant shift toward digital and strategic services across Canada’s design sector. Agency creative departments reported the largest year-over-year growth in project management (21%), strategy (16%), web development (16%), content development/copywriting (14%) and video production (12%) services. Business owners also noted that web design rose to 7% and content strategy grew 10%, signalling growing demand for integrated digital expertise. These trends indicate that organizations increasingly require designers who can research, design, develop and communicate digital products — skills that form the core of a UI/UX program.

Career pathways: Entry-level roles often lead to positions such as UI/UX designer, design production artist or junior product designer; experienced designers can advance to art director or lead designer positions. The certificate will equip graduates with the foundational skills to begin this career trajectory. Salary data from the RGD Creative Earners survey highlight the benefits of progression: UX managers, researchers and strategists earn median salaries well over \$100,000, demonstrating the value of advanced expertise and leadership roles.

Industry feedback: Employers in the Vancouver tech sector have expressed challenges in finding designers who can conduct user research, collaborate with developers and understand inclusive design. Advisory committee members have highlighted a need for short, practice-oriented programs that develop portfolios. Responses to the RGD Creative Earners survey support this perspective: respondents noted rising demand for accessibility and inclusive design (43% of respondents, up 6%) and a growing emphasis on video and motion design. These insights underscore the importance of training designers who can create accessible, multimedia-rich experiences and reinforce the relevance of VCC’s proposed curriculum.

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

Interest in UI/UX design programs has grown sharply in recent years. Many prospective students are mid-career professionals from fields such as marketing, communication, graphic design, computer science and psychology who recognize the importance of user-centred digital design. Domestic learners increasingly seek cost-effective, short, career-focused programs that can be completed while balancing work or family responsibilities. The flexible delivery of this certificate (evening and online options) responds to this demand.

Competitor programs often fill quickly, indicating strong demand. For example, Emily Carr University's full-time UX Design Certificate admits only 16 students per cohort and runs both spring and fall intakes. BCIT's part-time UI/UX Design Associate Certificate consists of four UI/UX courses plus an elective and emphasizes that these skills are in high demand. By offering a stackable, flexible and affordable program, VCC can attract students who cannot commit to full-time study or who prefer to complement it with a diploma.

Competitive Analysis

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

Interest in UI/UX design programs has grown sharply in recent years. Many prospective students are mid-career professionals from fields such as marketing, communication, graphic design, computer science and psychology who recognize the importance of user-centred digital design. Domestic learners increasingly seek cost-effective, short, career-focused programs that can be completed while balancing work or family responsibilities. The flexible delivery of this certificate (evening and online options) responds to this demand.

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

Yes, the program would be part of the BCCAT Visual Art & Design Articulation Committee.

Student Profile

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

The program is designed for:

- Recent high-school graduates interested in digital design careers.
- University or college transfers from arts, communication, computing or psychology programs who want applied design skills.

- Mid-career professionals and career changers from fields such as marketing, communication, product management, graphic design and software development who need UI/UX competencies to advance their careers.
- Entrepreneurs and freelancers seeking to build user-centred digital products or services.
- Learners with diverse backgrounds; there are no gender or age restrictions. Applicants must have completed Grade 12 or equivalent. English proficiency and basic digital literacy are required, but prior design experience is not mandatory.

Successful applicants should demonstrate curiosity, problem-solving ability and an interest in human-centred design. A portfolio is recommended but not required; applicants without design experience may be asked to submit a short statement or complete a design thinking exercise.

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

We will recruit students through:

1. Information sessions and outreach: Host online and on-campus information sessions; visit high schools, community centres and career fairs; collaborate with VCC's recruitment team and Indigenous Services.
2. Digital marketing: Use targeted social media campaigns (LinkedIn, Instagram, TikTok) focusing on creative and tech-savvy demographics; leverage search-engine optimization to reach people searching for UI/UX training.
3. Industry partnerships: Collaborate with local tech companies, design studios, and community organizations to promote the program and create pathways for internships or portfolio reviews.
4. Pathway awareness: Promote the ability to combine this certificate with VCC's Graphic Design Certificate to earn the Communication Design Diploma; highlight the affordability and options compared with private bootcamps.
5. Alumni ambassadors: Engage graduates from the Digital Media Design program to share experiences and mentor prospective students.

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

UI UX design is a relatively new field and the program is generally represented across a wide spectrum of cohorts. Equity issues or systemic barriers are addressed with flexible hybrid delivery that allows students to continue working while studying.

Quality

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

To be explored with BCCAT.

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

VCC's existing Digital Media Design PAC includes representatives from design studios, marketing agencies, tech companies and faculty. The PAC will be expanded to include UI/UX specialists from the local tech community. The committee will meet twice a year to provide feedback on curriculum, industry trends, and graduate performance.

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

The certificate will be delivered by faculty from VCC's Digital Media Design program, many of whom hold degrees in communication design, or interaction design and have extensive industry experience. Several are members of professional associations (e.g. RGD, DesCan). Where specialized skills (e.g. CMS, database) are needed, we will hire sessional instructors with current industry practice. Professional development opportunities will be provided to ensure faculty remain current with emerging tools and methodologies.

Admission, Delivery, and Design

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

While a formal co-op is not built into the certificate, the program culminates in a Capstone Studio course where students collaborate with real clients from the community. Under faculty supervision, students will conduct user research, develop prototypes and present final designs to clients. This project provides practical experience, portfolio pieces and industry contacts. Students may also participate in optional externships or volunteer projects through VCC's Studio Nuvo design agency.

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

Length: The certificate delivered over two terms (15 credits in Term 1 and 15 credits in Term 2). Full-time students can complete the program in 8 months, while part-time students can spread coursework over 12–16 months.

Intakes: Potential for up to three intakes per year (January, May and September) depending on demand and resources.

Cohort size: 20 students per intake. We anticipate starting with 12–15 students and scaling up as demand grows.

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

Entry pathways: Applicants should have a high school diploma or equivalent. Mature applicants without Grade 12 may be admitted based on prior learning assessment following the PLAR process. Exit pathways: Continue to combine with VCC's Graphic Design Diploma. Enter the workforce as junior UI/UX designers, product designers or web design assistants.

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

The program will be offered in multiple delivery modes:

- Full-time on-campus: Traditional studio-based learning with lectures, labs and critiques.
- Part-time evening: Courses scheduled evenings to accommodate working professionals.
- Hybrid/online: Selected courses delivered online or in blended formats using VCC's learning management system. Online courses will include synchronous sessions and asynchronous activities. This flexibility supports accessibility and aligns with VCC's commitment to student success.

Operational Needs

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

Yes. Students may be admitted based on prior learning or completion of individual courses. Those with relevant industry experience or previous coursework (e.g., from BCIT or Emily Carr) may receive transfer credit. Learners can exit after completing certain core courses and return later to finish the certificate; credits will remain valid for five years. Continuing education students may also take individual courses for professional development without enrolling in the full program.

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

Because the UI/UX Design Certificate will use existing resources from VCC's Digital Media Design Diploma, major resource demands are minimal. Required resources include:

- Curriculum development funds and release time for faculty to create course materials to emphasize UI/UX practices, inclusive design and accessibility.
- Project coordinator to manage scheduling, marketing and industry partnerships.

-Upgraded computer labs and software: Existing labs meet most requirements, but additional Adobe Creative Cloud licenses, prototyping tools (e.g., Figma, Adobe XD) and user-testing software may be needed. Students will be expected to supply their own laptops; VCC will provide temporary loaner laptops where possible.

-Online learning infrastructure: Support from the Centre for Teaching, Learning and Research to develop hybrid courses and integrate accessibility features.

-Marketing budget to promote the new program.

All costs will be included in the business case. No new classrooms or significant capital expenditures are anticipated.

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

If development funds are not secured, implementation would be delayed. Curriculum updates might be scaled back and faculty would need to adapt existing course materials without dedicated time, potentially impacting educational quality. Online course development would also be limited, reducing accessibility for remote learners.

Phase In/Phase Out Plan

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

This certificate is a new offering rather than a redesign of an existing program. Therefore, no phase-out plan is required. The program will be phased in once curriculum development and business case approval are completed. Implementation is targeted for January 2027, pending Education Council approval.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Please see attached.



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: May 27, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Program Suspensions: Continuing Studies

BACKGROUND:

In accordance with the Suspension and/or Discontinuance of Programs Policy (414), the Centre for Continuing Studies is proposing to suspend the following programs effective June 2026:

- Business and Technical Writing Certificate
- Event Management Short Certificate
- Gladue Report Writing Certificate
- Makeup Artistry Certificate
- Networking Security Advanced Certificate
- Optician Diploma
- Sport and Recreation Management Certificate

Many Continuing Studies programs, including the programs listed above, have always been offered à-la-carte, rather than by cohort, so scheduling and cancellation decisions are made section-by-section based on enrollment. Accordingly, decisions related to program sunsetting are able to be made somewhat organically by preventing registrations in certain courses and assisting remaining students to gradually complete program requirements.

The Makeup Artistry Certificate Program was last offered in Winter 2020, having struggled with recruitment and enrollment in the preceding terms. The program may be relaunched in the School of Technology, Trades, and Design in the future.

The Sports and Recreation Management Certificate Program was last offered in 2022; most of the courses in this program were part of the Leadership Suite of Programs, which were renewed and relaunched in 2023. Through Program Renewal, it was deemed that there was not sufficient demand for Sports and Recreation Management, although the department did not pursue formal suspension at the time. The few students that were pursuing the Sports and Recreation Management program were supported in completing the credential through overlapping courses and PLAR.

The Business and Technical Writing Certificate underwent an informal review process in 2022. At the time, the program did not have any students in progress. Due to several issues, including a successful SFU program in direct competition and the non-compliance of the VCC program with respect to VCC policy, a decision was made to not re-launch the program as a credential, but rather to offer non-credit courses and a microcredential. However, this option was not ultimately prioritized through 2023-2025 as the market viability was uncertain.

The Event Management Short Certificate was a redesigned version of the Wedding and Event Management Certificate that was renewed as part of the Leadership Suite of Programs. However, the program failed to launch over a series of terms as there was no student interest when courses were initially launched in 2024.

The Gladue Report Writing Certificate ran three times between 2019 and 2022. In late 2022 the BC First Nations Justice Council let us know that they would be moving away from a roster writer model to a staff writer model and would be internally training writers. Thus, there was no need for training Gladue Report Writers through the College. From 2023 through to 2025, Continuing Studies remained connected with the BCFNJC for updates, to offer our developed training resources, and for continued connection. There does not appear to be any appetite for this training currently.

The Networking Security Advanced Certificate was composed entirely of courses that are within the Network Technology Administration Security Post-Degree Diploma, which has been redesigned and will be relaunched as the Information Systems Security Administration program. The Advanced Certificate program ran successfully as a cohort once in 2022, and there has been no interest in the program since.

The Optician Diploma Program ran successfully four times, with excellent student outcomes. The program was fully accredited with Accreditation Canada as of October 2025. However, the CIP for Optician was omitted from Post-Graduate Work Permit eligibility in 2024, and since the program is for international students, there is no longer demand for the program. Currently the program is determining whether or not to maintain accreditation status or to cancel membership with Accreditation Canada.

In consultation with relevant departments, the recommendation is to suspend the programs listed above due to either consistently low enrolment resulting in cancellation or external constraints that preclude any planned future intakes.

As per the Suspension and/or Discontinuance of Programs (414) policy and procedures, two years following the suspension of a program, the decision to suspend will be revisited by the Dean and department and a recommendation on a further course of action will be made to Education Council.

DISCUSSION:

Education Council reviewed and unanimously supported the proposal at its April 14, 2026 meeting.

It was confirmed that the Optician Diploma was fully accredited with Accreditation Canada as of October 2025, and VCC will continue to maintain accreditation status at least until all current students have graduated.

RECOMMENDATION:

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

- Business and Technical Writing Certificate
- Event Management Short Certificate
- Gladue Report Writing Certificate
- Makeup Artistry Certificate
- Networking Security Advanced Certificate
- Optician Diploma
- Sport and Recreation Management Certificate

PREPARED BY: Louise Dannhauer, Chair, Education Council

DATE: May 20, 2026



DECISION NOTE

Prepared for: Board of Governors

DATE: May 27, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Course Deactivation: DNTL 1107 Dental Radiography Module

BACKGROUND:

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

Revisions to the [Curriculum Development and Approval policy](#) (410) and creation of the [Program Development and Approval policy](#) (409), approved on December 17, 2024, return approval authority for course deactivations to the Board of Governors.

The current proposal is to deactivate the following course:

- DNTL 1107 Dental Radiography Module

This 0-credit course was replaced by 4-credit course DNTL 1108 Dental Radiography Module.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approves the deactivation of the DNTL 1107 Dental Radiography Module.

PREPARED BY: Louise Dannhauer, Chair, Education Council

DATE: May 20, 2026



VCC's News & Events Round-Up

March 2026 – May 2026

Prepared for: VCC Board

Prepared by: VCC Marketing & Communications

Submission date: Wednesday, May 27

VCC EVENTS

March

Eid al-Fitr Celebration – March 24

VCC's Broadway Campus came together on Tuesday, March 24 to celebrate Eid Mubarak, bringing students, staff, and community members together in a shared space of culture and connection. The event featured henna, food, music, and interactive fun facts, creating opportunities to learn about the traditions and significance of Eid while engaging in meaningful conversations.



April

South Asian Roundtable – April 7

VCC's President, Ajay Patel participated in the Premier's Roundtable held by Government of British Columbia. This roundtable will provide a valuable opportunity for South Asian Business leaders across sectors to engage in meaningful dialogue on key economic priorities for the Government.



Vancouver Fashion Week – April 8 - 12

Twelve VCC fashion students showcased their original designs during a runway show at Vancouver Fashion Week on Thursday, April 9. Vancouver Fashion Week is North America's second largest fashion week after New York Fashion Week, spotlighting both homegrown and international designers. The



VCC's News & Events Round-Up

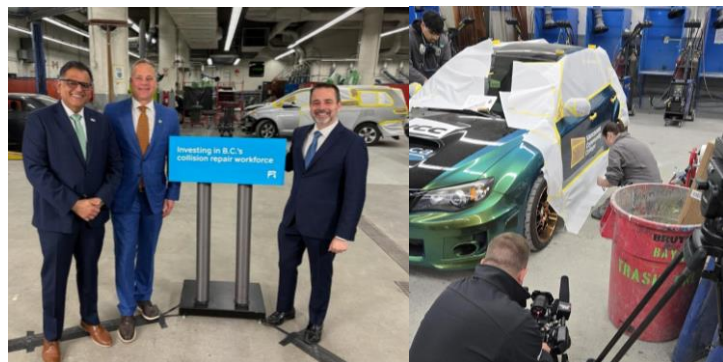
March 2026 – May 2026

collections presented by VCC's Fashion Design & Production Diploma students draw on a wide range of influences, including Indigenous, Colombian, Chinese, Filipino, and South Korean cultural heritages.



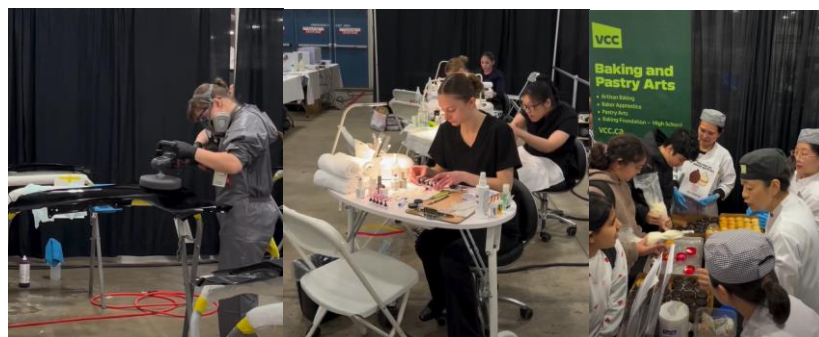
ICBC Event – April 10

VCC was pleased to host ICBC for an important announcement in VCC collision auto shop. Through its Labour, Education, Training and Safety program, ICBC is investing up to \$13.3 million over the next four years to help address labour shortages in the sector. These grants will expand training opportunities and support the next generation of skilled trades professionals, with up to \$56,500 available per apprenticeship to help employers offset training costs.



Skills BC– April 15

The Skills Canada BC Provincial Competition was held in Abbotsford, bringing together students from across the province to showcase their talents in the skilled trades. VCC achieved strong results in the baking category, with Totie Li earning Gold, Anna Dourado earning Bronze, and Julia Louie earning Gold in the Secondary Youth Train in Trades category through VCC Baking.





VCC's News & Events Round-Up

March 2026 – May 2026

CredX – April 15 & 16

CredX 2026 happened at VCC's Downtown campus, brought together leaders from post-secondary, government, and industry to explore how micro-credentials, digital badging, and skills recognition can better support learners, strengthen communities, and respond to workforce needs across B.C. and beyond. With participants from across Canada, the U.S., Australia, and the Commonwealth, the symposium continued important conversations and focused on practical next steps for the future of learning and work.



Info Week – April 20-24

VCC hosted Info Week during April 20–24, with online and in-person sessions designed to help future students explore more than 140 programs in health sciences, trades, design, hospitality, university transfer, and more. Students connected with instructors, observed select classes, spoke one-on-one with academic advisors, and got a closer look at the hands-on learning that sets VCC apart.



May

Red Dress Day – May 5

VCC hosted a vigil at the Broadway Campus, to show support and reflect during Red Dress Day. Personal stories and a powerful poem were shared that honour lives lost and bring light to the realities faced by Indigenous women, girls, and Two-Spirit people (MMIWG2S+). The practice of Cedar Bark Brushing was also shared, as well as recognition of the Indian Residential School Survivors Society (IRSSS) for their partnership and dedicated work with the Walking Together Group on Orange Shirt Day presentations. Days like this are designed to remind attendees how important it is to keep learning, connecting, and showing up for the VCC community.



