

June 24, 2026, at 5:30 p.m.

VCC Broadway Campus, Building A, Room 5025

Microsoft Teams meeting

<https://teams.microsoft.com/meet/296961693434771?p=3G3nqsRTOuTpOscOSj>

Meeting ID: 296 961 693 434 771

Passcode: jY9ms9FD

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 xʷməθkʷəy̓əm (Musqueam), Sḵwəxwú7mesh (Squamish), and səlilwətał (Tseil-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: May 27, 2026, Public Meeting				✓	3
2.2 EdCo Chair Report to BoG - EdCo Annual Report 2025				✓	10 12
2.3 Academic Year				✓	40
2.4 Sexual Violence & Misconduct Report 2025-26				✓	44
2.5 Board Correspondence & Activity					
2.6 News and Events				✓	49
3. ACTION TRACKER		M. Rashid	1 min		
No Items				--	--

Topic	Action	Speaker	Time	Attach ²	Page
4. INDIGENIZATION AT VCC					
National Indigenous Peoples Day	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		
6. PROGRAMS, TUITION & FEES		L. Dannhauer / J. Yu	20 min		
6.1 NEW: 2D & 3D Character Animation Diploma Programs	Decision			✓	53
6.1.1 Tuition: 2D Character Animation Diploma Program	Decision			✓	66
6.1.2 Tuition: 3D Character Animation Diploma Program	Decision			✓	69
6.2 NEW: ASL English Interpretation Degree	Decision			✓	72
6.3 International Tuition for the revised Medical Laboratory Assistant Certificate Program	Decision			✓	81
6.4 International Tuition fee for the Revised Pharmacy Technician Diploma Program	Decision			✓	83
7. FINANCE AND AUDIT COMMITTEE REPORT		J. Yu	20 min		
7.1 Chair's Report	Info				
8. GOVERNANCE COMMITTEE REPORT		L. Dannhauer	15 min		
8.1 Chair's Report	Info				
8.2 Enrolment Plan Management (408) & Suspension and/or Discontinuance of Programs (414)	Decision			✓	85
8.3 Investment (119)	Decision			✓	97
8.4 Use of Library Resources (512)	Decision			✓	102
9. HUMAN RESOURCES COMMITTEE REPORT		S. Kloot	5 min		
9.1 Chair's Report	Info			--	--
10. VCC FOUNDATION		C. Zuo	5 min		
10.1 Foundation Update	Info			--	--
11. NEW BUSINESS		M. Rashid	5 min		
<i>(Matters approved under item 2)</i>					
12. NEXT MEETING & ADJOURNMENT	Info	M. Rashid	1 min		
Next meeting:					
Tuesday September 29, 2026 at 5:30 p.m.				--	--



**Board of Governors
Public Meeting
DRAFT MINUTES**

May 27, 2026, at 5:30 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 (Regrets)
Michele Guerin (Regrets)
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
Clayton Munro AVP, Student & Enrolment Services
Jamie Choi ED, Finance & CFO
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 (Regrets)

Guests

Emily Logan	EdCo, Vice Chair
Frank Cosco	President, VCCFA
James Stansfield	Director, SUVCC

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

1. CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS

The meeting was called to order at 5:34 p.m.

Carol Ye opened with a land acknowledgement recognizing that Vancouver Community College operates on the traditional and unceded territories of the Musqueam, Squamish, and Tseil-Waututh peoples.

In opening remarks, the Chair provided contextual reflections on both the institutional and broader post-secondary environment. The Board was advised that the provincial post-secondary system review has been delayed and is now expected to be released in the fall, reinforcing continued uncertainty across the sector.

It was further noted that discussions among provincial board chairs highlighted a common sector-wide challenge: achieving balanced budgets in a constrained funding environment. While many institutions are implementing significant reductions or structural changes, VCC's approach was characterized as measured and strategically aligned, balancing financial realities with institutional priorities.

A key theme emphasized was institutional alignment. The Chair expressed appreciation for the strong working relationships between the Board, administration, and constituent groups, noting that this cohesion enables the College to remain focused on student and community needs despite financial pressures.

The Board was also reminded of upcoming governance processes, including June elections for Board leadership and committee membership, as part of ongoing succession planning and governance effectiveness.

The President, A. Patel followed with remarks acknowledging the ongoing workforce adjustments across the institution and the impact on faculty, staff, and services. Appreciation was expressed for the resilience and continued efforts of employees during a period of transition.

A. Patel also highlighted a number of institutional achievements and activities, including student participation in Skills Canada National competition, community engagement events, industry partnerships, and external funding announcements. These updates reinforced VCC's continued role as a community-focused, industry-connected institution despite ongoing financial constraints.

2. APPROVAL OF AGENDA & CONSENT AGENDA

MOTION: THAT the VCC Board of Governors approve May 27, 2026, public meeting agenda, including items on the consent agenda.

2.1 Minutes: March 25, 2026 Public Meeting

2.2 EdCo Chair Report

2.3 Concept Papers for Info

2.4 Program Suspensions: Continuing Studies

2.5 Course Deactivation

2.6 Board Correspondence & Activity

2.7 News and Events

Moved, Seconded & CARRIED (Unanimously)

3. ACTION TRACKER

There were no items on the Action Tracker.

4. INDIGENIZATION AT VCC

Three-Phase Indigenization Framework Initiative

J. Williams shared a comprehensive presentation on the development of a three-phase institutional indigenization framework.

The initiative was described as a foundational, long-term effort to advance VCC's commitments to Indigenization, Decolonization, and Reconciliation in a systemic and embedded manner. Rather than relying on isolated projects or initiatives, the framework aims to integrate Indigenous ways of knowing, learning, and community engagement across all aspects of the institution.

The phased approach was outlined as follows:

Phase 1: Foundational work, engagement, and development of a multi-year project plan (current phase).

Phase 2: Comprehensive review and renewal of Indigenous Education services and strategic planning.

Phase 3: Development of a full institutional indigenization framework informed by earlier phases.

The Board was advised that the initiative builds on prior work, including earlier readiness assessments and institutional engagement efforts, while incorporating updated input from Indigenous communities, Elders, knowledge holders, and internal stakeholders.

Discussion highlighted the importance of:

- Ensuring broad participation across departments and stakeholder groups.

- Aligning the framework with existing institutional priorities, including the Strategic Innovation Plan.
- Maintaining a relational, community-informed approach to engagement and implementation.

Board members expressed strong support for the initiative, recognizing its importance as both a strategic priority and a core institutional responsibility.

5. CONSTITUENCY REPORTS

5.1 CUPE Local 4627

Due to communication difficulties, the CUPE representative was unable to present.

5.2 Student Union of Vancouver Community College (SUVCC)

J. Stansfield presented a detailed account of student concerns, emphasizing the direct and immediate impact of financial and operational decisions on the student experience.

Key themes included:

- The increasing financial burden on students, particularly in programs experiencing significant fee increases.
- Concerns regarding administrative delays and service disruptions linked to staffing reductions.
- Broader systemic concerns about post-secondary funding models and the reliance on international tuition revenue.

The Board acknowledged the concerns raised and reaffirmed the importance of continued advocacy to government regarding sustainable and equitable funding models.

5.3 Vancouver Community College Faculty Association (VCCFA)

The Faculty Association provided a broader sectoral perspective, framing institutional challenges within the context of provincial funding constraints.

Key issues highlighted included:

- Systemic inequities in post-secondary funding across institutions.
- The impact of workforce reductions on instructional capacity and support services.
- Concerns regarding student affordability and program sustainability.

The Board noted that advocacy efforts are ongoing and that funding reform remains a key priority for both institutional leadership and governance bodies.

6. PROGRAMS, TUITION & FEES

6.1 REVISED: Graphic Design Diploma Program

Discussion on the reduction in credits to better align with industry standards. The balance required between maintaining program quality and ensuring financial sustainability was acknowledged.

MOTION: 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.
Moved, Seconded & CARRIED (Unanimously)

6.1.1 Tuition: Graphic Design Diploma Program

MOTION: 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: \$731.33 per credit for 61.5 credits = \$44,976.78

Moved, Seconded & CARRIED (Unanimously)

6.2 NEW: MATH 1001 Calculus Connections Lab

MOTION: THAT, on the recommendation of the Finance and Audit Committee the Board of Governors approve tuition for MATH 1001: Calculus Connections Lab effective September 2026.

Domestic: \$292.57 per credit

International: \$731.33 per credit

Moved, Seconded & CARRIED (Unanimously)

6.3 NEW: CHEM 1150 Chemistry for Engineering

MOTION: THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition for CHEM 1150: Chemistry for Engineering effective January 2027.