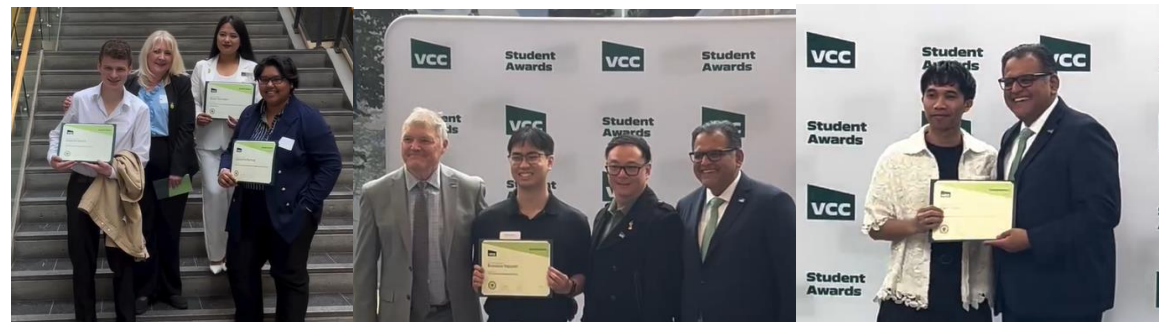
VCC's News & Events Round-Up

March 2026 – May 2026



Student Awards – May 8

VCC celebrated its annual Student Awards ceremony, recognizing the outstanding achievements, dedication, and hard work of students from across the college. The event was a wonderful opportunity to honour those who have gone above and beyond in their academic journey, with awards presented across a range of programs and disciplines. Evenings like this remind us of the incredible talent and resilience within the VCC community, and how important it is to celebrate and uplift students every step of the way.



VCC IN THE NEWS (HIGHLIGHTS)

Innovation

- **BC News – [ICBC investing \\$13.3 million in apprenticeship grants to strengthen B.C.'s collision repair workforce](#):** VCC is highlighted as a key training provider helping develop skilled trades talent aligned with industry needs, reinforcing its role in workforce innovation.
- **Canada International Student Magazine – [Real-World Simulation at VCC Prepares Students for Healthcare Careers](#):** The article explains how VCC's Health Simulation Centre is playing a key role in preparing students for careers in healthcare by offering realistic, hands-on training using advanced medical simulation technology.
- **CBC Listen – [A new course for EV enthusiasts](#):** A radio segment explores growing interest in electric vehicle education and training opportunities in B.C. VCC is featured for offering EV-related training, helping learners and enthusiasts gain practical knowledge in emerging green technologies.



VCC's News & Events Round-Up

March 2026 – May 2026

- **The Great Canadian Aftermarket Podcast – [Build your own ZEV: Conversion course launches in Vancouver](#)**: Host Andrew Ross sits down with Brett Griffiths, Dean, School of Trades, Technology and Design at Vancouver Community College (VCC), to discuss VCC'S new EV conversion pilot program, as well as the growing relevance in electric conversion overall and how EV conversion went from niche projects to a full course for techs.
- **Vancouver is Awesome – [Vancouver college offers \\$1 course to convert cars to EVs](#)**: Covers VCC's pilot EV conversion course, including a quote from Brett Griffiths about how the course equips learners with the skills to support the transition to cleaner transportation. It notes EV retrofitting is a field emerging in importance as Canada undergoes its transition towards cleaner energy sources.

Student & alumni success

- **Canada International Student Magazine – [VCC Fashion Students Shine at Vancouver Fashion Week 2026](#)**: Promotes VCC's Vancouver Fashion Week and explains how participating in the event helps student gain practical exposure to the fashion industry.
- **Collision Repair Mag – [Western Winners: Skills B.C., Alberta and Manitoba results](#)**: Noted VCC swept the secondary autobody repair podium at the 2026 Skills Canada BC Provincial Competition. Sy Korf won gold, Daniel Martinez took silver and Clinton Do earned bronze. Korf entered the provincial competition as the defending national champion in secondary autobody repair, having won gold at the 2025 Skills Canada National Competition in Regina.
- **Education News Canada – [Skills BC Competitors 2026](#)**: The article highlights students preparing for the Skills BC competition, showcasing emerging talent across trades and technical disciplines. VCC students are prominently featured as competitors, demonstrating the strength of the college's skills training programs.
- **Fashion United – [VCC Fashion design students present culturally inspired collections](#)**: Reports that VCC students are set to showcase collections inspired by diverse cultural backgrounds and sustainability themes at Vancouver Fashion Week, highlighting the intersection of global influences and local creativity.
- **Olio by Marilyn – [Vancouver Fashion Week FW26 - Vancouver Community College Fashion Design Grad Show 2026](#)**: A feature on a VCC fashion design student's graduate collection showcased at Vancouver Fashion Week. VCC is highlighted as the training location for the designer, reinforcing its reputation in fashion education.
- **Urban Asian – [Vancouver Fashion Week – Where global talent shines](#)**: This feature highlights global and emerging designers showcased at Vancouver Fashion Week. VCC fashion students and graduates are included among featured designers, emphasizing the college's role in nurturing creative industry talent.



VCC's News & Events Round-Up

March 2026 – May 2026

Other

- BC Business – [The 28-year-old leading B.C.'s irrigation industry into the climate era:](#)** BCBusiness named Poshak Sachdeva, Executive Director of the Irrigation Industry Association of British Columbia (IIABC), as one of its 30 Under 30 winners for 2026. The article notes that Sachdeva's path to leadership included roles at VCC, where he moved from administration into senior management before being appointed Executive Director of IIABC at just 25. His recognition in this list highlights how VCC plays a role in developing the careers of future industry leaders in British Columbia.
- CBC News – [Vancouver Community College nursing program 'paused' for fall 2026:](#)** The news highlights VCC has paused intake for its nursing program this fall, citing funding pressures linked to federal reductions in international student enrolment. VCC is positioned at the centre of this issue, illustrating how policy changes are directly affecting program availability and the pipeline for future healthcare professionals.
- CBC News, The Early Edition – [Specialized VCC program for neurodivergent people faces significant cuts:](#)** notes VCC is making cuts to its Employment Access and Skills Development department, which offers programs to prepare people with cognitive disabilities for the workforce. The cutbacks will eliminate 66 per cent of available seats. A recent graduate of the EASD program, Ryan Kent, joins Stephen Quinn to discuss how it changed his life.
- CTV News – [Very short-sighted': Vancouver college cancels fall nursing program amid health-care staffing crisis:](#)** The article reports backlash from healthcare advocates and union voices who argue the decision is “very short-sighted” given the urgent need for more nurses in B.C. VCC is the central focus of the story, positioned as an example of how funding pressures are directly impacting healthcare education capacity.
- My Cariboo Now – [BC Nurses Union eyeing strike vote as contract talks stall:](#)** Reports on labour tensions as the B.C. Nurses' Union considers strike action amid stalled contract negotiations. VCC is indirectly relevant as a training institution contributing to the nursing workforce pipeline.
- 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.
- University Affairs – [Degrees of Change:](#)** an article reporting on the reasons behind the international student policy changes made by the Federal government, with a focus on the impact this has had on B.C. post-secondary institutions (PSIs). Includes quotes from leaders of several PSIs across the province, including Ajay Patel.



VCC's News & Events Round-Up

March 2026 – May 2026

UPCOMING EVENTS

- **May 28 & 29 – Skills Canada National Competition 2026:** On Thursday and Friday, 8:30 a.m.–4:30 p.m., Canada's only national multi-trade and technology competition for students and apprentices will be held in Toronto, bringing together more than 550 competitors from across the country to participate in over 40 skilled trade and technology competitions. The VCC community is invited to watch the event live via the Skills/Compétences Canada YouTube channel, which will be livestreamed on campus.
- **May 29 – Gala Opening: Jewellery Art & Design Student Exhibition:** On Friday, 6:00 p.m.–9:00 p.m. at the Downtown Campus Atrium, VCC's Jewellery Art and Design annual student exhibition gala opening will showcase the work of over 30 returning and graduating students. Well-attended by industry experts, this is the event to mingle with emerging and established jewellers. The exhibition will remain open to the public until Tuesday, June 9.
- **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.

PREPARED BY: VCC Marketing & Communications
DATE: May 27, 2026 (Last report issued March 25, 2026)

Report the VCC Board of Governors

Prepared by Taryn Thomson, VCCFA Vice President on behalf of Frank Cosco, VCCFA
President

May 21, 2026

Layoffs

We are in the thick of the 5th round of layoffs in the past two years, this round the largest. At this point in the process, faculty are applying for transfers. The next few months will be a time of uncertainty, change, and anxiety for everyone left at the college as well as for those who have lost or will be losing their jobs soon.

CUPE

We recognize that our colleagues in CUPE are also facing tremendous tumult, and that recently and rapidly, a huge number took a departure incentive and left the college. It just got a lot harder for a lot of the work at the college to get down, and we send our empathy to all affected.

BC Policy Solutions

The VCCFA commissioned a study about the current crisis and what some solutions might be from BC Policy Solutions. We are holding a sneak peek event on June 1 in advance of the official study release. Here is the invite. Board members are welcome to attend.



Invitation: Early embargoed release

"The Future of Public Post-Secondary Education in BC": a report by BC Policy Solutions

British Columbia's public post-secondary education system is facing the worst funding crisis in its history with an estimated shortfall of \$300 million.

As of spring 2026, institutions have cut or suspended over 180 programs, laid off more than 1,300 faculty and countless contract staff and closed over 45 essential student services.

The provincial government recently wrapped up its Post-Secondary Education Sector Sustainability Review, but it may be months before the public and sector stakeholders find out what is in store for BC post-secondary education.

On the table are mergers, tuition hikes and one guarantee: no increased funding.

To provide a more complete picture ahead of the official review, VCCFA is hosting an exclusive briefing for sector stakeholders to unveil the embargoed early release of an urgent new report: *The Future of Public Post-Secondary Education in BC*.

Join us for a presentation of the report's findings by author Véronique Sioufi, BC Policy Solutions' racial equity researcher/policy analyst, on the unvarnished reality of the sector's structural flaws and an evidence-based roadmap for rebuilding our post-secondary system as essential public infrastructure. Attendees will receive an embargoed copy of the report.

This comprehensive report was compiled in direct consultation with the people most impacted by the crisis, drawing on interviews with faculty and staff association representatives, student union leaders, labour sector advocates, institutional leaders and academic researchers in international and higher education.

- **What:** early release briefing for the embargoed '*The Future of Public Post-Secondary Education in BC*' BC Policy Solutions' report.
- **When:** June 1, 2026 | 12 pm.
- **Where:** Vancouver Community College (VCC) – Broadway Campus. Auditorium, 1155 East Broadway, Vancouver, BC.
- **Who should attend:** This is an invitation only event for post-secondary educators, student representatives, sector leaders and members of the media.



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: May 27, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Program Credit Change: Graphic Design Diploma

BACKGROUND:

The School of Trades, Technology and Design is proposing revisions to the Graphic Design Diploma. The number of program credits was reduced from 111.5 to 61.5 credits, conforming with the standard length of most diploma programs.

To accomplish this, all courses related to user interface and user experience (UI/UX) and web coding/design were removed. The program now focuses on graphic design in print and digital media.

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

- Apply design thinking methodologies and creative processes to solve a wide variety of design problems in print and digital media
- Demonstrate technical proficiency in industry-standard design software and technologies to create, modify, and produce professional design solutions for multiple platforms
- Develop effective design concepts based on research and client needs to create appropriate design solutions
- Create and maintain a professional design portfolio and career development plan that showcases technical and creative abilities while supporting ongoing professional growth
- Implement self-directed learning strategies and reflective practices to adapt to evolving design trends, technologies, and industry standards
- Apply understanding of professional ethics, business standards, intellectual property laws, and cultural sensitivity to make responsible decisions in design practice
- Prepare properly constructed and formatted design files for various media using appropriate technical specifications for digital, web, and print production

- Synthesize knowledge of design history, colour theory, typography, composition, brand strategy, and user experience to create cohesive and effective design solutions that meet client requirements and resonate with target audiences
- Demonstrate professional communication, project management, and collaboration skills to effectively work in team environments and manage client relationships
- Critically analyze design solutions for their cultural context, potential biases, and social impact, while applying principles of equity, diversity, inclusion, and accessibility throughout the design process

DISCUSSION:

The proposal was reviewed by Curriculum Committee on May 20, 2025. Requested updates were completed, including embedding AI more explicitly since AI is critical in this field, as design tools are constantly evolving (AI was added to the program purpose and course topics). The advanced entry (Year 2) admission requirements were also simplified to make the program more accessible.

Education Council unanimously approved the curriculum at its June 10, 2025 meeting.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the change in credits for the Graphic Design Diploma program to 61.5 credits.

PREPARED BY: Louise Dannhauer, Chair, Education Council

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

DATE: May 20, 2026



Graphic Design
Diploma

Program Content Guide

Effective Date: September 2027

Purpose

The Graphic Design Diploma program prepares students for a dynamic and creative career in the design industry, equipping them with the technical proficiency, conceptual thinking, and professional skills needed to excel in diverse design environments. Emphasizing hands-on practice, students develop solutions for print and digital media through the application of design thinking methodologies and strategic research.

Students learn to create compelling and inclusive design solutions that are informed by industry standards, user needs, and cultural contexts. The curriculum fosters ethical and socially responsible design practices, including attention to accessibility, equity, and sustainability. Coursework is grounded in real-world scenarios, including collaborative client projects, iterative studio processes, and professional critiques.

As part of their evolving digital literacy, students also explore how artificial intelligence (AI) tools can be integrated into contemporary design workflows, from ideation and content generation to layout and production. Alongside technical experimentation, students critically examine the legal, ethical, and cultural implications of AI-generated content, including questions of authorship, intellectual property, and bias.

In addition to building a robust technical skillset, students cultivate lifelong learning habits and career readiness through portfolio development, self-directed reflection, and a 120-hour industry work experience. Graduates emerge with the communication, collaboration, and critical thinking skills required to succeed in in-house teams, creative agencies, freelance practice, or entrepreneurial ventures.

Admission Requirements

A) Standard Admission Requirements (Year 1)

- English 12 with a minimum 'C' grade, or equivalent

B) Advanced Entry Requirements (Year 2)

- A graphic design certificate from an accredited post-secondary institution, as determined by VCC. (Note: Additional first-year courses may be required.)
- Portfolio (6–10 pieces)

*For more information, please see the [Submission Guidelines](#)

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 required courses in the program, except:

- VCDP 2455 Studio: Special Topics
- VCDP 2465 Studio: Specialization
- VCDP 2490 Graphic Design Portfolio
- VCDP 2500 Graphic Design Work Experience

Students may complete up to 12 program credits through PLAR. Tuition and fees may still apply to PLAR candidates.

Methods for assessing prior learning may include interviews, portfolios, projects, assignments, or other evaluations. Please see the course outlines for details.

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

See the [Prior Learning Assessment and Recognition policy](#) for more information.

Program Duration & Maximum Time for Completion

This full-time program is two years in length. The maximum time for completion is five years. The Advanced Entry option (Year 2) is 10 months in length. The maximum time for completion is three years.

Program Learning Outcomes

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

- Apply design thinking methodologies and creative processes to solve a wide variety of design problems in print and digital media
- Demonstrate technical proficiency in industry-standard design software and technologies to create, modify, and produce professional design solutions for multiple platforms
- Develop effective design concepts based on research and client needs to create appropriate design solutions
- Create and maintain a professional design portfolio and career development plan that showcases technical and creative abilities while supporting ongoing professional growth
- Implement self-directed learning strategies and reflective practices to adapt to evolving design trends, technologies, and industry standards
- Apply understanding of professional ethics, business standards, intellectual property laws, and cultural sensitivity to make responsible decisions in design practice
- Prepare properly constructed and formatted design files for various media using appropriate technical specifications for digital, web, and print production
- Synthesize knowledge of design history, colour theory, typography, composition, brand strategy, and user experience to create cohesive and effective design solutions that meet client requirements and resonate with target audiences
- Demonstrate professional communication, project management, and collaboration skills to effectively work in team environments and manage client relationships
- Critically analyze design solutions for their cultural context, potential biases, and social impact, while applying principles of equity, diversity, inclusion, and accessibility throughout the design process

Instructional Strategies, Design, and Delivery Mode

The Graphic Design Diploma program is designed to provide contextual learning experiences that mimic the real-world graphic design industry. The creative, hands-on courses are designed to introduce students to relevant theories and then immediately plunge them into practical work that relates to those theories while allowing students to also develop critical technical skills. Students learn through a combination of instructional activities including lectures, practical labs, demonstrations, guest lectures, work-integrated learning, collaborative client projects, self-directed projects, and field trips. To support the development of motivation and self-discipline, some of the theoretical and technical aspects of the program involve independent learning.

The Digital Graphic Design lab, located at the Downtown campus, is equipped with Apple iMac workstations with the latest software and OS. Students will use modern drawing tablets, digital

cameras, and colour printers. The ratio of students to workstations is one-to-one and all classes have a capacity of 18 students per class.

Evaluation of Student Learning

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

Students must achieve a minimum grade point average of 'C' (2.00) in each course and a grade of 'S' in the work experience course. All courses in each term must be successfully completed, or department permission granted to progress into subsequent terms. Students must achieve a minimum cumulative grade point average of 2.00 ('C') and a grade of 'S' in the work experience course to graduate.

Program Considerations

Students should consider the following aspects of this program:

- Learning environment requires extended periods (up to 7 hours per day) of computer use with sustained visual focus on digital displays. Devices may include keyboard, mouse, trackpad, or digital pen.
- Program environment involves time-sensitive task completion on deadline.
- Tasks require fine motor skills in handling video and photography hardware.

Courses

This full-time program can be completed over four (4) terms by successfully completing the following: 18 credits (term 1), 15 credits (term 2), 16 credits (term 3), 12.5 credits (term 4).

| Year | Course # | Course Name | Credits |
|-------------------------|-----------|--------------------------------|---------|
| One | VCDP 1110 | Design Foundation | 3.0 |
| | VCDP 1111 | Technical Foundation | 3.0 |
| | VCDP 1130 | Typography | 3.0 |
| | VCDP 1120 | Digital Image | 3.0 |
| | VCDP 1140 | Composition 1 | 3.0 |
| | VCDP 1250 | Brand Identity 1 | 3.0 |
| | VCDP 1242 | Composition 2 | 3.0 |
| | VCDP 1251 | Print Production | 3.0 |
| | VCDP 1260 | Brand Identity 2 | 3.0 |
| | VCDP 2430 | Editorial Design | 3.0 |
| | VCDP 1253 | Video Production | 3.0 |
| Total Credits per Term: | | | 33.0 |
| Two | VCDP 2325 | Studio: Fundamentals | 5.0 |
| | VCDP 2320 | Advertising and Art Direction | 3.0 |
| | VCDP 2455 | Studio: Special Topics | 5.0 |
| | VCDP 1133 | Design Thinking | 3.0 |
| | VCDP 2465 | Studio: Specialization | 5.0 |
| | VCDP 2490 | Graphic Design Portfolio | 3.0 |
| | VCDP 2500 | Graphic Design Work Experience | 4.5 |
| Total Credits per Term: | | | 28.5 |

Total Program Credits: 61.5

Transcript of Achievement

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

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

Grading Standard

| Grade | Percentage | Description | Grade Point Equivalency |
|-------------------------|---------------|---|-------------------------|
| A+ | 96-100 | | 4.33 |
| A | 91-95 | | 4.00 |
| A- | 86-90 | | 3.67 |
| B+ | 81-85 | | 3.33 |
| B | 76-80 | | 3.00 |
| B- | 71-75 | | 2.67 |
| C+ | 66-70 | | 2.33 |
| C | 61-65 | Minimum Progression Grade | 2.00 |
| C- | 56-60 | | 1.67 |
| D | 50-55 | | 1.00 |
| F | 0-49 | Failing Grade | 0.00 |
| S | 70 or greater | Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards | N/A |
| U | | Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards | N/A |
| I | | Incomplete | N/A |
| IP | | Course in Progress | N/A |
| W | | Withdrawal | N/A |
| Course Standings | | | |
| R | | Audit. No 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: May 27, 2026

ISSUE: Domestic Tuition Fees for the Revised Graphic Design Diploma Program- (Credits Reduction)

BACKGROUND:

The Graphic Design department has proposed a revised diploma program that reduces total credits from 112 to 61.5 credits in response to industry changes and evolving market demands. Students increasingly seek focused programs that deliver essential skills efficiently. The department has conducted a curriculum review to identify and remove few courses, ensuring every credit hour reflects current industry practices and employer expectations. The updated curriculum meets current demands in both domestic and international markets.

The revised program prepares students for dynamic careers in the design industry, equipping them with technical proficiency, conceptual thinking, and professional skills needed to excel in diverse design environments. Emphasizing hands-on practice, students develop solutions for print and digital media through design thinking methodologies and strategic research, positioning graduates for immediate success in the competitive design marketplace.

DISCUSSION:

The revised Graphic Design program reduces the total required credits from 112 to 61.5 by removing a number of courses, resulting in a lower overall program cost for students. 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 cost reflects the reduction in the number of credits. The tuition per credit for domestic students is \$172.32. The revised program will be implemented effective September 2027.

- **Domestic tuition:** \$172.32 per credit for 61.5 credits = **\$10,597.68 total**

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



DECISION NOTE

Date: May 27, 2026

PREPARED FOR: Board of Governors

ISSUE: **RECOMMENDATION FOR APPROVAL**
Tuition: International Tuition Fees for the Revised Graphic Design Diploma Program

BACKGROUND:

The Graphic Design department has proposed a revised diploma program that reduces total credits from 112 to 61.5 credits in response to industry changes and evolving market demands. Students increasingly seek focused programs that deliver essential skills efficiently. The department has conducted a curriculum review to identify and remove few courses, ensuring every credit hour reflects current industry practices and employer expectations. The updated curriculum meets current demands in both domestic and international markets.

The revised program prepares students for dynamic careers in the design industry, equipping them with technical proficiency, conceptual thinking, and professional skills needed to excel in diverse design environments. Emphasizing hands-on practice, students develop solutions for print and digital media through design thinking methodologies and strategic research, positioning graduates for immediate success in the competitive design marketplace.

DISCUSSION:

The revised Graphic Design diploma program reduces the total required credits from 112 to 61.5 through the removal and consolidation of selected courses, resulting in a shorter and more focused program aligned with current industry and student needs. While the total number of credits has decreased, the remaining curriculum, instructional delivery model, and core learning outcomes remain substantially unchanged. On this basis, the revisions are not viewed as a significant program change requiring a formal review of tuition rates.

Under the revised program structure, maintaining the current international per-credit tuition rate would result in a lower overall tuition amount compared to the previous 112-credit program. In this context, an adjustment to the international per-credit tuition, from \$407.06 to \$731.33, is presented for approval to support the continued delivery of the program within the new 61.5-credit format.

The College recognizes the importance of affordability for international students and has carefully considered the potential impacts. This approach seeks to balance these considerations while supporting the quality and sustainability of the program over the longer term.

The updated tuition structure was also reviewed against comparable graphic design and design-related programs offered at public post-secondary institutions across British Columbia. While program lengths and credential types vary across institutions, the proposed international tuition remains within a competitive market range.

The following table summarizes the findings:

| Institution | Program | Program Credits | Estimated Tuition & Fees |
|---------------------|--|-----------------|----------------------------|
| Langara College | Design Formation (2 years diploma). | 60 | \$39,821 International |
| Capilano University | Bachelor of Design in Visual Communication (4 years) | 124 | \$123,556 International |
| BCIT | Digital Design and Development (Diploma) | 110.5 | \$45, 503.88 International |
| BCIT | Digital Communications and Wireless Technologies (Diploma) | 138 | \$47,712.94 International |
| BCIT | Graphic Design (Certificate) | 48 | \$19,674.06 International |
| KPU | Bachelor of Design in Graphic Design for Marketing (4 years) | 120 | \$96,978. 32 International |

Note: Costs are estimated based on publicly available information from 2025-2026 and include mandatory ancillary/student fees.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee the Board of Governors approve the tuition for the revised Graphic Design Diploma Program, effective August 1, 2026, with the program to be offered commencing September 2027.

- International tuition: \$731.33 per credit for 61.5 credits = \$44,976.78 total

ATTACHMENTS: APPENDIX A - Program Costing Template

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

Program Name Graphic Design- Updated program
Program Start Date September 2027

| | Current | Proposal 1 |
|---|---------------|--|
| | Current State | Decreased number of credits with increased IE tuition rate |
| Tuition per credit per student - International | \$407.06 | \$731.33 |
| Tuition per student - International | \$45,387.19 | \$44,976.78 |
| Tuition per credit per student - Domestic | \$172.32 | \$172.32 |
| Tuition per student - Domestic | \$19,213.68 | \$10,597.68 |
| No. of Intakes | 1 | 1 |
| No. of students per intake - Domestic (projected) | 4 | 4 |
| No. of students per intake - International (proj) | 8 | 8 |
| Total students (with X FTE attrition) - Domestic | 4 | 4 |
| Total students (with X FTE attrition) - International | 7 | 7 |
| Duration - instructor months | 15 | 8 |
| Program Duration (months) | 16 | 16 |
| Duration - instructional programming days | 309 | 162 |
| Other days | 0 | 0 |
| Department head release days | 44 | 44 |
| Duty days per year | 180 | 180 |
| Instructor FTE required per intake | 1.96 | 1.14 |
| Number of credits | 111.5 | 61.5 |
| Support Staff FTE | 1.00 | 1.00 |
| Operational costs | 15,000 | 15,000 |

Revenue

| | | |
|---|-------------------|-------------------|
| Projected Tuition revenue -Domestic | \$ 76,855 | \$ 42,391 |
| Projected Tuition revenue - International | \$ 340,506 | \$ 338,971 |
| Projected Tuition revenue -Other Fees | \$ 10,405 | \$ 7,992 |
| Block/Other funding | \$ 46,998 | \$ 46,998 |
| Total revenue (projected) | \$ 474,763 | \$ 436,352 |

Instructor

| | | |
|-------------------------------|-------------------|-------------------|
| Salary (step 1) | \$ 234,569 | \$ 136,776 |
| Benefits (29%) | \$ 68,025 | \$ 39,665 |
| Total instructor costs | \$ 302,594 | \$ 176,442 |

Support Staff

| | | |
|----------------------------------|------------------|------------------|
| Salary (Step 5) | \$ 71,836 | \$ 71,836 |
| Benefits (31.5%) | \$ 22,628 | \$ 22,628 |
| Total support staff costs | \$ 94,464 | \$ 94,464 |

Total labour cost

| | |
|-------------------|-------------------|
| \$ 397,058 | \$ 270,906 |
|-------------------|-------------------|

Operational costs

| | | |
|--------------------------------|-------------------|-------------------|
| Operational Expenses | \$ 15,000 | \$ 15,000 |
| Capital/Technology/Equipment | \$ - | \$ - |
| Curriculum Renewal | \$ 62,440 | \$ 34,440 |
| Intl Student Agency Fees | \$ 51,076 | \$ 50,846 |
| Total operational costs | \$ 128,516 | \$ 100,286 |

Indirect student support

| | | |
|---------------------------------------|-------------------|-------------------|
| Indirect student support | \$ 315,344 | \$ 222,715 |
| Total indirect student support | \$ 315,344 | \$ 222,715 |

Total expenditures

| | |
|-------------------|-------------------|
| \$ 840,918 | \$ 593,907 |
|-------------------|-------------------|

Net contribution to VCC overhead / (Deficit)

| | |
|---------------------|---------------------|
| \$ (366,155) | \$ (157,555) |
|---------------------|---------------------|



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: May 27, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
TUITION: New course - MATH 1001: Calculus Connections Lab

BACKGROUND:

The Mathematics department is proposing a new companion course, MATH 1001, to support students in the existing Calculus 1 course (MATH 1100). Calculus 1 has a relatively low success rate, despite the high pre-requisite of a B in Pre-Calculus 12. The new course will review pre-calculus concepts and problem-solving in a calculus context to support students with a lower grade in the pre-requisite course.

UBC, SFU and Langara all offer calculus courses with additional hours for reviewing pre-calculus topics to support students with a lower pre-requisite than their standard calculus course. MATH 1001 takes a slightly different approach by adding the extra review hours as a one-credit companion class to the standard MATH 1100 calculus course.

DISCUSSION:

Table 1. Comparable courses at other PSIs

| | Per credit | Additional hours per week vs. standard Calculus 1 | Additional cost vs. standard Calculus 1 |
|---|------------|---|---|
| SFU Math 150 Calculus with Review | \$212 | 1 | \$212 |
| UBC MATH 180 Differential Calculus | \$203 | 1.5 | \$0 |
| LANG MATH 1153 and 1253 Introduction to Calculus | \$112 | 4 | \$336 |
| UBC MATH 110 Differential Calculus | \$203 | 3 | \$609 |

For 2025-26 domestic tuition for MATH 1100 is \$102.64 per credit (total tuition \$307.92) while international tuition is \$631.65 per credit (total tuition \$1,894.95). In considering the positioning of MATH 1001, it may be beneficial to ensure that its total tuition is set at a level lower than the cost of MATH 1100. This approach could help encourage enrollment among students who would benefit from foundational review, even where such preparation is not strictly required. If total tuition for MATH 1001 were to exceed that of MATH 1100, there is a possibility that some students may instead choose to repeat MATH 1100 rather than enroll in MATH 1001.

Proposed tuition:

- **\$292.57** (\$292.57 per credit) for domestic students
- **\$731.33** (\$731.33 per credit) for international students

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee the Board of Governors approve tuition of \$292.57 (domestic) and \$731.33 (international) for MATH 1001: Calculus Connections Lab, effective September 2026.

ATTACHMENTS: APPENDIX A- Costing Form

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

Program Name MATH 1001

Program Start Date Jan 2027

| | Proposal 1 |
|---|------------|
| | New |
| Scenarios | |
| Tuition per credit per student - International | \$731.33 |
| Tuition per student - International | \$731.33 |
| Tuition per credit per student - Domestic | \$292.57 |
| Tuition per student - Domestic | \$292.57 |
| No. of Intakes | 1 |
| No. of students per intake - Domestic (projected) | 38 |
| No. of students per intake - International (proj) | 0 |
| Total students (with X FTE attrition) - Domestic | 38 |
| Total students (with X FTE attrition) - International | 0 |
| Duration - instructor months | 0 |
| Program Duration (months) | 4 |
| Duration - instructional programming days | 9 |
| Other days | 0 |
| Department head release days | 0 |
| Duty days per year | 160 |
| Instructor FTE required per intake | 0.06 |
| Number of credits | 1 |
| Support Staff FTE | 0.00 |
| Operational costs | 0 |

Revenue

| | | |
|---|-----------|---------------|
| Projected Tuition revenue -Domestic | \$ | 11,118 |
| Projected Tuition revenue - International | \$ | - |
| Projected Tuition revenue -Other Fees | \$ | 3,403 |
| Total revenue (projected) | \$ | 14,521 |

Instructor

| | | |
|-------------------------------|-----------|--------------|
| Salary (step 1) | \$ | 7,016 |
| Benefits (29%) | \$ | 2,035 |
| Total instructor costs | \$ | 9,051 |

Support Staff

| | | |
|----------------------------------|-----------|----------|
| Salary (Step 5) | \$ | - |
| Benefits (31.5%) | \$ | - |
| Total support staff costs | \$ | - |

Total labour cost

\$ 9,051

Operational costs

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

Indirect student support

| | | |
|---------------------------------------|-----------|--------------|
| Indirect student support | \$ | 4,073 |
| Total indirect student support | \$ | 4,073 |

Total expenditures

\$ 13,124

Net contribution to VCC overhead / (Deficit)

\$ 1,397



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: May 27, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
TUITION: New course – CHEM 1150: Chemistry for Engineering

BACKGROUND:

The Science department is proposing a new course, CHEM 1150, for students in the UT Engineering pathway. Current UT Engineering students take two semesters of general chemistry (CHEM 1121 and 1223), but the heavy course load in this program means that students need a minimum of three semesters to complete the 43 credits. Receiving institutions will also accept a one-semester, engineering-focused chemistry course to meet the chemistry requirement; UBC has agreed to reserve seats in second-year engineering for students transferring from VCC, provided that they complete all of their coursework in two semesters. This new course will make it possible to complete in two semesters, opening an additional admission pathway for VCC students.

DISCUSSION:

The existing University Transfer courses, CHEM 1121 and 1223, are priced at \$102.64 per credit (2025-26 tuition) for a total of \$821.12 for the two 4-credit courses for domestic students. At the proposed tuition rate of \$332.33 per credit for domestic students, the cost for this 3-credit course will be higher than the total for the two courses, at \$996.99. This is an accelerated offering of the course for 3 credits vs. 4 credits at other institutions to meet UBC's requirements for guaranteed pathway to 2nd year engineering.

Table 1. Domestic tuition for equivalent Chemistry for Engineering courses

| | Per credit | Course total |
|---------------------|------------|--------------|
| Capilano University | \$149.63 | \$448.89 |
| UBC Vancouver | \$209.69 | \$629.07 |
| Langara College | \$114.21 | \$342.63 |

Proposed tuition:

- **\$996.99** total (\$332.33 per credit) for domestic students
- **\$2,193.99** total (\$731.33 per credit) for international students

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee the Board of Governors approve tuition of **\$996.99** (\$332.33 per credit) for domestic students, and **\$2,193.99** (\$731.33 per credit) for CHEM 1150: Chemistry for Engineering effective January 2027.

ATTACHMENTS: **APPENDIX A** - Costing Form

PREPARED BY: Jennifer Kelly, Associate Director, School of Arts and Sciences

DATE: May 11, 2026

Program Name CHEM 1150

Program Start Date Jan 2027

| | Proposal 1 |
|---|------------------------|
| Scenarios | |
| Tuition per credit per student - International | New course \$731.33 |
| Tuition per student - International | \$2,193.99 |
| Tuition per credit per student - Domestic | \$332.33 |
| Tuition per student - Domestic | \$996.98 |
| No. of Intakes | 1 |
| No. of students per intake - Domestic (projected) | 24 |
| No. of students per intake - International (proj) | 0 |
| Total students (with X FTE attrition) - Domestic | 24 |
| Total students (with X FTE attrition) - International | 0 |
| Duration - instructor months | 1 |
| Program Duration (months) | 4 |
| Duration - instructional programming days | 28 |
| Other days | 0 |
| Department head release days | 0 |
| Duty days per year | 160 |
| Instructor FTE required per intake | 0.18 |
| Number of credits | 3 |
| Support Staff FTE | 0.02 |
| Operational costs | 0 |

Revenue

| | | |
|---|-----------|---------------|
| Projected Tuition revenue -Domestic | \$ | 23,927 |
| Projected Tuition revenue - International | \$ | - |
| Projected Tuition revenue -Other Fees | \$ | 2,632 |
| Total revenue (projected) | \$ | 43,071 |

Instructor

| | | |
|-------------------------------|-----------|---------------|
| Salary (step 1) | \$ | 21,049 |
| Benefits (29%) | \$ | 6,104 |
| Total instructor costs | \$ | 27,153 |

Support Staff

| | | |
|----------------------------------|-----------|--------------|
| Salary (Step 5) | \$ | 2,105 |
| Benefits (31.5%) | \$ | 663 |
| Total support staff costs | \$ | 2,768 |

Total labour cost

\$ 29,921

Operational costs

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

Indirect student support

| | | |
|---------------------------------------|-----------|---------------|
| Indirect student support | \$ | 13,464 |
| Total indirect student support | \$ | 13,464 |

Total expenditures

\$ 43,385

Net contribution to VCC overhead / (Deficit)

\$ (314)



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: May 27, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Program: Supply Chain and Logistics Short Certificate

BACKGROUND:

The School of Arts & Sciences is proposing a new program: the Supply Chain and Logistics Short Certificate. The program will be delivered fully online and is designed to meet industry demand for flexible, targeted training. Developed through consultation with employers, the program is intended for working professionals, career changers, and international learners studying abroad.