Domestic: \$ 996.99 (\$332.33 per credit)

International: \$2,193.99 (\$731.33 per credit)

Moved, Seconded & CARRIED (Unanimously)

6.4 NEW: Supply Chain & Logistics Short Certificate

The program was noted as responsive to labour market needs and aligned with institutional priorities related to flexible credentialing and workforce development.

MOTION: THAT, on the advice of Education Council, the Board of Governors approve the new Supply Chain and Logistics Short Certificate credential and program implementation.

Moved, Seconded & CARRIED (Unanimously)

6.4.1 Tuition: Supply Chain & Logistics Short Certificate

MOTION: THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition for the three courses in the Supply Chain & Logistics short Certificate.

Domestic: \$2,663.10 (\$292.75 per credit)

International: \$6,581.97 (\$731.33 per credit)

Moved, Seconded & CARRIED (Unanimously)

6.5 Dental Hygiene Program Fees

Discussion reflected the complexity of balancing program delivery costs, regulatory requirements, and student affordability. It was noted that:

- Fee increases are driven by the rising costs of materials and required software.
- Comparative analysis indicates VCC remains within a competitive range relative to similar programs.

The Board emphasized the importance of clearly distinguishing between allowable material costs and capital expenses in documentation and decision-making.

MOTION: THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the following fee changes for the Dental Hygiene Diploma program effective September 2026:

New Dental Hygiene Program

- 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).

Moved, Seconded & CARRIED (Unanimously)

6.6 Certified Dental Assisting (Onsite) Program Fees

MOTION: THAT, on the recommendation of the Finance and Audit Committee, 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)

Moved, Seconded & CARRIED (Unanimously)

7. FINANCE AND AUDIT COMMITTEE (FAC) REPORT

7.1 Chair's Report

J. Yu reported that the Committee met on May 19, 2026. The Committee reviewed routine procurement matters within its approval authority and considered items related to program tuition and fee approvals, which were subsequently presented to the Board for decision under Section 6 of the agenda.

The Committee also received an update on the annual audit process and confirmed the successful completion of the 2025/26 financial statement audit. It was noted that the audit identified no significant findings, no uncorrected misstatements, and no material weaknesses in internal controls. The Committee acknowledged the work of the Finance team in maintaining strong financial oversight and control processes.

7.2 2025/26 Actuals to Budget

The Committee reviewed the year-to-date financial results and projections for the 2025/26 fiscal year.

It was reported that, as the fiscal year progresses, there is increased clarity regarding the College's financial position. The College is currently tracking toward an operating deficit of approximately \$6.5 million. This represents an increase from earlier projections, reflecting updated information on workforce adjustment costs and other expense pressures.

Revenue performance showed modest positive variance in tuition, with both domestic and international tuition revenues exceeding budget expectations. These gains reflect strong enrolment activity in certain program areas. However, corresponding increases in delivery costs have offset these gains.

Expenditures have increased across several categories, with the largest variance attributed to salaries and benefits associated with program delivery. It was noted that ongoing organizational restructuring and workforce adjustments continue to influence financial outcomes, with full impacts expected to be realized at fiscal year-end.

Management confirmed that, while the deficit has been approved by the Board, it remains subject to Ministry oversight and monitoring. The College continues to work toward stabilizing its financial position, with the stated objective of achieving a balanced budget in the next fiscal cycle.

7.3 2025/26 Audited Financial Statements

The external audit was completed with no significant findings and no deficiencies in internal financial controls. The clean audit opinion was noted as an indication of sound financial governance and effective financial management practices. The Board acknowledged the work of the Finance team and external auditors in completing the audit process.

MOTION: THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the 2025/26 audited Financial Statements as presented at the May 27, 2026 meeting.
Moved, Seconded & CARRIED (Unanimously)

8. GOVERNANCE COMMITTEE (GC) REPORT

8.1 Chair's Report

The Committee reported on procedural updates and ongoing work related to governance policies and board evaluation processes.

9. HUMAN RESOURCES COMMITTEE REPORT

9.1 Chair's Report

No meeting had taken place since the previous Board meeting; an update will be provided at the next meeting.

10. VCC FOUNDATION UPDATE

C. Zuo reported that the Foundation has completed its fiscal year and is preparing for the upcoming external audit. Governance work is ongoing, including review of a new Board Code of Conduct, which is expected to be brought forward to a future meeting.

The Foundation achieved a significant milestone in student support during the 2025/26 fiscal year, distributing approximately \$1.15 million in entrance awards, scholarships, and bursaries. This represents the highest level of support provided to students to date and reflects continued growth in financial assistance programs.

A major contribution of \$350,000 from the Royal Bank Foundation was confirmed, supporting ongoing fundraising priorities. Work continues on additional campaign initiatives, including culinary arts naming opportunities, with further updates anticipated at a future Board meeting.

The Board was also informed of strong engagement activities, including successful events such as the Outstanding Alumni Awards and industry-based initiatives that enhance partnerships and student learning opportunities. The Foundation continues to build community connections and support experiential learning through these initiatives.

The Board acknowledged the Foundation's continued impact in supporting student success, strengthening partnerships, and advancing institutional priorities.

11. NEW BUSINESS

11.1 Strategic Innovation Plan

J. Shin presented to the Board a detailed update on the Strategic Innovation Plan (SIP).

The plan was described as a long-term, adaptable framework with a 10-year horizon supported by shorter operational cycles. A key distinguishing feature of the SIP is its flexibility, allowing the institution to adjust priorities and initiatives in response to changing circumstances.

Financial sustainability remains the central strategic priority, with all institutional initiatives evaluated in relation to their contribution to long-term viability.

Discussion highlighted:

- The importance of maintaining agility and responsiveness in a rapidly changing sector.
- The value of broad institutional engagement in developing and implementing strategic priorities.
- The need for continued alignment between governance, operations, and strategic direction.

Board members expressed strong support for the plan and recognized its role in positioning VCC to navigate ongoing sector challenges.

12. NEXT MEETING & ADJOURNMENT

The next regular public board meeting is scheduled for June 24, 2026, at 5:30 p.m.

The meeting adjourned at 7:30 p.m.



INFORMATION NOTE

PREPARED FOR:	Board of Governors
DATE:	June 24, 2026
ISSUE:	Education Council Chair Report to Board of Governors

ACADEMIC GOVERNANCE COUNCIL

In June, I attended the Academic Governance Council (AGC) meeting with Education Council representatives from post-secondary institutions across British Columbia.

The meeting provided an opportunity to share governance practices and discuss topics including Education Council roles and responsibilities, policy development, curriculum governance, and the impact of artificial intelligence on teaching and learning. The discussions highlighted common opportunities and challenges across the sector and provided perspectives that will inform the ongoing work of Education Council at VCC.

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.

EdCo approved the following new courses at its June 9, 2026 meeting as part of the IT Operations Professional Certificate:

- ITOP 1130 Endpoint Administration and Support
- ITOP 1140 Professional Communication and Career Readiness for IT
- ITOP 1150 Enterprise Virtualization and Cloud Platforms
- ITOP 1160 Windows Server and Active Directory

The renamed and revised Information Systems Security and Administration Post-Degree Diploma (wireframe) and program tuition were already approved by the Board of Governors. The following new courses were approved by EdCo:

- ITOP 2110 Cyber Defence and Operations
- ITOP 2120 Advanced Networking
- ITOP 2130 Advanced Linux Administration
- ITOP 2140 Digital Forensics and Incident Response
- ITOP 2150 Ethical Hacking
- ITOP 2160 Technical Writing for IT Professionals
- ITOP 2210 Industry Integrated Project

EDCO ANNUAL REPORT 2025

The 2025 Education Council Annual Report is attached as Appendix A.

I would like to thank Education Council members, standing committee members, faculty, staff, administrators, students, and the EdCo Office for their contributions throughout the year. The Annual Report reflects the collaborative work undertaken to support academic quality and governance at VCC.

PREPARED BY: Louise Dannhauer, Chair, Education Council

APPENDIX A: EdCo Annual Report 2025

DATE: June 16, 2026

Appendix A



**VANCOUVER COMMUNITY COLLEGE
Education Council Annual Report 2025**

Prepared by: Louise Dannhauer, Chair Education Council

June 2, 2026

Table of Contents

Message from the Chair.....	1
2025 Year at a Glance.....	3
Program & Curriculum Highlights.....	4
Standing Committees.....	6
Curriculum Committee	6
Education Policy Committee	7
Education Quality Committee	7
Appendix A – Approved Curriculum Proposals.....	10
Minor Program & Course Changes.....	10
New Programs and Major Program & Course Changes	12
New Courses	16
Course Deactivations	20
Appendix B – Elections & Memberships 2025	23
Education Council Elections	23
Education Council Membership	23
Curriculum Committee Membership.....	24
Education Policy Committee Membership.....	25
Education Quality Committee Membership	25
Appendix C – 2025 Meeting Dates	26

Message from the Chair

This past year has been marked by continued change and uncertainty within the post-secondary sector. Policy changes by Immigration, Refugees and Citizenship Canada (IRCC), including increased study permit refusals and related declines in international enrolment across Canada and in BC, have significantly impacted enrolment planning and institutional priorities.

Another important development is the provincial public post-secondary system review led by Don Avison, with the final report expected later this year. Together, these factors underscore the evolving environment in which VCC operates and the need for responsive and strategic academic planning.

In this context, Education Council (EdCo) has continued to play an important role in supporting academic quality, providing advice on institutional priorities, and ensuring that curriculum, policy, and educational planning remain aligned with the needs of students, communities, and the labour market.

Planning Days and Institutional Priorities: EdCo's bi-annual Planning Days provided important context for our work within the broader institutional and sector landscape. Presentations highlighted VCC's mandate, funding realities, and key academic priorities, including educational technology and program development approaches such as co-design with industry and community partners. Additional sessions addressed domestic enrolment, admissions, and pathways from K–12.

These discussions helped inform EdCo's understanding of emerging opportunities and challenges facing the College and strengthened our ability to provide informed academic governance and advice.

Throughout the year, EdCo and its standing committees engaged with several institutional and system-wide initiatives including:

Curriculum Review and Development: EdCo reviewed new and revised programs, curriculum changes, and credential proposals, while continuing to support innovation and responsiveness in program development.

Educational Quality: EdCo and committees engaged with annual program reviews, program renewals, and education services renewals to support continuous improvement and student success.

Artificial Intelligence in Teaching and Learning: EdCo continued to explore the opportunities and challenges presented by AI-enabled technologies and their implications for curriculum, assessment, academic integrity, and educational quality.

As academic governance becomes increasingly important in a rapidly changing environment, EdCo remains committed to collaboration, thoughtful decision making, and supporting VCC's mission of providing accessible, high-quality education.

My sincere thanks to all members of Education Council, its committees, and working groups for their dedication, expertise, and contributions over the past year.

Sincerely,

Louise Dannhauer

VCC Education Council Chair

2025 Year at a Glance

58 Members of the VCC community served on Education Council or a Standing Committee in 2025.

Curriculum – Programs & Courses

7 Concept Papers

9 New Programs

5 Significantly Revised Programs

264 New Courses

Policies

4 Policies Approved

2 Policies Rescinded

4 Policies Under Review

Education Quality

4 Program Renewals Completed

5 Education Service Renewals Completed

28 Curriculum Development Projects & Program Renewals Funded

Program & Curriculum Highlights

Summary of educational matters presented to Education Council and/or the Board of Governors for approval or information:

Concept Papers for New or Significantly Revised Programs:

- Automotive Electronics Repair Certificate
- Automotive Parts, Service Advising and Collision Estimating Certificate
- Construction Electrician Foundation Certificate
- Information Systems Security and Administration Post-Degree Diploma
- Refrigeration and Air Conditioning Mechanic Foundation Certificate
- Virtual Environment and Simulation Design Diploma
- Wind Turbine Technician Certificate

New Degree Proposal

- Bachelor of Applied ASL–English Interpretation (DQAB Application Stage 1)

New Programs:

- Automotive Electronics Repair Certificate (Board approved February 2026)
- Construction Electrician Foundation Certificate
- Digital Communication, Social Media and Multimedia Post-Degree Diploma
- Digital Learning for Innovative Teaching Short Certificate
- Pharmacy Technician Diploma (Board approved March 2026)
- Refrigeration and Air Conditioning Mechanic Foundation Certificate
- UI/UX Design Diploma (pending Board approval)
- Virtual Environment and Simulation Design Diploma
- Wind Turbine Technician Certificate

Significantly Revised Programs:

- Bachelor of Applied Music (pending DQAB review)
- Computer Systems Technology Diploma
- Dental Hygiene Diploma
- Graphic Design Diploma (Board approved May 2026)
- Information Systems Security and Administration Post-Degree Diploma (Wireframe)

Renamed Programs:

- Automotive Collision and Refinishing Foundation Certificate (Online Youth) (formerly Automotive Collision and Refinishing Foundation Certificate (E-pprentice))
- Automotive Logistics and Service Operations – Zero Emission Diploma (formerly Automotive Parts and Service Management Diploma)

- Bachelor of Hospitality Management (formerly Bachelor of Hospitality and Food Service Systems Management)
- Culinary Arts Diploma (formerly Culinary Arts and Food Service Management Diploma)
- Hospitality Management Post-Degree Diploma (formerly Hospitality and Food Service Systems Management Post-Degree Diploma)
- Information Systems Security and Administration Post-Degree Diploma (formerly Network Technology Administration and Security Post-Degree Diploma)

Program Renewals:

- Auto Collision & Refinishing Foundation Certificate
- Culinary Arts
- Fashion Merchandising
- Music Diploma & Bachelor of Applied Music

Education Services Renewals:

- Academic Advising
- Continuing Studies (CS) Office & Registrar
- Disability Services
- International Education
- Student Conduct & Judicial Affairs Office

Discontinued Programs:

- ABE Graduation Program Certificate (January 2026)
- ABE Intermediate Program Certificate (January 2026)
- Acute Care for Health Care Assistants Short Certificate (May 2025)
- Addictions Counselling Skills Advanced Certificate (January 2026)
- Applied Technology for the Visually Impaired Certificate (January 2026)
- Business Leadership and Management Certificate (January 2026)
- Community Counselling Skills Certificate (January 2026)
- Health Care Assistant Certificate (EAL Cohort) (May 2025)
- Leadership Certificate (January 2026)
- Leadership Coaching Associate Certificate (January 2026)
- Leadership Coaching Certificate (January 2026)
- Management Skills for Supervisors Certificate (January 2026)
- Networking Technology Certificate (January 2026)
- Office Administration for the Visually Impaired Certificate (January 2026)
- VR/AR Design and Development Diploma (January 2026)
- Wedding and Event Management Certificate (January 2026)

Affiliation Agreements:

- Canadian College Vancouver (CCV)
- Cornerstone International Community College of Canada (CICCC)
- Greystone College
- ILAC Education Group (ILAC International College and Tamwood College)
- VanWest College

Other Approvals by Education Council and/or the Board of Governors:

- 2025–2026 Enrolment Plan
- Academic Year 2025/26, 2026/27, 2027/28
- Revised Duolingo scores for placement into EAL/ESL Pathways courses
- Replacing the “Recommended Characteristics of Students” section of the program content guide curriculum document with a “Program Considerations” section and supporting the Style Guide for Program Considerations

Standing Committees

Curriculum Committee

Chair: Todd Rowlatt

Curriculum Committee ensures that College curriculum development and revisions are consistent with approved processes and are undertaken in compliance with educational policies. The committee provides quality assurance to help ensure College curricula reflect sound pedagogical practices. This committee is the first stage in the curriculum approval governance process, as its recommendations are formally considered by EdCo for approval or for advice to the Board of Governors.

Curriculum Proposals: The committee reviewed and approved 32 proposals for new and revised curriculum and recommended 48 proposals to EdCo for further consideration. For a detailed account of these proposals, please refer to Appendix A.

Provisional Approval of New Programs Committees

The provisional approval process supports new or significantly revised programs, allowing for minor curriculum adjustments during their initial implementation. The Electronics Repair Technology Diploma program successfully completed the provisional period and received final approval from Education Council.

New Provisionally Approved Programs:

- Construction Electrician Foundation Certificate
- Refrigeration and Air Conditioning Mechanic Foundation Certificate
- Wind Turbine Technician Certificate

Education Policy Committee

Chair: Louise Dannhauer; from September 2025: Emily Logan

Education Policy Committee is responsible for checking that all educational policies and procedures are thoroughly reviewed during the policy development and approval process. The committee reviews existing policies on a five-year cycle and supports the creation of new policies. Education Policy Committee acts in an advisory role to EdCo on all policy review-related matters.

Policy Review: The committee reviewed ten policies and recommended four policies to EdCo for approval, and two policies for rescission. The committee established a working group to revise the Academic Integrity (325) policy.