The program has been designed to help these prospective students develop the essential and in-demand skills needed to enable BC businesses to transform in alignment with shifting global realities. Particularly well-suited for employees working in warehousing, purchasing, shipping and inventory management, the program introduces the “bigger picture” of supply chain management and logistics and builds a deeper understanding of how supply chains and operations work on a global scale.

The program consists of three existing courses from the Global Supply Chain Management Post-Degree Diploma (PDD), and successful completion of the micro-credential will lead to direct, earned admission into the PDD.

Ministry funding has been secured to support online course development, with a planned launch in January 2027.

Supply Chain and Logistics Short Certificate graduates will be able to meet the following program learning outcomes:

- Explain supply chain and logistics principles, including the roles of transportation, inventory, and distribution in optimizing the flow of goods and services.
- Analyze and optimize transportation operations, applying principles of route planning, mode selection, and cost-efficiency.

- Apply quantitative and analytical methods to inventory management, including demand forecasting, stock level optimization, and strategic materials planning to minimize costs and risks.
- Develop integrated supply chain solutions, considering the interplay between logistics, inventory management, and transportation.
- Evaluate supply chain decisions in a business context, assessing trade-offs between cost, service levels, sustainability, and risk.

DISCUSSION:

The proposal was reviewed by Curriculum Committee on March 17, 2026 and Education Council on April 14, 2026. Education Council unanimously supported the proposal.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the new Supply Chain and Logistics Short Certificate credential and program implementation.

PREPARED BY: Louise Dannhauer, Chair, Education Council

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the Supply Chain and Logistics Short Certificate

DATE: May 20, 2026

Appendix A



Supply Chain and Logistics Short Certificate

Program Content Guide

Effective Date: January 2027

Purpose

The Supply Chain and Logistics Short Certificate has been designed to develop the essential and in-demand skills needed to enable businesses to transform in alignment with shifting global realities. Particularly well-suited for employees working in warehousing, purchasing, shipping and inventory management, the program introduces the “bigger picture” of supply chain management and logistics and builds a deeper understanding of how supply chains and operations work on a global scale.

Students will develop a comprehensive understanding of supply chain and logistics systems, including how transportation, inventory, and distribution interact to optimize the flow of goods and services. They will apply quantitative and analytical methods to improve transportation efficiency, forecast demand, and optimize inventory levels while minimizing cost and risk. The courses emphasize integrated decision-making, enabling students to design coordinated supply chain solutions and evaluate strategic trade-offs among cost, service, sustainability, and operational resilience in real-world business contexts.

The program's goal is up-skilling and cross-skilling for working professionals who are:

- Already working in the supply chain industry and want to further develop their knowledge and skills
- Looking to build on experience gained outside of Canada to transition to the Canadian job market, and/or
- Preparing for certifications in the supply chain industry

Admission Requirements

- Grade 12 graduation, or equivalent
- [English Studies 12 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 the following course:

- [OPMT 1110](#) Fundamentals of Supply Chain and Logistics Management

A maximum of 65% of the total credits of the program may be completed through PLAR and/or transfer credit. Tuition and fees apply to PLAR.

Methods of PLAR vary by course, and may include a challenge exam and/or an interview. Please contact the Department for details.

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

*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.

See [Prior Learning Assessment and Recognition policy](#) for more information.

Program Duration & Maximum Time for Completion

Eight months. Maximum time for completion is three years.

Program Learning Outcomes

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

- Explain supply chain and logistics principles, including the roles of transportation, inventory, and distribution in optimizing the flow of goods and services.
- Analyze and optimize transportation operations, applying principles of route planning, mode selection, and cost-efficiency.
- Apply quantitative and analytical methods to inventory management, including demand forecasting, stock level optimization, and strategic materials planning to minimize costs and risks.
- Develop integrated supply chain solutions, considering the interplay between logistics, inventory management, and transportation.
- Evaluate supply chain decisions in a business context, assessing trade-offs between cost, service levels, sustainability, and risk.

Instructional Strategies, Design, and Delivery Mode

The courses will be delivered in an Online/Asynchronous mode that will include videos, discussion forums, teamwork, case studies, and presentations.

Evaluation of Student Learning

Evaluation of courses may include a combination of low-stakes quizzes, assignments, projects, authentic case studies, and reflection papers.

Students must receive a minimum grade of 'D' (1.00) in each course, and a minimum term grade point average of 2.00 ('C') to advance into subsequent courses/terms in the program. Students must receive a minimum program grade point average of 2.00 to successfully graduate.

Program Considerations

- Learning activities and assignments in the program make considerable use of analytical and critical thinking skills.
- The program will utilize experience in word processing and spreadsheet skills and requires access to software and devices.
- The program is delivered primarily asynchronous online, requiring students to manage their own study schedules and assignment completion. Most tasks will be completed independently, but in some cases students will be expected to work in groups.

Courses

| Course # | Course Name | Credits |
|-----------------|--|----------------|
| OPMT 1110 | Fundamentals of Supply Chain and Logistics Management | 3.0 |
| OPMT 1130 | Transportation Management | 3.0 |
| OPMT 2200 | Inventory Analytics and Strategic Materials Management | 3.0 |

Total Program Credits: 9.0

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- | 71-75 | | 2.67 |
| C+ | 66-70 | | 2.33 |
| C | 61-65 | Minimum Progression grade | 2.00 |
| C- | 56-60 | | 1.67 |
| D | 50-55 | | 1.00 |
| F | 0-49 | Failing Grade | 0.00 |
| S | 70 or greater | Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards | N/A |
| U | | Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards | N/A |
| I | | Incomplete | N/A |
| IP | | Course in Progress | N/A |
| W | | Withdrawal | N/A |
| Course Standings | | | |
| R | | Audit. No 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: May 27, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
TUITION: Supply Chain & Logistics Short Certificate

BACKGROUND:

The **Supply Chain & Logistics Short Certificate** is being developed in response to ongoing skills shortages in global supply chains, as identified through consultation with industry partners and professional associations. The program is designed to meet the needs of working professionals in warehousing, purchasing, transportation, inventory management, and operations, as well as internationally educated professionals seeking to transition to the Canadian labour market. The proposed program is a 9-credit, 135-hour micro-credential, delivered fully online and asynchronously, allowing students to complete courses part-time or full-time. The program consists of three 3-credit courses, each eligible for individual enrollment and digital badge recognition. Completion of all three courses results in the award of the Short Certificate. Credits earned are directly transferable to the Global Supply Chain Management Post-Degree Diploma. The program supports provincial and institutional priorities related to flexible delivery, workforce development, and access for equity-deserving learners. Program development is supported by Ministry micro-credential funding (\$105,000). Ongoing delivery will operate on a cost-recovery model supported by tuition revenue.

COURSES:

Table 1. New courses for the Supply Chain & Logistics Short Certificate

| Course | Credits |
|--|---------|
| Supply Chain & Logistics Fundamentals | 3 |
| Transportation Management | 3 |
| Inventory Control & Materials Management | 3 |

TUITION:

The courses that comprise the short certificate already exist within the course catalogue for the Global Supply Chain Management Post-Degree Diploma and have been delivered relatively recently and are unchanged for this credential. Consequently, the per credit tuition is already set and bound by the legislated tuition change limits.

At the 2026-27 tuition band of \$292.75 per credit, total tuition for the 9-credit short certificate would be **\$2,663.10** for domestic students. For international students, the tuition band of \$731.33 per credit would result in tuition of **\$6,581.97**.

These rates are consistent with comparable credit-based micro-credentials and position VCC competitively relative to similar offerings, which are typically non-credit, shorter in duration, or significantly higher in cost.

Assuming a full cohort of 40 domestic students, the program will result in a net contribution of \$68,938 to VCC.

RECOMMENDATION:

THAT, on the recommendation of the Finance & Audit Committee the Board of Governors approve credential tuition of \$2,663.10 (\$292.75 per credit) for domestic students and \$6,581.97 (\$731.33 per credit) for international students for the three courses in the Supply Chain & Logistics Short Certificate.

ATTACHMENTS: **APPENDIX A** - Costing Form – Supply Chain & Logistics Short Certificate

PREPARED BY: Tanya Elias, Senior Manager, Online Learning Strategy & Design
Andy Sellwood, Department Leader, Project Management

DATE: May 15, 2026

Program Name Supply Chain & Logistics Short Certificate
Program Start Date Jan 2027

| | | Proposal 1 |
|---|--|------------|
| Scenarios | | New |
| Tuition per credit per student - International | | \$731.33 |
| Tuition per student - International | | \$6,581.97 |
| Tuition per credit per student - Domestic | | \$292.57 |
| Tuition per student - Domestic | | \$2,633.10 |
| No. of Intakes | | 1 |
| No. of students per intake - Domestic (projected) | | 40 |
| No. of students per intake - International (proj) | | 0 |
| Total students (with X FTE attrition) - Domestic | | 39 |
| Total students (with X FTE attrition) - International | | 0 |
| Duration - instructor months | | 1 |
| Program Duration (months) | | 3 |
| Duration - instructional programming days | | 27 |
| Other days | | 0 |
| Department head release days | | 0 |
| Duty days per year | | 180 |
| Instructor FTE required per intake | | 0.15 |
| Number of credits | | 9 |
| Support Staff FTE | | 0.00 |
| Operational costs | | 0 |

| | | |
|---|-----------|----------------|
| Revenue | | |
| Projected Tuition revenue -Domestic | \$ | 103,569 |
| Projected Tuition revenue - International | \$ | - |
| Projected Tuition revenue -Other Fees | \$ | 6,275 |
| Block/Other funding | \$ | - |
| Total revenue (projected) | \$ | 109,843 |
| Instructor | | |
| Salary (step 1) | \$ | 17,962 |
| Benefits (29%) | \$ | 5,209 |
| Total instructor costs | \$ | 23,171 |
| Support Staff | | |
| Salary (Step 5) | \$ | - |
| Benefits (31.5%) | \$ | - |
| Total support staff costs | \$ | - |
| Total labour cost | \$ | 23,171 |
| Operational costs | | |
| Operational Expenses | \$ | - |
| Capital/Technology/Equipment | \$ | - |
| Curriculum Renewal | \$ | 5,040 |
| Intl Student Agency Fees | \$ | - |
| Total operational costs | \$ | 5,040 |
| Indirect student support | | |
| Indirect student support | \$ | 12,695 |
| Total indirect student support | \$ | 12,695 |
| Total expenditures | \$ | 40,906 |
| Net contribution to VCC overhead / (Deficit) | \$ | 68,938 |



DECISION NOTE

PREPARED FOR: VCC Board of Governors

DATE: May 21, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Approval of Dental Hygiene program fees

BACKGROUND:

At its meeting on September 24, 2025, VCC's Board of Governors approved a substantially revised Dental Hygiene Diploma program, including a new tuition rate. The revised curriculum will be implemented in September 2026. As part of the program review and implementation process, program-related fees were also reviewed.

DISCUSSION:

Materials Fee

The Materials Fee is proposed to increase from \$510 to \$5,000. This increase reflects several significant cost pressures associated with delivering contemporary dental hygiene education, including:

- Significant increases in the cost of dental consumables and infection control supplies;
- Ongoing maintenance and servicing of specialized dental equipment;
- Investment in new instructional technologies, including simulated dental equipment, virtual reality (VR), and haptic simulators, which are now integral to modern dental education; and
- Replacement and acquisition of essential clinical infrastructure, including dental chairs, sterilizers, and other specialized equipment with substantial lifecycle replacement costs
- Replacement of dental software used for client information and treatment records, and ongoing annual licensing fee.

These costs are directly attributable to student learning and clinical practice requirements and are consistent with cost-recovery approaches used by comparable Dental Hygiene programs.

The proposed increase to the materials fee does not affect the September 2024 determination that the program was substantially revised and is considered a new program for the purposes of the Tuition Limit Policy. Considering the Materials Fee increase, the existing \$30 Tool Deposit would be discontinued.

Summary of Lab/Material fees posted on websites at other Post-Secondary Institutions:

| | |
|--------------------------------|------------|
| University of British Columbia | \$44,000 |
| Vancouver Island University | \$8,748 |
| College of New Caledonia | \$586 |
| Camosun College | Not posted |

Laundry Fee:

Currently, VCC provides Dental Hygiene students with clinic tunics that are laundered by the College. Effective September 2026, students will be required to purchase their tunics through the VCC Bookstore and launder them independently, consistent with practices at other post-secondary institutions. In addition, the current program is delivered over 10 months each year, whereas the new program will be delivered over 8 months/year. These changes will substantially reduce departmental laundry costs. The program will continue to incur laundry costs for towels that are used to sterilize dental instruments and blankets for patient care in the dental clinic. Based on projected usage, these costs are estimated at \$300 per student. As students will purchase their own uniforms, the current \$30 Uniform Deposit will be eliminated.

Accordingly, the following revisions to program fees are proposed effective September 2026.

Summary of Proposed Fee Changes (Effective September 2026)

| Fee Category | Current Program | New Program |
|-------------------|-----------------|-------------|
| Materials | \$510 | \$5,000 |
| Laundry | \$727 | \$300 |
| Tools (Deposit) | \$30 | \$0 |
| Uniform (Deposit) | \$30 | \$0 |

The Dental Hygiene Diploma is a two-year program. Students currently in the senior cohort (Year 2) will complete the existing program in June 2027; however, they will also transition to laundering their own tunics beginning in September 2026. The current program is delivered over 10 months, whereas the new program will be delivered over 8 months. As a result of the change to student-managed uniform laundering, the Laundry Fee for Year 2 students in the current program is proposed to decrease from \$727 to \$300 per student. The Uniform Deposit would be eliminated for these students.

RECOMMENDATION:

THAT the Finance and Audit Committee recommend that the Board of Governors approve the following fee changes for the Dental Hygiene Diploma program effective September 2026:

New Dental Hygiene Program (effective September 2026)

- Materials Fee increased from \$510 to \$5,000;
- Laundry Fee reduced from \$727 to \$300;
- Tool Deposit eliminated (\$0); and
- Uniform Deposit eliminated (\$0).

Current Year 2 Dental Hygiene Students

- Laundry Fee reduced from \$727 to \$300; and
- Uniform Deposit eliminated (\$0).

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

DATE: May 21, 2026



DECISION NOTE

PREPARED FOR: VCC Board of Governors

DATE: May 21, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Approval of Certified Dental Assisting (Onsite) program fees

BACKGROUND:

VCC's Board of Governors approved a substantially revised Certified Dental Assisting (Onsite) program, including a new tuition rate on November 27, 2024. The revised program was implemented in September 2025.

The Certified Dental Assisting department has made changes to the program operations to align with other post-secondary institutions and will be requiring students to purchase their own tunics from the VCC Bookstore and launder them independently. This change will substantially reduce departmental laundry costs. The program will continue to incur laundry costs for towels that are used to sterilize dental instruments and blankets for patient care. Based on projected usage, these costs are estimated at approximately \$35 per student. As students will purchase their own uniforms, the current \$30 Uniform Deposit will be eliminated. Accordingly, the following revisions to program fees are proposed effective September 2026.

| Fee Category | Current Program | Proposed (Sept 2026) |
|-------------------|-----------------|----------------------|
| Laundry | \$414 | \$35 |
| Uniform (Deposit) | \$30 | N/A |

RECOMMENDATION:

THAT the Finance and Audit Committee recommend that the Board of Governors approve the following fee changes to the Certified Dental Assisting program effective September 2026:

- Laundry Fee reduced from \$414 to \$35; and
- Uniform Deposit eliminated (\$0).

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

DATE: May 21, 2026



INFORMATION NOTE

PREPARED FOR: VCC Board of Governors Public Meeting

DATE: May 27, 2026

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

2025/26 Actuals to Budget Overview

As shown in **Table 4**, Vancouver Community College (VCC) is projecting a deficit of \$6.51 million for the 2025/26 fiscal year. Total revenue is forecasted at \$177.9 million, which is \$6.5 million above budget (\$171.4 million). Within this, domestic tuition revenue is projected to exceed the original budget by \$840K, and international revenue is projected to exceed budget by \$2 million. (**Table 1, 2 and 3**).

The School of Hospitality, Food Studies and Applied Business domestic tuition revenue is projected at \$110K above budget; international tuition revenue is \$927K above budget. While Project Management and Hospitality programs are expected to contribute \$2.2 million in additional international tuition revenue, this increase is offset by reduction of \$1.34 million in Accounting, Marketing, Culinary, Baking & Pastry and Business Management programs

The School of Trades, Technology and Design's domestic tuition revenue is forecasted to be \$402K above budget, primarily due to higher enrolments in the Electronics, Auto Collision and Hair Design & Skin/Body Therapy programs by \$329K above budget and \$111K from the newly added Electrical Foundation program. However, this increase is partially offset by decrease \$66K in domestic tuition from the CAD & BIM and Digital Media Design programs. International tuition revenue is projected to be lower than the budget by \$118K, mainly due to lower enrolment in the Hair Design & Skin/Body Therapy, Auto Technician and Electronic programs by \$307K. However, the Heavy Duty, Auto Management and Digital Media Design programs are \$157K above budget.

The School of Health and Science domestic tuition revenue is expected to be \$113K below budget, primarily in Healthcare Assistant and Practical Nursing programs. International tuition revenue is forecasted at \$84K below budget, mostly from Dental Tech program. The School of Arts and Sciences domestic tuition is forecasted at \$14,766 above budget, while international tuition revenue is \$1 million above budget. ECCE program domestic tuition is expected to be \$210K below budget, but ECCE international tuition is \$207K above budget, University Transfer (UT) programs are contributing \$647K above budget.