Planning Session: Education Policy Committee, Curriculum Committee, and Education Quality Committee participated in a joint session on EdCo Planning Day around Indigenizing curriculum and policy, followed by a discussion of neurodiversity and academic integrity.

Policies approved by Education Council and/or the Board of Governors:

- Revised Academic Year (402)
- Revised Admissions (301) & Flexible Admissions (302)
- New Contract Administration (132)

Rescinded policies:

- Education Service Contract (406)
- Educational Affiliations (407)

Policies under Review:

- Academic Integrity (325)
- Lending and Borrowing College Equipment (416)
- Qualifications for Faculty and Instructors (205) (merged with Qualifications for Continuing Studies Instructors (206))
- Selection of Library Materials (511)

Education Quality Committee

Chair: Louise Dannhauer; from September 2025: Andy Sellwood

Education Quality Committee guides fundamental aspects of educational quality at VCC, such as program review, program renewal, and Curriculum Development (CD) Fund allocation. Members of the committee ensure these processes are clearly defined, and are dedicated to continuous improvement and innovation in educational quality at VCC.

Mental Health and Well-being Working Group: This group includes broad membership across the College and aims to integrate mental health and well-being into curriculum design and delivery.

Feasibility Working Group: The working group submitted a feasibility report for the Executive Assistant and Medical Transcriptionist Certificate programs, which were proposed for suspension.

Curriculum Development Fund 2025/2026

VCC sets aside an annual budget of \$400,000 to fund curriculum development (CD) projects. This funding aims to support new ideas and foster creativity and innovation. Education Quality Committee provides advice to the Vice President, Academic & Applied Research, in allocating the funds.

A total of about \$900,000 in funding was requested. As a result, the committee gave priority to: 1) projects currently in progress needing additional funds for completion; 2) projects arising from program reviews or renewals; and 3) projects needed for program accreditation. In addition, scheduled program renewals received automatic seed funding of at least \$5,000.

In 2025/26, 24 curriculum development projects and 4 program renewals received CD funding.

CD Funded Projects:

- Associate of Arts Degree in Psychology – Course Development & Planning
- Associate of Science (Data Science) – Course Development
- Auto Service Technology Tuner Course
- Automotive Parts and Service Management – Course Development
- Chemistry for Engineering Course Development
- Course Development (EVSC 2010, BIOL 2105, BIOL 2204)
- Culinary Arts Renewal Action Plan
- Dental Hygiene – New Clinical Software
- Early Childhood Care & Education Curriculum Update
- Esthetics & Spa Therapy Certificate Alignment with SQA
- Fashion Merchandising Revisions
- Global Supply Chain Management Year 2 Course Development
- Graphic Design Program Redesign
- Hospitality & Food Service System Management Diploma Revisions
- Intermediate & Advanced Developmental Math 10
- International Automotive Service Tech Diploma Program
- IT Project Management Post-Degree Diploma Course Development
- Music Degree Program Revision
- Online Learning Supports for Practicum
- OPTA Program Update
- Pharmacy Technician Program Revision for Accreditation
- Retail & Service Careers Post-Renewal Curriculum Development
- Summer Camps
- Visually Impaired

Automatically Funded Program Renewals:

- Administrative Professional
- EASD (formerly CACE) Career Awareness & Food Services
- Medical Device Reprocessing Technician
- Provincial Instructor Diploma (PIDP)

Appendix A – Approved Curriculum Proposals

Minor Program & Course Changes

Revised Programs:

Access to Practical Nursing Diploma
 Associate of Science Degree
 Automotive Service Technician Harmonized Foundation Certificate
 Certified Dental Assisting Certificate (Online)
 Dental Hygiene Diploma
 Dental Reception Certificate
 Digital Learning for Innovative Teaching Short Certificate
 First-year University Transfer Environmental Studies Certificate
 Health Care Assistant Diploma (International Cohort)
 High Performance and Custom Engine Technician Diploma
 Medical Device Reprocessing Technician Certificate
 Practical Nursing Diploma
 Professional Cook 1 Plus Certificate
 Sign Language Interpretation Diploma

Revised Courses:

ACAP 2002 Auto Body and Collision Technician Apprentice Level 2	Technician Apprentice Level 2
ACAP 2003 Auto Body and Collision Technician Apprentice Level 2 (E-pprentice)	ASLD 1130 Social Justice Perspective of Societal Systems and the Deaf
ACAP 3002 Auto Body and Collision Technician Apprentice Level 3	ASLD 1220 Deafhood: Journey of the Deaf
ACAP 3003 Auto Body and Collision Technician Apprentice Level 3 (E-pprentice)	ASLD 1230 Allyship and Accountable Collaboration
ACAP 4002 Auto Body and Collision Technician Apprentice Level 4	ASLD 2310 American Sign Language Level 10
ACAP 4003 Auto Body and Collision Technician Apprentice Level 4 (E-pprentice)	AUTO 1130 Workplace Safety
ACED 0707 Job Search Techniques	AUTO 1131 Employability Skills
ACED 0711 Communications	AUTO 1132 Tools and Equipment
ACRP 1101 Automotive Collision and Refinish Common Core Apprentice Level 1	AUTO 1133 General Automotive Maintenance
ACRP 1102 Automotive Collision & Refinish Common Core Apprentice Lvl 1 (E-pprentice)	AUTO 1134 General Automotive Practice
AGAP 1011 Automotive Glass Technician (Apprentice)	AUTO 1235 Brake Systems
APAP 2002 Automotive Refinishing	AUTO 1236 Steering Systems
	AUTO 1237 Suspension Systems
	AUTO 1238 Electrical-Electronic Systems
	AUTO 1239 Drive-line Systems
	AUTO 1240 Body Components, Accessories and Trim
	CLFE 0311 Career Literacy Foundations
	CULI 2515 Chefs Table Gastronomy
	CYBR 2301 Cloud Security Principles
	CYBR 2402 Governance of Enterprise IT

CYBR 2403 Professional Development in Cybersecurity
 DAST 1515 Dental Radiography
 DAST 1517 Dental Radiography in Clinical Practice
 DENT 2510 Dental Technology Practicum
 DHYG 3324 Clinical Practice 2
 DHYG 3424 Clinical Practice 3
 ECON 1100 Microeconomics
 ECON 1200 Macroeconomics
 ENGL 0750 English 10 Part 1
 ENGL 1001 Integrated Language Support 1
 ENGL 1100 Academic Writing
 ENGL 1101 Academic Writing for EAL Students
 ENGL 1102 Introduction to Literature for EAL Students
 ENGL 1200 Introduction to Literature
 ENSK 0716 Reading and Study Skills 10
 HMTD 1120 Shop Tooling and Equipment
 HMTD 1125 Lubricants, Bearings and Equipment Operation
 HMTD 1130 Machine Structure
 HMTD 1135 Truck Structure
 HOSP 3860 Capital and Asset Management
 HPAS 1000 Automotive Workplace Safety
 HPAS 1010 Automotive Employability Skills
 HPAS 1020 Automotive Tools and Equipment
 HPAS 1030 General Automotive Maintenance
 HPAS 1210 Engine Repair and Custom Engine
 HPAS 1220 Manual Drivetrain and Axles
 HPAS 1230 Automatic Transmission and Transaxle
 HPAS 1240 Brake Systems and High Performance Brake
 HPAS 2110 Suspension Systems and High Performance Suspension
 HPAS 2120 Steering Systems and High Performance Steering
 HPAS 2130 Electrical and Electronic Systems
 HPAS 2210 Engine Management and Performance Systems
 HPAS 2220 Light Vehicle Diesel Engines and Support Systems
 HPAS 2230 Automotive Heating and Air Conditioning
 HPAS 2240 Vehicle Trim
 HPAS 2250 Hybrid and Electric Vehicles and ADAS
 HPAS 2260 High Performance Engine Tuning and Dynamometers
 HRCA 1135 Clinical 1
 HRCA 1181 Personal Care & Assistance 1
 HRCA 1182 Common Health Challenges 1
 HRCA 1183 Concepts for Practice
 HRCA 1184 Clinical 1
 HRCA 1192 Introduction to Practice
 HRCA 1291 Cognitive and/or Mental Health Challenges
 HRCA 1293 Personal Care & Assistance 2
 HRCA 1294 Clinical 2
 HRCA 2135 Clinical 2
 HRCA 2235 Clinical 3
 HSAP 1200 Hairstylist Level 2 Apprenticeship
 INTR 3140 Interpretation Theory and Practice 4
 INTR 3150 Advanced American Sign Language for Interpreters
 MGMT 1019 Introduction to the Canadian Business Workplace
 MGMT 2010 Fundamentals of Business Law
 MGMT 2012 Human Resources Management
 MGMT 2019 Preparation for the Canadian Business Workplace
 MUSC 1041 Preparatory Performance Techniques 1
 MUSC 1042 Preparatory Performance Techniques 2
 SOCI 1100 Sociology 1: Intro to Sociology
 SOCI 1200 Sociology 2: Canadian Society
 VOFI 0740 Windows 1 with JAWS
 VOFI 0741 Windows 1 with NVDA
 VOFI 0742 Windows 2 with Screen Reader
 VOFI 0751 iOS 1 with VoiceOver
 VOFI 0752 iOS 2 with VoiceOver
 VOFI 0761 Browser 1 With Screen Reader
 VOFI 0762 Browser 2 with Screen Reader

VOVI 0811 Outlook 1 with Screen Reader	VOVI 0832 Excel 2 with Screen Reader
VOVI 0812 Outlook 2 with Screen Reader	VOVI 0841 PowerPoint 1 with Screen Reader
VOVI 0821 Word 1 with Screen Reader	VOVI 0842 PowerPoint 2 with Screen Reader
VOVI 0822 Word 2 with Screen Reader	
VOVI 0831 Excel 1 with Screen Reader	

New Programs and Major Program & Course Changes

New Programs & Specializations:

Associate of Arts (Psychology) Degree
 Associate of Science (Data Science) Degree
 Associate of Science (Environmental Science) Degree
 Automotive Electronics Repair Certificate
 Construction Electrician Foundation Certificate
 Digital Communication, Social Media and Multimedia Post-Degree Diploma
 Digital Learning for Innovative Teaching Short Certificate
 Health & Wellness Professional - Cosmetology Diploma*
 IT Project Management Post-Degree Diploma*
 Pharmacy Technician Diploma (Board approved March 2026)
 Refrigeration and Air Conditioning Mechanic Foundation Certificate
 UI/UX Design Diploma (pending Board approval)
 Virtual Environment and Simulation Design Diploma
 Wind Turbine Technician Certificate
 * *EdCo approved program content guides following wireframe approval by the Board of Governors*

Significantly Revised Programs:

Bachelor of Applied Music (pending DQAB review)
 Computer Systems Technology Diploma
 Dental Hygiene Diploma
 Graphic Design Diploma (Board approved May 2026)
 Information Systems Security and Administration Post-Degree Diploma (Wireframe)

Revised Programs:

Accounting Diploma
 Architectural Technician Certificate
 Automotive Collision and Refinishing Foundation Certificate
 Automotive Collision and Refinishing Foundation Certificate (Online Youth)
 Automotive Logistics and Service Operations – Zero Emission Diploma
 Automotive Repair and Refinishing Diploma
 Bachelor of Science in Nursing (Advanced Entry)
 Bachelor of Science in Nursing (First Year Entry)
 Building Manager Short Certificate
 Career Awareness Certificate
 Clean Energy Technology Diploma
 Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma
 Culinary Arts Diploma
 Fashion Design & Production Diploma
 First-year University Transfer Engineering Certificate

Food Service Careers Certificate
 Health Care Assistant Diploma (International Cohort)
 Health Unit Coordinator Certificate
 Heavy Mechanical Trades Certificate
 High Performance and Custom Engine Technician Diploma
 Hospitality and Food Service Systems Management Diploma
 IT Project Management Post-Degree Diploma
 Pharmacy Technician Certificate
 Professional Cook 2 Advanced Certificate
 Provincial Instructor Diploma
 Sign Language Interpretation Diploma

New Course Content Guide:

Construction Electrician Apprentice

Revised Courses:

ACRD 1100 Workplace Skills and Safety	ACRF 1116 Shop Experience (Online Youth)
ACRD 1105 Tools and Equipment	ACRF 1121 Construction and Components (Online Youth)
ACRD 1130 Communication Skills 1	ACRF 1131 Tools and Equipment (Online Youth)
ACRD 1135 Detailing 1	ACRF 1141 Welding, Heating and Cutting Steel (Online Youth)
ACRD 1150 Construction and Components 1	ACRF 1151 Metal Panels and Components (Online Youth)
ACRD 1155 Estimating, Planning and Scheduling 1	ACRF 1161 Plastic Panels and Components (Online Youth)
ACRD 1200 Sheet Metal Repair	ACRF 1171 Organize, Document and Communicate (Online Youth)
ACRD 1205 Advanced Sheet Metal Repairs	ACRF 1181 Refinish Preparation (Online Youth)
ACRD 1210 Plastics and Composites	ACRF 1186 Refinish Application (Online Youth)
ACRD 1220 Construction and Components 2	ACRF 1191 Interior and Exterior Detailing (Online Youth)
ACRD 1230 Communication Skills 2	APSM 1102 Warehousing Tasks and Parts Catalogues
ACRD 1240 Welding, Cutting & Heating Steel 2	APSM 1204 Automotive Service Systems and Shop Safety
ACRD 1255 Estimating, Planning and Scheduling 2	APSM 2102 Introduction to Management
ACRD 2130 Trade Practice 1	APSM 2202 Service Advising
ACRD 2135 Detailing 2	APSM 2203 Emerging Transportation Technologies 2
ACRD 2140 Refinishing Tools and Equipment	APSM 2204 Merchandising & Inventory Management
ACRD 2145 Surface Preparation and Masking	
ACRD 2150 Using Refinishing Materials and Equipment	
ACRD 2230 Trade Practice 2	
ACRD 2236 Auto Glass Repair and Replacement	
ACRD 2255 Estimating, Planning and Scheduling 4	
ACRF 1101 Occupational Safety (Online Youth)	
ACRF 1110 Industry Readiness	

CSTP 1101 Communication and Workplace Behaviour	FSHN 2109 Computer Aided Drafting
CSTP 1106 Website Development	FSHN 2205 Overseas Production
CSTP 1202 Data Communication and Networking	FSHN 2321 Work Experience for Fashion Design
CSTP 1204 Software Analysis and Design	HAIR 1010 Fundamentals of Professional Practice
CSTP 1206 Internet Programming and Web Applications	HAIR 1020 Specialized Hair Services and Client Care
CSTP 2104 Windows Interactive Application Programming	HAIR 1030 Technical Skills and Career Development
CULI 1528 Short Order Cafe 2	HOSP 1360 Food and Beverage Operations
CULI 2505 Advanced Cookery	HOSP 2102 Catering, Meetings and Event Management
CULI 2507 Advanced Baking	HOSP 2360 Restaurant Operations
DHYG 2110 Dental Hygiene Clinical Practice 1	HRCA 1140 Common Health Challenges 1
DHYG 2210 Dental Hygiene Clinical Practice 2	HRCA 1161 Communications for Health Care Assistants 1
DHYG 3110 Dental Hygiene Clinical Practice 3	HRCA 1163 Impacts of Colonization on the Health and Wellbeing of Indigenous People
DHYG 3210 Dental Hygiene Clinical Practice 4	HRCA 1197 Foundations
DLIT 3050 Advancing Information Literacy in Digital Learning	HRCA 1240 Common Health Challenges 2
DRFT 1200 Single Family Residential 2	HRCA 1261 Communications for Health Care Assistants 2
ESTH 1010 Skin & Body Therapy Professional Practice	HRCA 1291 Cognitive and/or Mental Health Challenges
ESTH 1020 Skin & Body Therapy Specialized Treatments and Services	HRCA 1293 Personal Care & Assistance 2
ESTH 1030 Skin & Body Therapy: Health, Wellness and Career Development	HRCA 2161 Communications for Health Care Assistants 3
EVSC 1100 Introduction to Environmental Science	HRCA 2261 Communications for Health Care Assistants 4
FSHN 1101 Fashion Cycle 1	HRCA 2265 Community Practicum
FSHN 1103 Fashion Cycle 2	HRCA 2291 Advanced Communication Skills for Cognitive and Mental Health Challenges
FSHN 1107 Illustration and Design 1	MATH 1100 Calculus 1
FSHN 1109 Pattern Drafting 1	MSKL 1104 Interpersonal Communications – Health
FSHN 1111 Sewing Techniques 1	MUSC 1104 Performance Techniques 1
FSHN 1113 Draping	MUSC 1155 Class Piano 1
FSHN 1201 Fashion Cycle 3	MUSC 1204 Performance Techniques 2
FSHN 1203 Fashion Cycle 4	MUSC 1255 Class Piano 2
FSHN 1205 Fashion History	MUSC 1301 Musicianship 1
FSHN 1207 Illustration and Design 2	MUSC 1303 Theory and Practice of Music 1
FSHN 1209 Pattern Drafting 2	MUSC 1305 Music in Context 1
FSHN 1211 Sewing Techniques 2	MUSC 1310 Individual Instruction 1
FSHN 1215 Tech Fashion Illustration 1	
FSHN 1301 Fashion Cycle 5	
FSHN 1313 Fabric and Textile Studies	
FSHN 1315 Tech Fashion Illustration 2	
FSHN 1319 Textile Surface Design	