Continuing Studies domestic tuition revenue is forecasted at \$236K above budget from mostly from MDRT, Renal Dialysis and Paralegal programs, and international tuition revenue is \$275K above budget from IT Operations and Network program. Centre for Education Excellence domestic tuition is projected to exceed \$190K from Instructor Diploma program.

Total Expenses are forecasted to be \$184.5 million, which is \$13 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, as well as increased faculty sick leave expenses by \$739K.

In addition, \$2.9 million was accrued for the 2025/26 Balance Measures Mandate (BMM) for salary expenses. Severance costs related to workforce adjustments for the fiscal year additional \$4.8 million. These pressures were partially offset by lower professional fees, primarily attributable to timing delays in projects supported by one-time grant for various projects.

Additional notes:

As of year-end, the reported cash balance including investments stood at \$103.7 million. Of this amount, \$60 million is classified as restricted cash, representing accrued liabilities and deferred tuition obligations – funds that are committed to short-term liabilities and potential refunds as well as an additional \$15 million reserved for capital expenditure commitments.

ATTACHMENTS: Table 1, 2 and 3: Summary – Actual Revenue by School (Apr 2025 – Mar 2026)
Table 4 – Statement of Operations for the Twelve Months Ended March 31, 2026

PREPARED BY: Jamie Choi, Executive Director FS & CFO

DATE: May 20, 2026

Summary – Forecast Revenue by School

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

| | Current Year 2025/26 Actuals (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 | 2,388,337 | 2,152,078 | 236,259 | 2,536,944 | (148,607) |
| SCHOOL OF ARTS AND SCIENCES | 2,122,106 | 2,107,340 | 14,766 | 1,839,715 | 282,391 |
| SCHOOL OF HEALTH | 4,912,743 | 5,026,235 | (113,492) | 4,519,218 | 393,525 |
| SCHOOL OF HOSP, FOOD & BUSINESS | 2,010,472 | 1,900,276 | 110,196 | 1,716,490 | 293,982 |
| CENTER FOR EDUCATION EXCELLENCE | 838,292 | 647,734 | 190,558 | 1,000,271 | (161,978) |
| SCHOOL OF TRADES, TECH & DESIGN | 3,476,709 | 3,074,660 | 402,049 | 3,085,450 | 391,259 |
| | 15,748,659 | 14,908,323 | 840,336 | 14,698,088 | 1,050,572 |

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

| | Current Year 2025/26 Actuals (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 | 3,758,019 | 3,482,406 | 275,613 | 8,075,403 | (4,317,385) |
| SCHOOL OF ARTS AND SCIENCES | 5,183,545 | 4,163,663 | 1,019,882 | 3,840,483 | 1,343,061 |
| SCHOOL OF HEALTH | 2,700,051 | 2,784,881 | (84,830) | 2,333,317 | 366,733 |
| SCHOOL OF HOSP, FOOD & BUSINESS | 30,003,041 | 29,075,103 | 927,938 | 51,736,460 | (21,733,419) |
| CENTER FOR EDUCATION EXCELLENCE | 0 | 0 | 0 | 5,714 | (5,714) |
| SCHOOL OF TRADES, TECH & DESIGN | 10,977,485 | 11,095,984 | (118,499) | 12,873,848 | (1,896,363) |
| | 52,622,140 | 50,602,037 | 2,020,103 | 78,865,226 | (26,243,086) |

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

| | Current Year 2025/26 Actuals (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 | 6,146,356 | 5,634,484 | 511,872 | 10,612,347 | (4,465,991) |
| SCHOOL OF ARTS AND SCIENCES | 7,305,651 | 6,271,003 | 1,034,648 | 5,680,198 | 1,625,452 |
| SCHOOL OF HEALTH | 7,612,794 | 7,811,116 | (198,322) | 6,852,535 | 760,258 |
| SCHOOL OF HOSP, FOOD & BUSINESS | 32,013,513 | 30,975,379 | 1,038,134 | 53,452,950 | (21,439,437) |
| CENTER FOR EDUCATION EXCELLENCE | 838,292 | 647,734 | 190,558 | 1,005,984 | (167,692) |
| SCHOOL OF TRADES, TECH & DESIGN | 14,454,194 | 14,170,644 | 283,550 | 15,959,298 | (1,505,104) |
| | 68,370,799 | 65,510,360 | 2,860,439 | 93,563,313 | (25,192,514) |

**Statement of Operations – Comparison to Budget
2025/26 Forecast with Twelve Months Actual Ended March 31, 2026**

Table 4:

| (In \$ Thousands) | Current Year 2025/26 Actuals | Current Year 2025/26 Budget | Forecast vs Budget | Comments |
|---|---|--|-------------------------------|--|
| Province of B.C. Grants & Contributions | 82,096 | 80,723 | 873 | Includes BC Gov't Grants & Contributions. Additional Tech Funding \$2834K, HCA funding \$118K. ECE \$267K, unbudgeted Admin Accounting and Bookkeeping \$361K and PIDP \$161K increased. Accrual for unratified Balanced Measures Mandate \$2.9M. One-time grant for various projects carried forward \$3.1M. |
| Future Skills Grant | 376 | | 376 | |
| Tuition and student fees | 71,627 | 69,451 | 2,176 | Table 1, 2 & 3 |
| Contract Services | 1,741 | 626 | 1,115 | Various unbudgeted contracts revenues increased (CICan, BC Hydro, GPS Gateway, Evolve Skills, Construction Foundtion, Sources Mosk, UMap, Oral Health projects) |
| Sales of goods and services | 5,429 | 5,501 | (72) | |
| Miscellaneous income | 3,442 | 3,177 | 265 | |
| Donation income (Foundation Related) | 1,467 | 800 | 667 | Additional bursaries/scholarships awarded |
| Amortization of deferred capital contribution | 8,777 | 7,339 | 1,438 | Increased due to addition of restricted capital |
| Interest income | 3,041 | 3,848 | (807) | Decreased due to lower interest rate |
| REVENUES | 177,995 | 171,464 | 6,531 | |
| SALARY AND BENEFIT EXPENSES | 135,269 | 122,431 | (12,837) | Salary and benefit costs increased due to the college's contractual obligations to provide continued compensation for employees during /following delayed workforce adjustments, and due to unbudgeted increase in enrolments & contracts increase \$4.5M; faculty sick leave and associated benefit costs increased \$739K; additional severance for workforce adjustment \$4.8M; accrual for unratified Balanced Measures Mandate \$2.9M |
| Supplies and general expenses | 14,319 | 14,139 | (180) | |
| Bursary/Scholarship | 1,467 | 800 | (667) | Additional bursaries/scholarships awarded |
| Professional fees | 11,603 | 12,335 | 733 | \$253K agency fee increased due to increased int'l tuition revenues; one time payment to the City of Vancouver \$730K & \$650K for various unbudgeted projects (IT, cyber security, programs related); \$2.7 M cost associated with one time grant for various projects carried forward |
| Building and telecom | 8,036 | 8,053 | 18 | |
| Cost of Goods Sold | 3,166 | 3,601 | 435 | |
| Depreciation Expense | 10,653 | 10,104 | (549) | Increased due to addition of restricted capital |
| OPERATING EXPENSES | 49,243 | 49,033 | (210) | |
| TOTAL EXPENSES | 184,512 | 171,464 | (13,049) | |
| NET SURPLUS (DEFICIT) | (6,517) | | (6,517) | |



DECISION NOTE

PREPARED FOR: VCC Board of Governors Public Meeting

DATE: May 27, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
VCC 2025/26 Audited Financial Statements

BACKGROUND:

Section 55 of the *College and Institute Act* requires that post-secondary institutions conduct an audit of their accounts and transactions annually. The 2025/26 audited financial statements presented satisfy this audit requirement under the Act.

KPMG LLP was appointed in accordance with the Selection and Appointment of Auditors Policy and Procedure after VCC had gone through a RFP process. This is a seven-year commitment, with 2025/26 being the sixth year KPMG has conducted the audit for VCC.

DISCUSSION:

This package includes:

- 2025/26 Audited Financial Statements

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit committee, the Board of Governors approve the 2025/26 audited Financial Statements.

ATTACHMENTS: APPENDIX A: Audited Financial Statement for the year ended March 31, 2026

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

DATE: May 20, 2026



Financial Statements of

VANCOUVER COMMUNITY COLLEGE

And Independent Auditor's Report thereon

Year ended March 31, 2026

STATEMENT OF MANAGEMENT RESPONSIBILITY

The financial statements have been prepared by management in accordance with Section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia. The integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes of the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements. A summary of the significant accounting policies are described in Note 2 to the financial statements. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced. The internal controls are designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the financial statements.

The Vancouver Community College Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and exercises these responsibilities through the Finance and Audit Committee. The Finance and Audit Committee reviews the internal financial statements on a quarterly basis and external audited financial statements yearly. The Finance and Audit Committee also discuss any significant financial reporting or internal control matters prior to their approval of Vancouver Community College's financial statements.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with Canadian auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to management of Vancouver Community College and meet when required. The accompanying Independent Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the financial statements.

Approved on behalf of Vancouver Community College:

Ajay Patel
President and CEO
May 27, 2026

Jamie Choi
Executive Director, Finance & CFO
May 27, 2026



KPMG LLP

777 Dunsmuir Street, 11th floor
 Vancouver, BC V7Y 1K3
 Canada
 Tel 604 691 3000
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INDEPENDENT AUDITOR'S REPORT

To the Board of Governors of Vancouver Community College, and to the Minister of the Ministry of Post-Secondary Education and Future Skills, Province of British Columbia

Opinion

We have audited the financial statements of Vancouver Community College (the "Entity"), which comprise:

- the statement of financial position as at March 31, 2026
- the statement of operations and accumulated surplus for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended March 31, 2026 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "***Auditor's Responsibilities for the Audit of the Financial Statements***" section of our auditor's report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter - Financial Reporting Framework

We draw attention to Note 2(a) to the financial statements which describes the applicable financial reporting framework and the significant differences between that financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

DRAFT – MAY 20, 2026

KPMG LLP, an Ontario limited liability partnership and member firm of the KPMG global organization of independent member firms affiliated with KPMG International Limited, a private English company limited by guarantee. KPMG Canada provides services to KPMG LLP.



Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.



Vancouver Community College

Page 3

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants

Vancouver, Canada

DATE

VANCOUVER COMMUNITY COLLEGE

Statement of Financial Position

March 31, 2026, with comparative information for 2025

| | 2026 | 2025 |
|---|---------------|---------------|
| Financial assets | | |
| Cash and cash equivalents | \$ 85,370,248 | \$ 47,783,563 |
| Investments (note 3) | 19,523,536 | 55,756,460 |
| Accounts receivable | 6,210,295 | 7,758,713 |
| Due from government and government organizations (note 4) | 9,215,659 | 1,208,039 |
| Inventories for resale | 852,650 | 943,631 |
| | 121,172,388 | 113,450,406 |
| Liabilities | | |
| Accounts payable and accrued liabilities (note 5) | 58,648,577 | 46,995,913 |
| Due to government and government organizations (note 4) | 42,507 | - |
| Employee future benefits (note 6) | 3,468,000 | 3,407,800 |
| Deferred tuition fees (note 7) | 8,883,804 | 15,149,758 |
| Deferred revenue (note 8) | 42,201,097 | 38,903,596 |
| Deferred capital contributions (note 9) | 196,642,848 | 133,024,409 |
| Asset retirement obligation (note 2 (l)) | 4,862,938 | 4,862,938 |
| Capital lease obligation (note 10) | - | 3,993 |
| | 314,749,771 | 242,348,407 |
| Net debt | (193,577,383) | (128,898,001) |
| Non-financial assets | | |
| Tangible capital assets (note 11) | 204,381,892 | 146,850,962 |
| Inventories held for use | 171,558 | 209,487 |
| Prepaid expenses | 2,075,747 | 1,406,168 |
| | 206,629,197 | 148,466,617 |
| Accumulated surplus | \$ 13,051,814 | \$ 19,568,616 |

Contractual obligations and contractual rights (notes 13 and 14)

Contingent liabilities (note 15)

See accompanying notes to financial statements.

Approved on behalf of the Board:

President

Chair of the Board

VANCOUVER COMMUNITY COLLEGE

Statement of Operations and Accumulated Surplus

Year ended March 31, 2026, with comparative information for 2025

| | Budget (note 2 (j)) | 2026 | 2025 |
|--|------------------------|----------------|---------------|
| Revenue | | | |
| Province of British Columbia | \$ 80,723,457 | \$ 82,472,575 | \$ 58,741,943 |
| Federal Government grants and contracts | 329,200 | 788,958 | 5,870,904 |
| Tuition and student fees | 69,450,751 | 71,626,571 | 98,423,666 |
| Sales of goods and services | 5,500,968 | 5,428,913 | 5,954,065 |
| Other grants and contracts | 296,576 | 951,990 | 1,176,569 |
| Miscellaneous income | 3,976,806 | 4,908,946 | 4,308,966 |
| Investment income | 3,847,500 | 3,040,555 | 4,593,643 |
| Revenue recognized from deferred capital contributions | 7,339,000 | 8,776,575 | 7,404,634 |
| | 171,464,258 | 177,995,083 | 186,474,390 |
| Expenses (note 16) | | | |
| Instruction and instructional support | 163,136,935 | 175,505,979 | 177,076,321 |
| Ancillary operations | 7,125,173 | 7,039,748 | 7,736,112 |
| Special purpose | 1,202,150 | 1,966,158 | 1,470,142 |
| | 171,464,258 | 184,511,885 | 186,282,575 |
| Annual surplus (deficit) | \$ - | \$ (6,516,802) | \$ 191,815 |
| Accumulated surplus, beginning of year | 19,568,616 | 19,568,616 | 19,376,801 |
| Accumulated surplus, end of year | \$ 19,568,616 | \$ 13,051,814 | \$ 19,568,616 |

See accompanying notes to financial statements.

VANCOUVER COMMUNITY COLLEGE

Statement of Changes in Net Debt

Year ended March 31, 2026, with comparative information for 2025

| | Budget (note 2 (j)) | 2026 | 2025 |
|---|-------------------------------|------------------|------------------|
| Annual surplus | \$ - | \$ (6,516,802) | \$ 191,815 |
| Acquisition of tangible capital assets | (3,000,000) | (68,183,682) | (45,687,541) |
| Amortization of tangible capital assets | 9,982,500 | 10,652,752 | 9,683,222 |
| | 6,982,500 | (57,530,930) | (36,004,319) |
| Acquisition of inventories held for use | - | (171,558) | (209,487) |
| Acquisition of prepaid expenses | - | (2,075,747) | (1,406,168) |
| Use of inventories held for use | - | 209,487 | 129,325 |
| Use of prepaid expenses | - | 1,406,168 | 1,086,609 |
| | - | (631,650) | (399,721) |
| Decrease (increase) in net debt | 6,982,500 | (64,679,382) | (36,212,225) |
| Net debt, beginning of year | (128,898,001) | (128,898,001) | (92,685,776) |
| Net debt, end of year | \$(121,915,501) | \$ (193,577,383) | \$ (128,898,001) |

See accompanying notes to financial statements.

VANCOUVER COMMUNITY COLLEGE

Statement of Cash Flows

Year ended March 31, 2026, with comparative information for 2025

| | 2026 | 2025 |
|---|----------------|---------------|
| Cash provided by (used in): | | |
| Operating activities: | | |
| Annual surplus | \$ (6,516,802) | \$ 191,815 |
| Items not involving cash: | | |
| Amortization of tangible capital assets | 10,652,752 | 9,683,222 |
| Revenue recognized from deferred capital contributions | (8,776,575) | (7,404,634) |
| Change in employee future benefits | 60,200 | 138,800 |
| Change in non-cash operating working capital: | | |
| Decrease in accounts receivable | 1,548,417 | 1,451,771 |
| Decrease in inventories for resale | 90,981 | 198,695 |
| Decrease (increase) in due from government and other government organizations | (8,007,620) | 1,283,242 |
| Increase in prepaid expenses | (669,579) | (319,559) |
| Increase (decrease) in inventories held for use | 37,929 | (80,162) |
| Increase (decrease) in accounts payable and accrued liabilities | 11,652,664 | (10,420,689) |
| Increase (decrease) in due to government and other government organizations | 42,507 | (28,361) |
| Decrease in deferred tuition fees | (6,265,954) | (1,987,715) |
| Increase (decrease) in deferred revenues | 3,297,501 | 27,523,826 |
| Net change in cash from operating activities | (2,853,579) | 20,230,251 |
| Investing activities: | | |
| Redemption of investments | 53,095,500 | 1,699,040 |
| Purchase of investments | (16,862,576) | (50,858,000) |
| Net change in cash from investing activities | 36,232,924 | (49,158,960) |
| Capital activities: | | |
| Acquisition of tangible capital assets | (68,183,682) | (45,687,541) |
| Net change in cash from capital activities | (68,183,682) | (45,687,541) |
| Financing activities: | | |
| Principal payment on capital lease obligation | (3,993) | (134,043) |
| Deferred capital contributions received | 72,395,015 | 33,010,370 |
| Net change in cash from financing activities | 72,391,022 | 32,876,327 |
| Net (decrease) increase in cash and cash equivalents | 37,586,685 | (41,739,923) |
| Cash and cash equivalents, beginning of year | 47,783,563 | 89,523,486 |
| Cash and cash equivalents, end of year | \$ 85,370,248 | \$ 47,783,563 |

See accompanying notes to financial statements.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements

Year ended March 31, 2026

1. Authority, purpose and nature of operations:

Vancouver Community College (the "College") is a post-secondary educational institution funded in part by the Province of British Columbia and incorporated under the *College and Institute Act* on November 28, 1978. The College is a not-for-profit entity governed by a Board of Governors, the majority of whom are appointed by the provincial government of British Columbia. The College is exempt from income taxes under Section 149 of the *Income Tax Act*.