MUSC 1399 Minor Individual Instruction 1
 MUSC 1401 Musicianship 2
 MUSC 1405 Music in Context 2
 MUSC 1410 Individual Instruction 2
 MUSC 1499 Minor Individual Instruction 2
 MUSC 2104 Performance Techniques 3
 MUSC 2204 Performance Techniques 4
 MUSC 2301 Musicianship 3
 MUSC 2305 Musicology 1
 MUSC 2310 Individual Instruction 3
 MUSC 2317 Improvisation 1
 MUSC 2401 Musicianship 4
 MUSC 2405 Musicology 2
 MUSC 2410 Individual Instruction 4
 MUSC 2417 Improvisation 2
 MUSC 3104 Performance Techniques 5
 MUSC 3107 Career Opportunities 2
 MUSC 3109 Performance Concentration 5
 MUSC 3113 Conducting 1
 MUSC 3204 Performance Techniques 6
 MUSC 3209 Performance Concentration 6
 MUSC 3213 Conducting 2
 MUSC 4204 Performance Techniques 7
 MUSC 4209 Performance Concentration 7
 MUSC 4304 Performance Techniques 8
 MUSC 4309 Performance Concentration 8
 NURS 3263 Multiple Transitions
 NURS 3264 Nursing Clinical Practice 6: Care
 of the Acutely Ill Adult
 NURS 3266 Focused Practice: Preceptorship
 Preparation
 NURS 3370 Clinical Consolidation 3
 NURS 4064 Population and Public Health
 Clinical
 NURS 4163 Community Health
 NURS 4165 Ethics and Law in Health Care
 NURS 4166 Canadian Health Care System
 NURS 4264 Focused Preceptorship
 PGMT 1004 Project Schedule and Cost
 Management
 PGMT 2020 Project Management Technology
 PHAR 1102 Pharmacology for Pharmacy
 Technicians 1
 PHAR 1103 Pharmaceutical Calculations 1
 PHAR 1104 Communications for Pharmacy
 Technicians 1
 PHAR 1105 Management for Pharmacy
 Technicians 1
 PHAR 1106 Community Pharmacy
 PHAR 1206 Hospital Pharmacy
 PHAR 1207 Sterile Products
 VCDP 1111 Technical Foundation
 VCDP 1115 Digital Design Tools
 VCDP 1120 Digital Image
 VCDP 1130 Typography
 VCDP 1135 Design Research
 VCDP 1242 Composition 2
 VCDP 1251 Print Production
 VCDP 1260 Brand Identity 2
 VCDP 2313 Design Project Management
 VCDP 2315 UI/UX Strategy and Design 1
 VCDP 2345 Web Development
 VCDP 2350 UI/UX Strategy and Design 2
 VCDP 2351 Content Strategy and
 Information Architecture
 VCDP 2430 Editorial Design
 VCDP 2455 Studio: Special Topics
 VCDP 2465 Studio: Specialization
 VCDP 2475 Studio: Design and
 Development
 VCDP 2490 Graphic Design Portfolio
 VCDP 2500 Graphic Design Work
 Experience
 VOVI 0311 Uncontracted Unified English
 Braille (UEB) Reading and Writing
 VOVI 0312 Contracted Unified English
 Braille Reading and Writing

New Courses

ACCT 2004 Data Analysis and Databases	DCOM 1205 Writing for Digital Media
ACRD 1145 Welding, Cutting & Heating Steel 1	DCOM 1210 Digital Video Production
ACRD 2165 Estimating, Planning & Scheduling 3	DCOM 1215 Digital Commerce Strategies
ACRD 2170 Advanced Automotive Refinishing	DCOM 2105 Social Media Marketing Strategies
ACRD 2260 Automotive Mechanical Systems	DCOM 2110 Advanced Digital Media Production
ACRD 2270 Automotive Electrical Systems	DCOM 2120 Campaign Strategy
ACRD 2280 Welding and Repairing Aluminum	DCOM 2200 Advanced Design Studio: Emerging Technologies and Client Projects
APSM 2107 Automotive Transportation Management	DCOM 2205 Professional Portfolio Development
APSM 2206 Automotive Procurement, Contracts & Supply Management	DLIT 3010 Digital Literacy and Learning
APSM 2207 Automotive Supply Chain Finance and Cost Accounting	DLIT 3020 Assessing Digital Learning
ASLD 1215 American Sign Language Level 7B	DLIT 3030 Curating Digital Learning
BIOL 2105 Introductory Ecology	DLIT 3040 Creating Digital Learning
CSTP 1120 Introduction to Computer Systems	DLIT 3050 Facilitating Digital Learning
CSTP 1130 Python Programming	DRFT 1105 Single Family Residential 1
CSTP 1150 Applied Mathematics for Programmers	DRFT 1111 Principles of Architecture
CSTP 1210 Database Systems	ELCO 1001 Construction Electrician Apprenticeship Level 1
CSTP 1230 C++ Programming	ELCO 1100 Applied Mechanics
CSTP 2120 Client-Server Computing	ELCO 1110 Fundamentals of Electricity
CSTP 2130 AI Technologies	ELCO 1120 Principles of Magnetism
CSTP 2140 Algorithms and Data Structures	ELCO 1130 Wiring Methods 1
CSTP 2150 UI/UX Development	ELCO 1135 Wiring Methods 2
CSTP 2210 Cloud Computing	ELCO 1200 Electrical Code, Plans and Specifications
CSTP 2220 Computer Security	ELCO 1210 AC Circuit Analysis
CSTP 2230 Advanced Web Application Development	ELCO 1220 Electronic Devices
CSTP 2240 Capstone Software Development Project	ELCO 1230 Basic Motor Control
CSTP 2250 Android Mobile Application Development	ELCO 1240 Computer Skills and Job Preparation
CULI 1515 Global Cuisine Production Kitchen	ELCO 2001 Construction Electrician Apprenticeship Level 2
CULI 2522 Nutrition and Dietary Alternatives	ELCO 3001 Construction Electrician Apprenticeship Level 3
CULP 1101 Cook Apprentice Level 1	ELCO 4001 Construction Electrician Apprenticeship Level 4
CULP 2101 Cook Apprentice Level 2	ELRT 1110 Automotive Electronic Control Module Repair
CULP 3101 Cook Apprentice Level 3	ELRT 1120 Python Programming for Automotive Repair
DCOM 1100 Advanced Image Practices	
DCOM 1105 Digital Marketing Strategy	
DCOM 1110 Design Foundation for Marketing	
DCOM 1200 Digital Design Technologies	

ELRT 1130 EV Electronics Lab
 ELRT 1140 Electric Vehicle Motor Rebuilding
 ELRT 1150 Automotive High Voltage Battery Repair
 ELSK 0580 EAL for Health Care Intermediate
 ELSK 0780 EAL for Health Care Advanced
 EVSC 2010 Environmental Science Research and Communication
 FSHN 1115 Fashion Portfolio 1
 FSHN 1309 Introduction to Pattern Grading
 FSHN 1317 Fashion Exploration
 FSHN 2117 Project Final 1
 FSHN 2217 Project Final 2
 FSHN 2309 3D Pattern Making
 FSHN 2315 Fashion Portfolio 2
 FSHN 2320 Business of Fashion
 HMEC 1000 Operational Skills
 HMEC 1005 Heavy Equipment Operation
 HMEC 1010 Shop Resources
 HMEC 1015 Undercarriage and Final Drives
 HMEC 1020 Frames, Suspension and Steering
 HMEC 1025 Heavy Equipment Hydraulics
 HMEC 1030 Electrical, Electronics and EV
 HMEC 1035 Truck and Heavy Equipment Brakes
 HMEC 1040 Trailers, Body Structure and HVAC
 HMEC 1045 Heavy Equipment Powertrain
 HMEC 1050 Heavy Mechanical Exam and Employment Preparation
 HOSP 1120 Guest Service Management
 HOSP 1220 Principles of Food Production and Nutrition
 HOSP 2225 Trends in Global Hospitality and Food Service
 HPAS 1000 Automotive Workplace Safety
 HPAS 1010 Automotive Employability Skills
 HPAS 1020 Automotive Tools and Equipment
 HPAS 1030 General Automotive Maintenance
 HPAS 1210 Engine Repair and Custom Engine
 HPAS 1220 Manual Drivetrain and Axles
 HPAS 1230 Automatic Transmission and Transaxle
 HPAS 1240 Brake Systems and High Performance Brake
 HPAS 2110 Suspension Systems and High Performance Suspension
 HPAS 2120 Steering Systems and High Performance Steering
 HPAS 2130 Electrical and Electronic Systems
 HPAS 2210 Engine Management and Performance Systems
 HPAS 2220 Light Vehicle Diesel Engines and Support Systems
 HPAS 2230 Automotive Heating and Air Conditioning
 HPAS 2240 Vehicle Trim
 HPAS 2250 Hybrid and Electric Vehicles and ADAS
 HPAS 2260 High Performance Engine Tuning and Dynamometers
 HRCA 1110 Common Health Challenges 1: Anatomy and Physiology
 HRCA 1210 Common Health Challenges 2: Pathophysiology
 HRCA 1220 Clinical 1: Intermediate Care
 HRCA 2110 Common Health Challenges 3: Older Adults
 HRCA 2120 Clinical 2: Dementia Care
 HRCA 2210 Common Health Challenges 4: Specialized Areas
 HRCA 2220 Clinical 3: Extended Care
 INTR 1000 Introduction to Sign Language Interpreting
 ITPM 1100 IT and Technology Essentials for Project Managers
 ITPM 1200 Principles of Cloud Infrastructure
 ITPM 1210 Data Analytics and Visualization for IT Projects
 ITPM 1220 Data Security, Privacy, and Risk
 ITPM 2210 ITIL Essentials for Project Managers
 ITPM 3100 IT Systems and Infrastructure for Project Managers
 ITPM 3200 Cloud Operations and Integration for Project Managers
 ITPM 3210 Data Analytics in IT Project Environments

ITPM 3220 Managing Privacy, Security, and Risk in Technology Projects
 ITPM 3230 ITIL Foundations for Project Execution
 MATH 1001 Calculus Connections Lab
 MATH 2230 Introduction to Operations Research with Excel
 MATH 2705 Introduction to Data Science
 MATH 2710 Introduction to R for Data Science
 MUSC 1080 Special Topics Ensemble - Lower
 MUSC 1081 VCC Concert Choir - Lower
 MUSC 1082 Indigenous Vocal Ensemble - Lower
 MUSC 1083 Gamelan Ensemble - Lower
 MUSC 1084 Jazz Repertory Ensemble - Lower
 MUSC 1085 Bigger Band - Lower
 MUSC 1086 Mount Pleasant Brass Ensemble - Lower
 MUSC 1087 Great Northern Way Ensemble - Lower
 MUSC 1088 New Music Ensemble - Lower
 MUSC 1304 Indigenous Music in Canada
 MUSC 1318 Music and Technology
 MUSC 1414 Theory and Practice of Music - Jazz and Popular Music Harmony
 MUSC 2308 Electronic Music 1 - Commercial Music
 MUSC 2314 Theory and Practice of Music - Diatonic Harmony
 MUSC 2399 Chamber Music
 MUSC 2406 Electronic Music – Composition
 MUSC 2408 Career Skills
 MUSC 2414 Theory and Practice of Music - Chromatic Harmony
 MUSC 3080 Special Topics Ensemble - Upper
 MUSC 3081 VCC Concert Choir - Upper
 MUSC 3082 Indigenous Vocal Ensemble - Upper
 MUSC 3083 Gamelan Ensemble - Upper
 MUSC 3084 Jazz Repertory Ensemble - Upper
 MUSC 3085 Bigger Band - Upper
 MUSC 3086 Mount Pleasant Brass Ensemble - Upper
 MUSC 3087 Great Northern Way Ensemble - Upper
 MUSC 3088 New Music Ensemble – Upper
 MUSC 3101 Music and Culture 1
 MUSC 3102 Academic Music 5
 MUSC 3108 Materials of Music
 MUSC 3114 Creative Music Improv
 MUSC 3118 Performance Health for Musicians
 MUSC 3201 Music and Culture 2
 MUSC 3202 Academic Music 6
 MUSC 3207 Advanced Rhythm Studies
 MUSC 3218 Studio Teaching for Musicians
 MUSC 4102 Academic Music 7
 MUSC 4103 Special Topics in Music – Academic
 MUSC 4104 Special Topics in Music – Skills
 MUSC 4108 Music Practicum
 MUSC 4115 Directed Studies in Music
 MUSC 4202 Academic Music 8
 NURS 3252 Pathophysiology of Complex Disease
 NURS 3261 Leadership in Nursing
 PGMT 1010 Business Analysis and Project Scope Management
 PGMT 2100 Agile Project Management and Product Development
 PGMT 2200 IT Procurement and Contracts
 PGMT 2215 IT Project Integration and Capstone
 PGMT 3105 Principles of Project Management
 PGMT 3115 Project Scope Planning and Business Requirements
 PGMT 3125 Project Stakeholder Management and Business Communication
 PGMT 3205 Project Schedule, Cost, and Quality Management
 PGMT 3215 Technology Integration in Project Management Practice
 PGMT 3240 IT Resource, Procurement, and Contracts
 PGMT 4105 Agile Methodologies for Product Innovation
 PGMT 4115 Leadership and Organizational Change in Projects

PGMT 4205 IT Project Management Capstone and Integration	VCDP 1225 Digital Brand Experiences
PHAR 1100 Professional Practice for Pharmacy Technicians 1	VCDP 2200 Content Management Systems
PHAR 2100 Professional Practice for Pharmacy Technicians 2	VCDP 2215 Studio: UI/UX Specialization
PHAR 2110 Pharmacology for Pharmacy Technicians 2	VCDP 2225 UI/UX Portfolio
PHAR 2115 Pharmaceutical Calculations 2	VESD 1100 Introduction to Animation and Simulation Design
PHAR 2120 Communications for Pharmacy Technicians 2	VESD 1105 Vector Illustration
PHAR 2130 Management for Pharmacy Technicians 2	VESD 1110 Graphic Editing for Simulation
PHAR 2230 Non-Prescription Medications and Complementary Therapies	VESD 1115 Game Theory and Mechanics
PHAR 2240 Career Development and Licensing Preparation	VESD 1120 Introduction to 3-D Modelling
PHAR 2250 Non-Sterile Compounding Lab	VESD 1200 Intermediate 3-D Modelling
PHAR 2260 Pharmacy Practicum Preparation	VESD 1205 3D Game Engine
PHAR 2265 Pharmacy Technician Practicum	VESD 1210 Video Game Programming
PHIL 1100 Introduction to Philosophy	VESD 1215 Animation and Design Portfolio
PHIL 2100 Philosophy of Science	VESD 1220 Virtual Environment and Simulation Design Career Development 1
PSYC 2100 Developmental Psychology	VESD 2100 Advanced 3D Modelling
PSYC 2110 Cognitive Psychology	VESD 2105 Business and Marketing for Simulation Design
RACM 1110 Trade Safety Practices and Learning Techniques	VESD 2110 Integrated 3D Production Pipeline
RACM 1120 Technical Information	VESD 2115 Virtual Environment and Simulation Design Career Development 2
RACM 1130 High Temperature Welding	VESD 2200 Extended Reality (XR) Content Production
RACM 1140 Trade Tools and Fasteners	VESD 2205 Extended Reality (XR) Environment Production
RACM 1151 Fundamentals of Refrigeration 1	VESD 2210 Audio Design and Production for Animation and Simulation
RACM 1162 Fundamentals of Refrigeration 2	VESD 2215 Virtual Environment and Simulation Design Career Development 3
RACM 1171 Service Procedures 1	VOVI 0301 Uncontracted Unified English Braille (UEB) Part 1
RACM 1212 Service Procedures 2	VOVI 0302 Uncontracted Unified English Braille (UEB) Part 2
RACM 1220 Electrical Fundamentals	VOVI 0303 Uncontracted Unified English Braille (UEB) Part 3
RACM 1230 Electrical Diagrams	VOVI 0304 Uncontracted Unified English Braille (UEB) Part 4
RACM 1240 Electrical Test Equipment	VOVI 0305 Contracted Unified English Braille Part 1
RACM 1250 Electrical and Mechanical Equipment	VOVI 0306 Contracted Unified English Braille Part 2
SOCI 2250 Sociology of Families	VOVI 0307 Contracted Unified English Braille Part 3
VCDP 1100 UI/UX Foundation	
VCDP 1105 UI/UX Technical Foundation	
VCDP 1125 Screen Typography	
VCDP 1145 Digital Asset Creation	
VCDP 1200 Digital Layout Principles	
VCDP 1215 UI/UX Design Thinking	