The College serves a diverse urban community by providing excellent programs and services that prepare learners for ongoing education, direct entry into employment, career advancement and greater participation in the community.

2. Significant accounting policies:

These financial statements of the College are prepared by management in accordance with the basis of accounting described below. Significant accounting policies are as follows:

(a) Basis of accounting:

The financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian Public Sector Accounting Standards without any PS 4200 elections effective their first fiscal year commencing after January 1, 2012.

Regulation 198/2011 requires that restricted contributions received or receivable are to be reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors. Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2026

2. Significant accounting policies (continued):

(a) Basis of accounting (continued):

Contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contributions have been met. For British Columbia tax-payer supported organizations, these contributions include government transfers and externally restricted contributions.

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian Public Sector Accounting Standards which requires government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS 3410. As a result, revenue recognized in the Statement of Operations and Accumulated Surplus and certain related deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

(b) Cash and cash equivalents:

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase and redeemable guaranteed investment certificates ("GICs").

(c) Financial instruments:

Financial instruments are classified into two categories: fair value or cost.

(i) Fair value category: Portfolio investments in equity instruments that are quoted in an active market and derivative instruments are reflected at fair value as at the reporting date. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments is recorded as an expense. Unrealized gains and losses on financial assets are recognized in the Statement of Remeasurement Gains and Losses until such time that the financial asset is derecognized due to disposal or impairment. At the time of derecognition, the related realized gains and losses are recognized in the Statement of Operations and Accumulated Surplus and related balances reversed from the Statement of Remeasurement Gains and Losses.

(ii) Cost category: Gains and losses are recognized in the Statement of Operations and Accumulated Surplus when the financial asset is derecognized due to disposal or impairment. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments is included in the cost of the related investments.

(iii) The College does not have any financial instruments that are recorded at fair value and hence does not have any remeasurement gains and losses. As a result, the College does not have a Statement of Remeasurement Gains and Losses.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2026

2. Significant accounting policies (continued):

(c) Financial instruments (continued):

(iv) The following items are included in the cost category and measured as follows:

- (A) Accounts receivable are measured at amortized cost using the effective interest method.
- (B) Investments are comprised of GICs which are capable of prompt liquidation and redeemable annually for the next 2-years. A portion of the investments are redeemable on an annual basis and are recorded at amortized cost based on the transaction price on the trade date. All interest income, gains and losses are recognized in the Statement of Operations and Accumulated Surplus in the period in which they arise.
- (C) Accounts payable and accrued liabilities are measured at amortized cost using the effective interest method.

(d) Inventories for resale:

Inventories held for resale, including books and school supplies, are recorded at the lower of cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated selling price less any costs to sell. Inventories are written down to net realizable value when the cost of inventories is estimated not to be recoverable. When circumstances that previously caused inventories to be written down below cost no longer exist, the amount of write down previously recorded is reversed.

(e) Non-financial assets:

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

(i) Tangible capital assets:

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. Interest during construction is capitalized whenever external debt is issued to finance the construction of tangible capital assets. The cost, less residual value, of the tangible capital assets, excluding land, are amortized on a straight line basis over their estimated useful lives shown below. Land is not amortized as it is deemed to have a permanent value.

| Asset | Basis |
|--|----------------------|
| Buildings | 30 - 50 years |
| Building improvements | 15 years |
| Furniture and equipment | 5 years |
| Leasehold improvements | remaining lease term |
| Computer hardware and software | 4 years |
| Computer equipment under capital lease | 3 - 5 years |

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2026

2. Significant accounting policies (continued):

(e) Non-financial assets (continued):

(i) Tangible capital assets (continued):

Assets under construction are not amortized until the asset is available for productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to the College's ability to provide goods and services.

Leases of tangible capital assets which transfer substantially all the benefits and risks of ownership are accounted for as leased tangible capital assets. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs. The maximum recorded value of the leased assets cannot exceed the leased property's fair value when determining the discount rate to be used.

(ii) Inventories held for use:

Inventories held for use are recorded at the lower of cost and replacement cost.

Cost includes the original purchase cost, plus shipping and applicable duties. Replacement cost is the estimated current cost to replace the items.

(iii) Prepaid expenses:

Prepaid expenses are recorded at cost and amortized over the period where the service benefits are received.

(f) Employee future benefits:

(i) The College and its employees make contributions to the College Pension and Municipal Pension Plans which are multi-employer joint trustee plans. These plans are defined benefit plans, providing a pension on retirement based on the member's age at retirement, length of service and highest earnings. Defined contribution plan accounting is applied because the assets and liabilities of the plan are not segregated by employer. Contributions are expensed as they become payable.

(ii) Sick leave benefits are also available to the College's employees. The costs of these benefits are actuarially determined based on length of service and best estimates of benefit usage, retirement ages and expected future salary and wage increases. The obligation under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses are amortized over the expected employee average remaining service life.

(iii) The College provides long service and gratuity benefits to the employees. The costs of these benefits are actuarially determined based on length of service and best estimates of benefit usage, retirement ages and expected future salary and wage increases. The obligation under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses are amortized over the expected employee average remaining service life.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2026

2. Significant accounting policies (continued):

(f) Employee future benefits (continued):

- (iv) Employees who are retiring at age 55 or over and who receive pension under the provisions of the Pension Act, receive a benefit where the College pays for the premiums of Group Life Insurance coverage in the amount of \$10,000 for a period of 5-years from the date of retirement.
- (v) Certain College employees are entitled to the continuation of health and dental benefits while on disability leave. The costs of insured benefits reflected in these financial statements are the employer's portion of the insurance premiums owed for coverage of employees during the period.

The most recent valuation of the College's future employee benefits as described in (ii) to (v) was estimated by an actuarial valuation completed on March 31, 2026.

(g) Revenue recognition:

(i) Fees for services and sale of goods:

Revenues from transactions with performance obligations are recognized when (at a point in time) or as (over a period of time) the College satisfies the performance obligations, which occurs when control of the benefits associated with the promised goods or services has passed to the payor.

Revenues from transactions without performance obligations are recognized at realizable value when the College has the right to claim or retain an inflow of economic resources received or receivable and there is a past transaction or event that gives rise to the economic resources.

Tuition fees are collected in advance and recognized as revenue at the time services are provided. Student fees and sales of goods and services are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured.

(ii) Contributions:

Unrestricted donations and grants are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured.

Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are recorded in accordance with Regulation 198/2011 (note 2(a)) which requires that they be recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2026

2. Significant accounting policies (continued):

(g) Revenue recognition (continued):

(ii) Contributions (continued):

Contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred revenue and recognized in revenue in the year in which the stipulation or restriction on the contributions have been met.

(iii) Investment income:

Investment income includes interest recorded on an effective interest method, realized gains and losses on the sale of investments, and write-downs on investments where the loss in value is determined to be other-than-temporary.

(h) Expense recognition:

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

(i) Foreign currency translation:

The College's functional currency is the Canadian dollar. Transactions in foreign currencies are translated into Canadian dollars at the exchange rate in effect on the transaction date. Monetary assets and liabilities denominated in foreign currencies and non-monetary assets and liabilities which were designated in the financial instruments fair value category (note 2(c)(i)) are reflected in the financial statements in equivalent Canadian dollars at the exchange rate in effect on the Statement of Financial Position date. Any gain or loss resulting from a change in rates between the transaction date and the settlement date or Statement of Financial Position date is recognized in the Statement of Remeasurement Gains and Losses. There are no gains or losses as at March 31, 2026 (2025 - nil). As a result, the College does not have a Statement of Remeasurement Gains and Losses.

(j) Budget figures:

The budget figures have been derived from the 2025/26 Budget approved by the Board of Governors of the College on March 26, 2025. The budget is reflected in the Statement of Operations and Accumulated Surplus and the Statement of Changes in Net Debt.

(k) Use of estimates:

The preparation of these financial statements in accordance with the financial reporting framework described in note 2(a) requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets, liabilities, and the disclosure of contingent assets and liabilities at the date of the financial statements, and revenue and expenses for the periods reported.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2026

2. Significant accounting policies (continued):

(k) Use of estimates (continued):

Key areas where management has made estimates and assumptions include the useful lives of tangible capital assets, amortization of related deferred capital contributions, the present value of employee future benefits, and provisions for contingencies and commitments. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

(l) Asset retirement obligations:

An asset retirement obligation is recognized when, as at the financial reporting date, all of the following criteria are met:

- (i) There is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- (ii) The past transaction or event giving rise to the liability has occurred;
- (iii) It is expected that future economic benefits will be given up; and
- (iv) A reasonable estimate of the amount can be made.

The College's asset retirement obligation is primarily related to the removal of asbestos in buildings.

The estimate of the asset retirement obligation includes undiscounted costs directly attributable to the asset retirement activities and is recorded as a liability and increase to the related tangible capital assets. The amount capitalized in tangible capital assets is amortized using the amortization accounting policy outlined in note 2(e)(i).

The carrying value of the liability is reconsidered at each financial reporting date with changes to the timing or amount of the original estimate of cash flows recorded as an adjustment to the asset retirement obligation liability and tangible capital assets.

3. Investments:

Investments consist of:

- (a) \$154,533 - a GIC with a one-year term that bears interest at 2.5% per annum. This is held as security for the letter of credit with the City of Vancouver (note 13(a)).
- (b) \$237,500 - a GIC with a one-year term that bears interest at 2.5% per annum. This is held as security for the letter of credit with the City of Vancouver (note 13(a)).
- (c) \$730,748 - a GIC with a one-year term that bears interest at 2.7% per annum. This is held as security for the letter of credit with the City of Vancouver (note 13(a)).

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2026

3. Investments (continued):

(d) \$2,900,755 (2025 - \$4,660,960) – Five-in-One GIC with a \$2,000,000 distribution amount redeemable annually in April that bears interest at 3.60% per annum. As at March 31, 2026, \$8,000,000, from the \$10,000,000 original amount plus reinvested interest totaling \$900,755 remain outstanding. The redeemable portion of \$2,000,000 in April 2026 has been classified as cash and cash equivalents with the remaining balance of \$2,900,755 classified as investments.

(e) \$5,000,000 - a GIC with a one-year term that bears interest at 2.8% per annum.

(f) \$10,500,000 - a GIC with a one-year term that bears interest at 2.75% per annum.

4. Due from / to government and government organizations:

| | 2026 | 2025 |
|---|---------------------|---------------------|
| Due from the Province of British Columbia | \$ 8,230,028 | \$ 108,754 |
| Due from the Federal Government | 985,631 | 1,099,285 |
| | <u>\$ 9,215,659</u> | <u>\$ 1,208,039</u> |
| Due to the Province of British Columbia | \$ 42,507 | - |
| | <u>\$ 42,507</u> | <u>-</u> |

The amounts due from / to government and government organizations are due on demand and are non-interest bearing.

5. Accounts payable and accrued liabilities:

| | 2026 | 2025 |
|--|----------------------|----------------------|
| Accounts payable and accrued liabilities | \$ 28,608,957 | \$ 17,996,315 |
| Salaries and benefits payable | 15,557,066 | 9,498,257 |
| Accrued vacation payable | 5,315,056 | 5,468,082 |
| Student deposits | 9,167,498 | 14,033,259 |
| | <u>\$ 58,648,577</u> | <u>\$ 46,995,913</u> |

Accounts payable and accrued liabilities include a construction holdback of \$7,479,433, which is expected to be released upon completion of the CCEAI building.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2026

6. Employee future benefits:

(a) Pension plan:

The College and its employees contribute to the College Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the plans, including investment of assets and administration of benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at August 31, 2025, the College Pension Plan has about 17,500 active members, and approximately 11,800 retired members. As at December 31, 2024, the Municipal Pension Plan has about 273,000 active members, including approximately 7,000 from colleges.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation for the College Pension Plan as at August 31, 2024, indicated a \$3.8 million unfunded liability for basic pension benefits. This was covered by a transfer from the rate stabilization account leaving the basic pension account balanced at the valuation date on a going concern basis.

The most recent valuation for the Municipal Pension Plan as at December 31, 2024, indicated a \$2,675 million funding surplus for basic pension benefits on a going concern basis.

The next valuation for the College Pension Plan will be as at August 31, 2027. The next valuation for the Municipal Pension Plan will be as at December 31, 2027.

The College paid \$9,323,823 (2025 - \$9,512,593) for employer contributions to the plans in fiscal 2026.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

(b) Employee future benefits:

(i) Certain employees of the College are entitled to sick leave benefits in accordance with the terms and conditions of their employment contracts. These include post-retirement benefits, benefits that are expected to be provided after employment but prior to retirement and which vest or accumulate during service; and compensated absence benefits, benefits paid during employment, including sick pay benefits that accumulate and are payable upon a future illness or injury-related absence.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2026

6. Employee future benefits (continued):

(b) Employee future benefits (continued):

(i) (continued):

The benefit expense associated with the covered benefits attributed to the accounting period is included in the College's Statement of Operations and Accumulated Surplus and the accrued benefit liability for the benefits attributed to employee service to the accounting date are included in the College's Statement of Financial Position.

(ii) Certain excluded employees (employed prior to August 2010) earn 3 days per year in addition to vacation in accordance with the terms and conditions of their employment contracts. The current gratuity plan for support staff ceased to accumulate as of December 31, 2016, and the balance of gratuity plan will not increase in the future.

(iii) Certain employees of the College are entitled to the continuation of extended health and dental benefits in accordance with the terms and conditions of their employment contracts. Coverage is extended to disabled employees, their spouses and dependent children while on disability. Faculty and exempt employees receive these benefits from their date of disability to the earlier of recovery from disability and return to work or age 65.

(iv) Employees who are retiring at age 55 or over and who receive pension under the provisions of the Pension Act, receive a benefit where the College pays for the premiums of Group Life Insurance coverage in the amount of \$10,000 for a period of five years from the date of retirement.

| | 2026 | 2025 |
|---|--------------|--------------|
| Balance, beginning of the year | \$ 5,131,900 | \$ 4,827,000 |
| Current benefit cost | 300,200 | 230,000 |
| Interest cost | 217,400 | 214,600 |
| Benefits paid | (878,700) | (574,700) |
| Expense for long term disability health & dental benefits | 222,100 | 102,900 |
| Recognized actuarial (gain)/loss | (107,500) | 332,100 |
| Accrued benefit obligation, end of year | \$ 4,885,400 | \$ 5,131,900 |
| Accrued benefit obligation, end of year consists of: | | |
| Accrued obligation, end of year | \$ 4,885,400 | \$ 5,131,900 |
| Unamortized actuarial gain | (1,417,400) | (1,724,100) |
| Accrued benefit liability, end of year | \$ 3,468,000 | \$ 3,407,800 |

The significant actuarial assumptions adopted in measuring the College's accrued benefit obligations are as follows:

| | 2026 | 2025 |
|--|-------|-------|
| Discount rate | 4.60% | 4.30% |
| Expected future base wage and salary increases | 2.50% | 2.50% |

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2026

7. Deferred tuition fees:

Deferred tuition includes tuition received in advance of the related activity performed.

| | Opening balance | Receipts during year | Recognized as revenue | 2026 |
|------------------|-----------------|----------------------|-----------------------|--------------|
| Deferred tuition | \$ 15,149,758 | \$ 65,360,617 | \$ (71,626,571) | \$ 8,883,804 |

| | Opening balance | Receipts during year | Recognized as revenue | 2025 |
|------------------|-----------------|----------------------|-----------------------|---------------|
| Deferred tuition | \$ 17,137,473 | \$ 96,435,951 | \$ (98,423,666) | \$ 15,149,758 |

8. Deferred revenue:

Deferred revenue includes grants, contributions and contract fees received in advance of the related activity being performed.

| | Opening balance | Receipts during year | Recognized as revenue | 2026 |
|------------------------|-----------------|----------------------|-----------------------|---------------|
| Deferred contract fees | \$ 6,986,230 | \$ 6,323,743 | \$ (6,426,412) | \$ 6,883,561 |
| Deferred contributions | 31,917,366 | 16,061,953 | (12,661,783) | 35,317,536 |
| Deferred revenue | \$ 38,903,596 | \$ 22,385,696 | \$ (19,088,195) | \$ 42,201,097 |

| | Opening balance | Receipts during year | Recognized as revenue | 2025 |
|------------------------|-----------------|----------------------|-----------------------|---------------|
| Deferred contract fees | \$ 1,832,171 | \$ 14,996,050 | \$ (9,841,991) | \$ 6,986,230 |
| Deferred contributions | 9,547,599 | 35,774,817 | (13,405,050) | 31,917,366 |
| Deferred revenue | \$ 11,379,770 | \$ 50,770,867 | \$ (23,247,041) | \$ 38,903,596 |

9. Deferred capital contributions:

Deferred capital contributions represent the unamortized amount of externally restricted grants and other funding received for the purchase of tangible capital assets. Amortization of deferred capital contributions is recorded as revenue in the Statement of Operations and Accumulated Surplus over the useful life of the related asset.

| | 2026 | 2025 |
|----------------------------------|----------------|----------------|
| Balance at beginning of the year | \$ 133,024,409 | \$ 107,418,673 |
| Contributions received | 63,707,963 | 32,926,526 |
| Contributions accrued | 8,687,051 | 83,844 |
| Less amortization to revenue | (8,776,575) | (7,404,634) |
| | \$ 196,642,848 | \$ 133,024,409 |

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2026

9. Deferred capital contributions (continued):

Deferred capital contributions are comprised of the following:

| | 2026 | 2025 |
|-----------------------------------|-----------------------|-----------------------|
| Unamortized capital contributions | \$ 181,493,265 | \$ 116,939,433 |
| Unspent contributions | 15,149,583 | 16,084,976 |
| | \$ 196,642,848 | \$ 133,024,409 |

10. Capital lease obligation:

From fiscal 2018 to fiscal 2023, the College entered into various capital leases for computer and copier equipment. As at March 31, 2026, all such leases have been fully satisfied, and there are no remaining future minimum lease payments.

Capital lease obligation for computer and copier equipment as of March 31, 2025, was \$4,011.

11. Tangible capital assets:

| 2026 | Land | Buildings | Building improvements | Building - construction in progress | Furniture and equipment | Computer hardware and software | Computer equipment under capital lease | 2026 Total |
|---------------------------------|---------------------|----------------------|-----------------------|-------------------------------------|-------------------------|--------------------------------|--|-----------------------|
| Cost | | | | | | | | |
| Opening balance | \$ 7,744,768 | \$ 149,277,585 | \$ 46,858,658 | \$ 43,811,082 | \$ 41,510,814 | \$ 25,124,887 | \$ 7,031,215 | \$ 321,359,009 |
| Additions | - | - | 5,134,043 | 57,340,671 | 4,086,480 | 1,622,488 | - | 68,183,682 |
| Disposals | - | - | - | - | (24,719,979) | (20,641,372) | (7,031,215) | (52,392,566) |
| Ending | 7,744,768 | 149,277,585 | 51,992,701 | 101,151,753 | 20,877,315 | 6,106,003 | - | 337,150,125 |
| Accumulated amortization | | | | | | | | |
| Opening balance | - | 97,672,810 | 16,210,352 | - | 30,973,756 | 22,623,410 | 7,027,719 | 174,508,047 |
| Disposals | - | - | - | - | (24,719,979) | (20,641,372) | (7,031,215) | (52,392,566) |
| Amortization | - | 2,581,559 | 3,295,046 | - | 3,562,230 | 1,210,421 | 3,496 | 10,652,752 |
| Closing balance | - | 100,254,369 | 19,505,398 | - | 9,816,007 | 3,192,459 | - | 132,768,233 |
| Net book value | \$ 7,744,768 | \$ 49,023,216 | 32,487,303 | \$ 101,151,753 | \$ 11,061,308 | \$ 2,913,544 | \$ - | \$ 204,381,892 |

| 2025 | Land | Buildings | Building improvements | Building - construction in progress | Furniture and equipment | Computer hardware and software | Computer equipment under capital lease | 2025 Total |
|---------------------------------|---------------------|----------------------|-----------------------|-------------------------------------|-------------------------|--------------------------------|--|-----------------------|
| Cost | | | | | | | | |
| Opening balance | \$ 7,744,768 | \$ 149,277,585 | \$ 41,546,759 | \$ 9,400,190 | \$ 36,860,404 | \$ 23,810,547 | \$ 7,031,215 | \$ 275,671,468 |
| Additions | - | - | 5,311,899 | 34,410,892 | 4,650,410 | 1,314,340 | - | 45,687,541 |
| Disposals | - | - | - | - | - | - | - | - |
| Ending | 7,744,768 | 149,277,585 | 46,858,658 | 43,811,082 | 41,510,814 | 25,124,887 | 7,031,215 | 321,359,009 |
| Accumulated amortization | | | | | | | | |
| Opening balance | - | 95,079,295 | 13,263,510 | - | 27,971,019 | 21,615,650 | 6,895,351 | 164,824,825 |
| Disposals | - | - | - | - | - | - | - | - |
| Amortization | - | 2,593,515 | 2,946,842 | - | 3,002,737 | 1,007,760 | 132,368 | 9,683,222 |
| Closing balance | - | 97,672,810 | 16,210,352 | - | 30,973,756 | 22,623,410 | 7,027,719 | 174,508,047 |
| Net book value | \$ 7,744,768 | \$ 51,604,775 | 30,648,306 | \$ 43,811,082 | \$ 10,537,058 | \$ 2,501,477 | \$ 3,496 | \$ 146,850,962 |

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2026

12. Associated organization:

The Vancouver Community College Foundation (the "Foundation") is a separate society formed to raise funds to further the interests of the College and to provide scholarships and bursaries for students of the College. The College does not control the Foundation; therefore, the Foundation's assets, liabilities, revenues and expenses are not included in these financial statements.

The College had the following transactions with the Foundation:

| | | 2026 | 2025 |
|---|----|-----------|------------|
| Foundation contributed awards and bursaries to the College | \$ | 1,118,430 | \$ 665,539 |
| Foundation provided project funding and equipment to the College | | 1,051,691 | 238,125 |
| Foundation reimbursed the College for salaries expenses | | 373,281 | 1,005,633 |
| College contributed grants to the Foundation for operating expenses | | 782,085 | 1,310,707 |

As of March 31, 2026, the College had accounts receivable from the Foundation of \$130,882 (2025 - \$312,265) for expenses that were paid for by the College on behalf of the Foundation. At March 31, 2026, the Foundation had net assets of \$29,036,158 (2025 - \$28,432,000).

For the year ended March 31, 2026, gift-in-kind donations from the Foundation to the College were \$221,726 (2025 - \$62,607).

The College contributed \$450,000 (2025 - \$450,000) to the Foundation for the restricted purpose of future campus projects and \$506,000 (2025 - \$1,145,000) for the entrance awards for the College's students.

13. Contractual obligations:

(a) Building construction contracts:

During the year ended March 31, 2026, the College started construction of the Center for Clean Energy and Automotive Innovation ("CCEAI") building. At year end, the College has three outstanding letters of credit with the City of Vancouver totaling \$1,121,781, secured by term deposits (notes 3(a) to 3(c)). These letters of credit are expected to remain in place until the respective obligations have been satisfied:

- (i) \$153,533 for the provision of three shared vehicles through Modo, a car-share service.
- (ii) \$237,500 for the completion of Phase II of the campus redevelopment.
- (iii) \$730,748 for off-site street improvements associated with the property at 1111 East 7th Avenue.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2026

13. Contractual obligations (continued):

- (b) The College has entered into a number of long-term service contracts for the construction of the CCEAI building as part of the College's campus redevelopment building in construction project (note 11). These contracts have total expected payments as follows:

| | |
|------|----------------|
| 2027 | \$ 124,010,771 |
| 2028 | 48,129,002 |
| 2029 | 37,323 |
| | \$ 172,177,096 |

The College has entered into a series of contractual agreements with Bird Construction, the construction management firm engaged for the CCEAI building project. The total value of these commitments is \$243,479,356, exclusive of Goods and Services Tax ("GST"). These agreements will remain in effect until the completion of the project, which is scheduled for January 2028. At this time, the annual allocation of these obligations cannot be reasonably determined, as the amounts are contingent upon the progress of the construction.

- (c) Service contracts:

The College entered into a number of long-term service contracts for equipment rentals and services with expected payments as follows:

| | |
|------|--------------|
| 2027 | \$ 4,103,154 |
| 2028 | 1,741,220 |
| 2029 | 1,274,145 |
| 2030 | 31,914 |
| 2031 | 15,957 |
| | \$ 7,166,390 |

14. Contractual rights:

Contractual rights are rights to economic resources arising from contracts or agreements that will result in revenues and assets in the future. The College's contractual rights arise from contracts entered into to lease building space and to provide educational services.

The following table summarize the contractual rights of the College for future assets:

| | |
|------|--------------|
| 2027 | \$ 1,341,831 |
| 2028 | 898,281 |
| | \$ 2,240,112 |

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2026

15. Contingent liabilities:

The College is currently engaged in or party to certain pending matters and the outcome of which cannot be determined. A reasonable estimate of these future contingent liabilities is made and recorded in the financial statements as a liability where the outcome is assessed as likely and the amount is determinable. No amounts are recorded where the outcomes of amounts or losses are uncertain.

16. Expenses by object:

The following is a summary of expenses by object:

| | 2026 | 2025 |
|-----------------------|----------------|----------------|
| Salaries and benefits | \$ 135,268,665 | \$ 134,416,210 |
| Supplies and services | 27,389,208 | 30,435,338 |
| Building and telecom | 8,035,719 | 8,117,930 |
| Cost of goods sold | 3,165,541 | 3,629,876 |
| Amortization | 10,652,752 | 9,683,221 |
| | \$ 184,511,885 | \$ 186,282,575 |

Salaries and benefits include one-time restructuring costs, early retirement incentives, and voluntary departure incentives paid to its eligible faculty, CUPE employees and college administration. These costs were incurred due to lower enrolment in a number of programs resulting from IRCC policy changes. These one-time costs amount to \$5,353,986.

17. Financial risk management:

The College has exposure to the following risks from its use of financial instruments: credit risk, market and interest risk and liquidity risk.

The Board of Governors ensures that the College has identified its major risks and ensures that management monitors and controls them.

(a) Credit risk:

Credit risk is the risk of financial loss to the College if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held by the College consisting of investments and accounts receivable. The College assesses these financial assets, on a continuous basis for any amounts that are not collectible or realizable.

Cash and cash equivalents and investments are held with reputable financial institutions and the Province of British Columbia's Central Deposit Program from which management believes the risk of loss to be remote.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2026

17. Financial risk management (continued):

(b) Market and interest risk:

Market risk is the risk that changes in market prices, such as interest rates, will affect the College's income. The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing the return on risk.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates.

It is management's opinion that the College is not exposed to other significant market risks or interest rate risk arising from its financial instruments.

(c) Liquidity risk:

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they become due.

The College manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing and financing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the College's reputation.



**Vancouver
Community
College**

In motion

Strategic Innovation Plan

2025 Accomplishments

Introduction

Land Acknowledgement

Vancouver Community College respectfully acknowledges that we teach and learn on the traditional and unceded territories of the xʷməθkʷəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səlilwətał (Tseil-Waututh) peoples.

At the very heart of our Strategic Innovation Plan is our commitment to reconciliation. Meaningful and sustained actions to decolonize and indigenize our programs, spaces, attitudes, and practices are demonstrated throughout the plan, and are paramount to its accountability and success.

President's Message

It is with care and resolve that I introduce the 2025 Annual Report of Vancouver Community College's Strategic Innovation Plan, shaped in a year that tested our resilience and reaffirmed our commitment for sustainability. Sudden and significant changes to federal immigration policy affecting international students have disrupted the post-secondary landscape across Canada. As a result, the fiscal context in which we now operate is more complex and constrained, with financial pressures, shifting workforce demands, and rapid technological change shaping institutional decisions.

Since 1880, Vancouver Community College has played a central role in British Columbia's public post-secondary education system. That legacy of adaptation continues to guide us as we navigate current challenges and work toward a sustainable future. Our approach is anchored in resilience and flexibility, with a clear commitment to remaining responsive to workforce and economic needs. Financial sustainability is not a standalone objective; it is embedded in how we design programs, deploy technology, steward our campuses, and support learners. The work ahead demands honesty about what is viable, discipline in our decisions, and creativity in how we adapt.

In 2025, we have been actively working on solutions, and this plan organizes our efforts into focused areas where innovation can deliver meaningful impact. We are strengthening cybersecurity to protect our systems, data, and community as digital risks intensify. At the same time, we are launching new programs to align more closely with evolving labour market needs and advancing the use of immersive simulation as a lever for operational efficiency and for delivering high-quality, scalable learning experiences. In parallel, we are implementing targeted domestic enrolment strategies to encourage demand while supporting student success.

Donors and partners see projects like these at VCC and are inspired to join us in supporting students and strengthening VCC's future. This year, the Barrett Family Foundation partnered with VCC to provide 46 annual student excellence awards across several programs. This growing level of community engagement reflects the advocacy and relationship-building efforts underway at VCC, and our continued commitment to creating opportunities that empower students and contribute to a more innovative, inclusive, and resilient workforce.

Alongside these near- and mid-term actions, the Campus Plan remains our long-term path to financial sustainability. It reflects our commitment to creating an environment that fosters learning, collaboration, and sustainability, ensuring that our campus meets the evolving needs of our students, faculty, staff, and the broader community.

The Strategic Innovation Plan is an invitation to engage. Innovation will not come from a single document or team; it will come from our collective willingness to confront challenges honestly and act decisively. Thank you to our VCC community for the work you are doing to help VCC rise to this moment.



Ajay Patel,
President & CEO



Welcome to real learning,
for real change.

Welcome to VCC.

Photo: Virtual reality technology is improving simulation-based learning for VCC students.



Welcome to a new era of transformative education, where vision meets action and innovation supports a sustainable VCC.

To bring our vision to life, we are working together with governments, host nations, and partners to deliver bold new initiatives. Through diverse approaches and innovative business models, we are building resilience and adaptability to meet the changing needs of students and industry.

The vision put forth in this Strategic Innovation Plan is guiding VCC's transformation as a leader in real learning, for real change. We are actively innovating our physical and virtual campus spaces, modernizing our programs and courses, supporting our people and culture, realizing strategic partnerships and opportunities, and creating a financially sustainable future. These efforts will enable VCC to continue achieving excellence, expand our socioeconomic contributions, and create lasting value for our community and region.

Strategic Innovation Plan fast facts

Breakdown of objectives by status

Academic
Innovation

7

Achieved

4 Active objectives
5 Pending objectives

Campuses
of the Future

3

Achieved

5 Active objectives
3 Pending objectives

Operational
Excellence

1

Achieved

5 Active objectives
3 Pending objectives

Empowered People and Inclusive Culture

2

Achieved

- 2 Active objectives**
- 4 Pending objectives**

Engaged Communities

1

Achieved

- 9 Active objectives**
- 0 Pending objectives**



Academic Innovation

Deliver sustainable programming accessible and responsive to the diverse and changing learner, community, and employer needs.

INDIGENIZATION BY DECOLONIZATION & RECONCILIATION

Reflect and respect Indigenous knowledge, culture and history in academic planning and delivery.

JUSTICE, EQUITY, DIVERSITY & INCLUSION

Review and renew curricula and teaching practices for greater inclusion of diverse ways of knowing and being.

STUDENT EXPERIENCE

Develop, optimize, and embed workflows to transform student experience by meeting learners where they are in a student-centred approach.

EDUCATIONAL DELIVERY

Build a diverse educational delivery model that supports lifelong learning and responds to evolving student, community, and employer needs.

FISCAL SUSTAINABILITY

Deliver sustainable programming and student services that align with our institutional values, community, and labour market demands.

“Before joining the VCC and YMCA program, I felt unsure about my job skills and what direction to take next. Through the program, I gained hands-on experience and learned basic accounting skills, which helped me understand my strengths and build real confidence in my abilities. The guidance and support from my instructors made learning feel approachable and practical, and it helped me see a clear path forward. Because of this experience, I felt confident enough to pursue further education in accounting and take the next steps toward a career I’m excited about.”

EMILY HOANG, OFFICE ADMINISTRATION ESSENTIALS MICRO-CREDENTIAL GRADUATE

VCC demonstrated strong academic leadership by adapting to rapidly changing environments and innovating how education is designed, delivered, and sustained. Across the college, initiatives focused on academic quality, improving access, and ensuring financial and enrolment sustainability, while remaining responsive to labour market demands.

Foundational academic governance work supported this adaptability. VCC developed and approved a case management approach for non-culpable student conduct, consistency and student-centred decision-making. The college also advanced a program change framework, audit tools, and rubrics, resulting in a more standardized approach to embedding enrolment risk, financial sustainability, and educational quality into academic decision-making.

We continued to tailor our programming to meet student needs, including partnering with the YMCA to deliver the Office Administration Essentials Training, a 60-hour foundational office administration course for participants from a YMCA youth employment program.

Innovation in academic delivery was evident through the development and implementation of the Digital Learning Strategy. This work expanded and streamlined VCC’s educational technology ecosystem by distinguishing foundational technologies from special-purpose tools, and centralizing decision-making to ensure strategic alignment. Structural innovation further enabled this shift. The reorganization of the Centre for Educational Excellence (CEE) brought together the School of Instructor Education, Learning Centre, and Centre for Teaching, Learning, and Research (CTLR) under one integrated centre, leveraging faculty development, student learning support, and instructor training.

With funding from the Ministry of Post-Secondary Education & Future Skills, the school of Arts & Sciences launched the Upgrading Hub in August 2025, working to reduce barriers to upgrading and language courses by coordinating wraparound supports and accessible resources for students. The Hub has supported over 200 student intake appointments aiming towards the goal of improving retention and progression to career pathways.

VCC’s adaptive approach was also reflected by an increased focus on data-informed domestic enrolment management, enabling targeted decision-making and fiscal responsiveness. Academic excellence was recognized externally, with 27 medals won at the Provincial Skills Canada competition and a gold medal win by a VCC alum at the International Chinese Chef Master Competition. The launch of the Digital Learning for Innovative Teaching (DLIT) micro-credential marked VCC’s first pilot of VCC Flex - a rapidly developed, competency-based, part-time online offering designed for busy adult learners - demonstrating VCC’s capacity for responsive, high-quality academic innovation.



Campuses of the Future

Design spaces and infrastructures optimized for all learner and employee success and well-being.

INDIGENIZATION BY DECOLONIZATION & RECONCILIATION

Foster belonging and well-being by integrating the context and priorities of Indigenous communities in campus design and planning.

JUSTICE, EQUITY, DIVERSITY & INCLUSION

Demonstrate universal and intercultural principles for equitable access to spaces and diverse experiences in learning and working.

CAMPUS PLANS

Advance the Campus Plan and develop a strategic campus stewardship plan for our current facilities.

ENVIRONMENT

Commit to environmental sustainability by expanding existing and introducing new initiatives for climate justice and emergency management.

TECHNOLOGY

Develop a technology infrastructure that supports education and service delivery on-campus and in virtual spaces.

“The work we do is about more than keeping a school running - it’s about building a community within a community. We work with the Foundation’s donors to support students in completing their programs, and so they are in a good place when they graduate. It’s powerful to see how generosity can lower barriers to education and help shape our world for the better.”

AYMAN ABOUSAMRA, ADVANCEMENT OFFICER, VCC FOUNDATION

Over the past year, VCC advanced a coordinated approach to campus development that supports long-term growth and institutional responsibility. This work reflects a deliberate focus on shaping future campuses in ways that meaningfully support student success while reinforcing our commitment to reconciliation and the evolving needs of teaching and learning.

Significant progress was made in researching and consulting on best practices for incorporating Indigenous ways of knowing and Universal Design into the Campus Plan. This work emphasized respectful engagement and inclusive design principles, ensuring our future campus development reflects accessibility, belonging, and cultural presence. The emerging design approach is consistent with the historical First Nations’ presence in China Creek, reinforcing VCC’s commitment to reconciliation and inclusive placemaking.

Construction of the Centre for Clean Energy & Automotive Innovation (CCEAI) advanced from excavation into the concrete superstructure phase, marking a significant step forward in delivery. Project excellence was further recognized externally through multiple awards received by project consultants for the CCEAI, including the World Architecture News (WAN) Awards and The Elev8 Awards from Buildings Magazine.

VCC also completed key groundwork to build a business plan supporting phases two through six of the Campus Plan. This included the development of detailed case studies with cost and revenue projections, alignment with the Ministry of Post-Secondary Education and Future Skills, and evaluation of the viability of multiple financing and development models. Together, this work builds institutional readiness to advance future phases of campus development in a financially sustainable and community-centred manner.

Environmental sustainability objectives exceeded expectations. VCC developed and implemented a comprehensive framework to reduce energy consumption and minimize environmental impact, with clear targets, accountability, and quarterly measurement overseen by the Facilities Energy Management Team. We surpassed our goals, achieving energy use reductions exceeding 50% compared to the 2010/11 baseline and greenhouse gas emission reductions beyond the 60% target by 2025. These results demonstrate disciplined planning, effective execution, and sustained institutional commitment to climate leadership.

Finally, VCC secured \$2.5M in federal funding from the Oral Health Access Fund for an Oral Health Simulation Lab, reinforcing VCC’s leadership in applied, inclusive, and future-focused education.



Operational Excellence

Advance system integration, risk management, and fiscal responsibility through capacity building and digital transformation.

INDIGENIZATION BY DECOLONIZATION & RECONCILIATION

Review College policies and procedures through the lens of decolonization and reconciliation.

JUSTICE, EQUITY, DIVERSITY & INCLUSION

Renew operational practices and languages for greater access, equity, and inclusion.

RISK REGISTER

Identify formalized strategies and processes to mitigate institutional risk.

SYSTEM INNOVATION

Advance system integration, access, and user experience through digital transformation across the institution.

FINANCIAL STEWARDSHIP

Develop financial stewardship initiatives and diverse revenue strategies that promote budgetary literacy and fiscal health.

“Having worked closely on strengthening contract management across the institution, I’ve seen how clearer governance, consistent oversight, and practical tools can fundamentally improve outcomes. By modernizing processes and embedding stronger controls, everyday Procurement Services is helping departments manage contracts more confidently, hold vendors accountable, and protect public funds. This work is about more than compliance — it’s about ensuring every dollar spent delivers real value.”

FLORENTINA VASILESCU, ASSOCIATE DIRECTOR, PROCUREMENT

VCC remained focused on agility, resilience, and institutional effectiveness in 2025. Addressing shifts in enrolment, technological demands, and operational risk, we undertook targeted initiatives to support sustainability, responsiveness, and sound decision-making.

In response to a rapidly changing external environment - particularly shifts in international enrolment - VCC demonstrated notable flexibility and responsiveness through rapid program development. An institutional working group was formed to re-think how programs are developed and updated, enabling faster alignment with evolving needs. The focus on building a more nimble, collaborative approach to program development allows VCC to adapt quickly to environmental change.

Recruitment and enrolment efforts were further bolstered through a revamp of Entrance Awards, strategically designed to support new programs and those experiencing low domestic enrolment. This targeted approach enhanced VCC’s ability to attract learners while supporting enrolment sustainability.

Ongoing investments in technology modernization and operational efficiencies helped minimize cybersecurity risk relative to peer institutions, building digital resilience without compromising transparency or operational effectiveness. Introduced in 2025, a 24/7 virtual assistant allowed help desk agents to spend more time on urgent matters and assist students and staff more efficiently.

VCC secured an \$800,000 discount on outdoor advertising - including buses, trains, SeaBus, and SkyTrain - through Lamar Advertising, along with a 50% discount from Pattison Outdoor Advertising on billboards and transit shelters. These efforts resulted in the highest brand campaign recall in the past eight years.

We made meaningful progress on institutional risk management and operational resilience in 2025. A major milestone was the establishment of an active Enterprise Risk Management (ERM) system. This work strengthens institutional oversight, supports proactive decision-making, and embeds risk awareness into day-to-day operations across the college.

Safety, security, and risk mitigation initiatives also advanced significantly. The new Contract Administration Program established a comprehensive policy framework for assessing, approving, and managing institutional contracts - including MOUs, licensing agreements, partnerships, and educational contracts. Campus safety improvements contributed to a 30% reduction in security incidents, supported by higher staff training levels, increased security presence, and improved monitoring at key entry points. Together, these initiatives reflect VCC’s commitment to proactive risk management, operational resilience, and a safer campus environment.



Empowered People and Inclusive Culture

Cultivate innovative and accessible people services committed to inclusion, wellness, and development for all employees.

INDIGENIZATION BY DECOLONIZATION & RECONCILIATION

Review and reimagine People Services through the lens of decolonization and reconciliation.

JUSTICE, EQUITY, DIVERSITY & INCLUSION

Create a culturally aware and inclusive workplace that provides equitable opportunities for Indigenous and diverse representation, participation, and success.

RIGHTS & RESPONSIBILITIES

Build a respectful and safe work environment that is free from harassment and discrimination for all employees.

MENTAL HEALTH & WELL-BEING

Promote employee well-being by embedding all aspects of health into work culture.

PEOPLE DEVELOPMENT

Foster a robust talent-base by supporting career and professional development, advancement opportunities, and succession planning.

“Staying involved on campus is important to me because it allows me to support students and colleagues in meaningful, practical ways. Sharing skills that promote food security and accessibility - both in and outside the classroom - reflects VCC’s commitment to care, inclusion, and empowering people with knowledge they can use in their everyday lives.”

HELEN ORIMACO-PUMATONG, CHEF INSTRUCTOR, HOSPITALITY MANAGEMENT

This year, the People Services team navigated an exceptionally challenging environment, managing risks and responding to challenges while maintaining key services which support employees across the college. Their ongoing work has enabled our community to advance our most sustainable priorities, while creating a more inclusive and supportive environment.

People Services advanced several key initiatives to strengthen inclusive and equitable hiring practices at VCC. Work included the development of a framework for inclusive recruitment, supporting more consistent and equity-focused approaches across departments. In addition, the onboarding experience for new employees was enhanced through feedback gathered across new hire interviews and candidate experience surveys.

Regularized observances such as International Women’s Day and Mental Health & Well-being Day are now staples of the VCC calendar, creating consistent opportunities for learning and connection. VCC’s former Positive Space group was reactivated as the Pride Collective in 2025, renewing momentum for 2SLGBTQIA+ inclusion and community-building. Initiatives of the pride collective included new employee orientation, campus wellness events, development of a VCC 2SLGBTQIA+ Student Resource Guide, collaboration with SUVCC, and advocating for inclusive name practices and policy updates.

In recognition of its accessibility initiatives, VCC was honoured at Open Door Group’s Untapped Awards. The College was recognized as the leading large organization, with the highest percentage (35%) of employees self-identifying as having a disability. VCC was also named a finalist for the Workplace Inclusion Award: Diverse and Inclusive Champion – Public Sector.

VCC enhanced workplace safety and staff support and preparedness through targeted policies, training, and institution-wide initiatives. A comprehensive Minors on Campus policy now provides employees with clear guidance and responsibilities when working in environments involving minors, supporting appropriate programming while reinforcing role clarity, accountability, and mental well-being. Faculty also received sexual violence response training to scale up trauma-informed practices. Additional efforts included developing inclusive safety and security animations for students and employees, and implementing a toxic drug and overdose response plan, supported by naloxone kits and existing AEDs, to align with provincial direction and evolving sector risks.



Engaged Communities

Foster meaningful relationships and strategic partnerships that expand opportunities, community impact, and industry recognition.

INDIGENIZATION BY DECOLONIZATION & RECONCILIATION

Deepen our relationships with Indigenous communities that are reciprocal and respectful of their perspectives and priorities.

JUSTICE, EQUITY, DIVERSITY & INCLUSION

Engage equity-deserving groups and local cultural diaspora in meaningful collaborations that contribute to our diverse communities.

BRAND

Build a strong college presence through a strategic brand and communications plan that engages new opportunities.

FOUNDATION & ALUMNI

Leverage our alumni and donor relations to expand educational opportunities and support major capital projects through strategic fundraising.

PARTNERSHIPS

Grow external partnerships and associations that increase our community impact and industry recognition.

“Creating meaningful opportunities for VCC students to lead in sustainability-driven industries reflects The Barrett Family Foundation’s commitment to education as a catalyst for positive change. Long-term partnerships like this strengthen our connection to community, support student success, and help prepare graduates to meet the challenges of a changing world.”

ALISTER MATHIESON, EXECUTIVE DIRECTOR, BARRETT FAMILY FOUNDATION

In 2025, we advanced our commitment to reconciliation, community engagement, and applied learning. Strategic investments in departmental structures, experiential learning initiatives, and external partnerships increased the institution’s ability to deliver meaningful impact while reinforcing our leadership in innovative education and community-centered programming.

A strategic renewal of the Indigenous Education and Community Engagement (IECE) department structure was completed to better coordinate, support, and sustain Indigenous-led work across the college. Integrating the Indigenization of Teaching and Learning within IECE strengthens alignment, preserves continuity, and supports long-term impact. This change is intended to better support staff, improve institutional coherence, and deepen the quality and effectiveness of Indigenous-focused work at VCC.

We also expanded our sectoral leadership in micro-credentials, upskilling, and industry-aligned learning through the CredX Symposium, which gained significant government and industry attention both locally and internationally. The event brought together post-secondary institutions, corporate partners, elected representatives, and thought leaders to explore credential innovation, workforce mobility, and recognition of skills. The event highlighted VCC’s emergence as a recognized contributor in micro-credentials and applied learning.

Community partnership and applied learning were further demonstrated through hands-on, purpose-driven projects. VCC, in partnership with the VCC Foundation, reconstructed a Honda Odyssey van donated to the Pacific Association of First Nations Women, supporting the organization’s mission to uplift Indigenous women. The project engaged our Automotive students and faculty with ICBC as a community partner, exemplifying VCC’s commitment to real learning for real change.

We expanded our external profile through engagement with Chambers of Commerce, Boards of Trade, and Boards of Commerce, alongside expanded Partnership Development Office and industry partnerships in 2025. We increased our presence at career fairs and local community events to support recruitment and awareness, including the IDEA Summit, Italian Days on the Drive, Flats Fest, and the Khatsahlano Festival. Community pathways were further reinforced through a monthly Academic Advising outreach partnership with the Salvation Army Belkin House, where consistent on-campus and on-site engagement has reduced barriers and solidified VCC’s role in advancing equitable access to post-secondary education.



1

2

3

4

VCC Foundation

The VCC Foundation reaches thousands of students every year with financial support, programs, equipment, and real-world learning opportunities that improve access to education. Last year, the Foundation distributed \$665,539 in bursaries and awards to 872 students. Leveraging the college's reputation and vision, the Foundation continues to attract and steward donors and community partners who make this work possible.

Dental Connections Event: This new event will run annually and connects the dental industry with VCC graduating students in the Certified Dental Assistant (CDA) or the Dental Hygiene (RDH) programs. Over 100 students attended the event to network and learn, setting VCC students up for career success and employment upon graduation.

Improving Food Security: The Foundation's 2025 Giving Tuesday campaign raised over \$45,000 to support and expand VCC food security programs, providing students with accessible, essential nutrition so they can focus on their studies. Thanks to donor support, Snack Shacks are now installed in five departments (and counting), and more food vouchers are available to use across the college's food outlets and beyond.

Flourish 2025: The Foundation's annual food and wine fundraising event saw \$240,000 pour in to support naming a new classroom in the CCEAI. Guests enjoyed food from 15 tasting stations offered by chefs from the VCC culinary community, options from Naramata Wineries Bench Association, Nespresso martinis, and activations from a range of VCC departments. The event builds community, supports students, and truly offers a taste of VCC.

NAPA Auto Parts Gift: VCC's automotive department received a generous donation from NAPA Auto Parts worth nearly \$200,000 in tools and electric vehicles, toolboxes, and high-end Autel automotive diagnostic tools. This state-of-the-art equipment will enhance learning opportunities for VCC Automotive Technician students and help pave the way for the exciting new electric vehicle programs at the college.

VCC Students Travel the World: The Foundation helped send VCC Fashion students to Da Nang, Vietnam; Culinary students to Alma, Italy; and Asian Culinary alum to a global cooking competition in Macao, China, where they won gold! The VCC Foundation is thrilled to support these unique and exciting educational experiences for students.

1. VCC Automotive program receives donation from NAPA Auto Parts.
2. VCC Culinary Arts' VR teaching tools demonstration at 2025 Flourish.
3. 2025 Flourish guests enjoying VCC's signature fundraising event.
4. VCC Fashion students in Vietnam.

VCC in action

Projects in progress (As of December 2025)

ACADEMIC INNOVATION

- Create a program development framework and program audit that simplifies and standardizes the registration process and credit structures
- Implement the program development framework to simplify and standardize term-based delivery, the registration process, and credit structures
- Improve data quality for applicant pool to make more data driven decisions and outputs for recruitment and student communications
- Develop a Prior Learning Assessment and Recognition (PLAR) Strategy/Framework

CAMPUSES OF THE FUTURE

- Establish a comprehensive space standards program that outlines criteria for the management of existing resources
- Optimize space management on campuses for both academic and non-academic room bookings
- Develop a facilities risk register that supports capital planning and project prioritization
- Increase and retain the number of donors to VCC through the See VCC campaign
- Introduce a College-wide education program focused on waste minimization and energy conservation

OPERATIONAL EXCELLENCE

- Create and deliver to multiple community stakeholders an Enterprise Risk Management (ERM) training program
- Create risk catalogues for individual schools and departments
- Cyber security phase 2: Implement a cyber-security and data privacy strategy that secures all our data
- For eligible programs, implement additional self-service functionality for students within the enterprise resource planning (ERP) system
- Implement and integrate the Accounts Payable automation workflow with VCC's ERP system to enhance operational efficiency and streamline processes

EMPOWERED PEOPLE AND INCLUSIVE CULTURE

- Develop and implement an inclusive hiring strategy
- Create a disability and accommodation management program

ENGAGED COMMUNITIES

- Publish the first Strategic Plan for IECE under its new structure, and subsequent service plan for 2027
- Publish VCC's Institutional commitments on community development on the public website
- Replace website CMS and implement new brand design
- Create a curation of VCC stories that showcase VCC values, programs, and people to advance brand

- Update the foundation's stewardship strategy to reflect our decolonizing practices for the donor recognition program
- Establish a structured reporting mechanism to track progress, enhance donor engagement, and ensure strategic alignment with institutional fundraising goals
- Develop a comprehensive capital campaign plan, including a cohesive brand identity, communication strategy, and public relations framework
- Refine the structure of all restricted funds for sustainability, alignment with institutional priorities, and enhanced donor impact through data-driven strategies that optimize their utilization, transparency, and long-term growth
- Develop an internal government relations approach



Oral Health Simulation

In 2025, VCC was selected as a recipient of Health Canada's Oral Health Access Fund, receiving \$2.5M to support the creation of a new Oral Health Simulation Lab at the Downtown Campus. The lab, part of VCC's broader Health Simulation Centre, will feature high-fidelity dental simulators, extended reality learning environments, and simulated patient interactions, providing dental students with hands-on experience in clinical techniques and patient communication. Designed with a focus on children's dental care and guided by Sex-Gender-Based Analysis Plus (SGBA+), the lab ensures inclusive, evidence-informed training. This investment builds VCC's capacity to prepare graduates who enter the workforce with confidence and competence, reinforcing the college's leadership in health simulation and applied learning. The lab is slated to launch in early 2028 and will complement VCC's full range of Dental programs while supporting ongoing collaboration with healthcare partners, government, and industry.

1

97%

of students satisfied with quality of instruction

2

3

411

Indigenous students supported through our programs

4

5

7

8

6

94%

employees think VCC values diversity and inclusion

9

10

11

Partnerships in Action

1. VCC's new indigenous Story Booth in the Broadway Campus Library.
2. The VCC Asian Culinary Arts program celebrated 50 years of culinary excellence and training, honouring the passion, skill, and creativity that have shaped thousands of chefs and the landscape of Asian cuisine.
3. The inaugural Camp VCC, a summer camp program for kids to build their imaginations, hands-on skills, and make new friends.
4. Darija Rabadzija, Education Council Assistant, proudly shares her new socks at VCC Day 2025, where staff come together to learn and connect.
5. VCC President Ajay Patel, and Queenie Choo, CEO of S.U.C.C.E.S.S, join the Honourable Wendy Cocchia during her installation reception as BC's 31st Lieutenant Governor.
6. The VCC community comes together to celebrate Lunar New Year, hosted by International Education and SUVCC.
7. VCC President Ajay Patel, and Blair Qualey, President and CEO of the New Car Dealers Association of BC at Everything Electric, where VCC demonstrated the conversion of a gas to electric engine, live, on the show floor.
8. In partnership with SUVCC, and supported by the VCC Foundation, VCC hosts the Food Resiliency fair to promote sustainable food practices and healthy habits.
9. MP Terry Beech and the honorable Hedy Fry announce updates to the Canadian Dental Care Plan at the VCC dental clinic.
10. Mount Pleasant Neighbourhood House partnered with VCC to offer customized Asian Culinary training for non-profit community cooks.
11. VCC staff and faculty give newly elected Minister Jessie Sunner a tour of the Broadway campus, discussing the Campus Plan and Centre for Clean Energy and Automotive Innovation.



vcc.ca/strategic-plan

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VCC