VOVI 0308 Contracted Unified English Braille Part 4
 WTEC 1100 Introduction to Wind Turbine Systems and Safety
 WTEC 1105 Electrical Fundamentals and Safety
 WTEC 1110 Power Electronics and Measurement
 WTEC 1115 Turbine Construction and Tower Systems
 WTEC 1120 Mechanical Systems

WTEC 1200 Advanced Mechanical Systems and Gearboxes
 WTEC 1205 Hydraulic and Cooling Systems
 WTEC 1210 Control and Monitoring Systems
 WTEC 1215 Blade Systems and Maintenance
 WTEC 1220 Advanced Maintenance and Project Management

Course Deactivations

APAP 2003 Automotive Refinishing Technician Apprentice Level 2 (E-pprentice)
 CCAC 1084 Communications for Health Sciences
 CCED 0604 Computer Applications
 CNSK 2502 Foundations of Addiction Counselling Skills
 CNSK 2503 Introduction to Trauma Informed Practice
 CNSK 2504 Introduction to Concurrent Disorders
 CNSK 2506 Addiction and Human Behaviour Across the Lifespan
 CNSK 2507 Addiction and Public Policy
 CNSK 2508 Addiction Assessment Skills
 CNSK 2509 Group Facilitation Skills
 CNSK 2510 Indigenous Perspectives and Addiction
 CNSK 2511 Practicum
 COMP 0982 Word Processing 12
 COMP 0983 Computer Science 12 Part 1
 COMP 0984 Spreadsheet Management 12
 COMP 0985 Database Management 12
 COMP 0986 Digital Art and Graphics
 COMP 0987 Computer Programming
 COMP 0993 Computer Science 12 Part 2
 CULI 1508 Short Order Cafe
 CULI 1511 Kitchen Orientation
 CULI 1516 Cook Chill Product Kitchen
 CULI 1517 Flavour Principles & Menus IE
 CULI 1518 Short Order Cafe

CULI 2501 Kitchen Management
 CULI 2502 Purchasing & Receiving
 CULI 2508 Restaurant Line Cooking
 CULI 2509 Appetizers & Platters
 ELSK 0701 English Language Skills 1
 ELSK 0702 English Language Skills 2
 ELSK 0703 English Language Skills 3
 ENSK 0916 Reading and Study Skills 12
 EVNT 1107 Destination Weddings
 EVNT 1108 Wedding Planning
 EVNT 1109 Event Planning
 FASH 2111 Designer Patterns and Toiles
 FASH 2112 Couture Sewing
 FASH 2113 Collection Design 2
 FASH 2210 Portfolio Design 1
 FASH 2303 Fashion Show Preparation
 FASH 2310 Collection
 Manufacture/Studio
 FASH 2313 Studio Lab D
 HAIR 1109 Salon and Spa Business 1
 HAIR 1216 Salon and Spa Business 2
 HLTH 1101 Foodsafe Level 1
 HRCA 1103 Lifestyle and Choices
 HRCA 1105 Interpersonal Communications
 HRCA 1120 Introduction to Practice
 HRCA 1122 Personal Care and Assistance 1
 HRCA 1130 Health & Healing 1
 HRCA 1224 Cognitive or Mental Challenges

HRCA 1227 Clinical 2
 HRCA 1230 Health and Healing 2
 HRCA 1232 Personal Care and Assistance 2
 HRCA 1320 Working in Acute Care
 HRCA 1325 Acute Personal Care & Assistance
 HRCA 1328 Community Practicum
 HRCA 1329 Clinical 3
 HRCA 1331 Acute Care Clinical
 ICST 1120 Safety, Sanitation & Equipment
 ICST 1121 Basic Kitchen Skills
 ICST 1122 Hot and Cold Sandwiches
 ICST 1124 Hot & Cold Breakfast Cooking
 ICST 1125 Kitchen Mgmt & Health Care
 ICST 1126 Stocks, Soups & Sauce Cooking
 ICST 1127 Cold Kitchen
 ICST 1130 Vegetable and Starch Cooking
 ICST 1131 Meat and Poultry Cooking
 ICST 1132 Seafood Cooking
 ICST 1133 Veg Entrees, Pastas & Soups
 ICST 1134 Culinary Practicum 1
 INTD 1305 Design Basics
 INTD 1310 Basic Drafting Concepts
 INTD 1315 Design Drawing
 INTD 1320 Colour Theory and Application
 INTD 1325 History of Furniture
 INTD 1330 Materials and Finishes
 INTD 1335 Textiles
 INTD 1340 Design Today
 INTD 1345 Lighting
 INTD 1350 AutoCAD for Interior Designers
 INTD 1355 Residential Design
 INTD 1360 Design for Small Spaces
 INTD 1365 Design Specifications
 INTD 1370 Presentation
 LEAD 1101 Critical Thinking
 LEAD 1102 Managing Change
 LEAD 1104 Problem Solving Action Plan
 LEAD 1105 From Conflict to Collaboration
 LEAD 1108 Facilitation Skls Team Leader
 LEAD 1109 Speak Up
 LEAD 1110 Creative Thinking at Work
 LEAD 1111 Stepping Up to Leadership
 LEAD 1112 Using Leadership Language
 LEAD 1113 Building a Productive Team
 LEAD 1114 Finding Time for Results
 LEAD 1115 Coaching for High Performance
 LEAD 1116 Essential Lead Coach Skills
 LEAD 1117 Skill Coaching
 LEAD 1118 Coaching Next Level
 LEAD 1119 Science and Art of Leadership
 LEAD 1120 The Coach's Toolkit
 LEAD 1121 Team Coaching
 LEAD 1138 Business Comm for Leaders
 LEAD 1150 Introduction to Business*
 LEAD 1151 Human Resource Management*
 LEAD 1152 Finance*
 LEAD 1153 Sales and Marketing Management*
 LEAD 1154 Business Ethics*
 LEAD 1169 Challenging Personalities
 LEAD 1171 Training for High Performance
 MSKL 1101 Interpers Communication Skills*
 MSKL 1102 Team Skills
 MTSK 0750 Math 10 Skills Part 1
 MTSK 0760 Math 10 Skills Part 2
 MTSK 0877 Mathematics Skills 11
 MUSC 1010 Preparatory Individual Instruction 1
 MUSC 1030 Preparatory Individual Instruction 2
 MUSC 1098 Jazz Orchestra
 MUSC 1193 Wind Ensemble
 MUSC 1202 Electronic Music
 MUSC 1203 Materials of Music
 MUSC 1210 Applied Music Composition
 MUSC 1217 Improvisation
 MUSC 1220 Applied Music Contemporary Voice
 MUSC 1239 Classical Voice Minor Study
 MUSC 1253 Class Piano II
 MUSC 1259 Classical Keyboarding Minor Study
 MUSC 1269 Contemporary Keyboard Minor Study
 MUSC 1279 Minor Instrument Orchestral
 MUSC 1280 Applied Music Trumpet
 MUSC 1285 Applied Music Contemporary

Guitar
MUSC 1286 Applied Music Contemporary Bass
MUSC 1289 Minor Instrument Contemporary
MUSC 1290 VCC Concert Choir
MUSC 1292 Orchestra
MUSC 1293 Wind Ensemble
MUSC 1294 New Music Ensemble
MUSC 1299 Jazz Ensemble
MUSC 2100 Commercial Ear Training
MUSC 2101 Kodaly Solfege
MUSC 2103 Materials of Music
MUSC 2105 History and Literature
MUSC 2109 Composition Minor Study
MUSC 2110 Applied Music Composition
MUSC 2115 Jazz Theory
MUSC 2117 Improvisation
MUSC 2118 Arranging
MUSC 2120 Applied Music Contemporary Voice
MUSC 2139 Classical Voice Minor Study
MUSC 2150 Applied-Classical Keyboard III
MUSC 2163 Class Jazz Piano
MUSC 2169 Contemporary Keyboard Minor Study
MUSC 2179 Minor Instrument Orchestral
MUSC 2180 Applied Music Trumpet
MUSC 2185 Applied Music Contemporary Guitar
MUSC 2186 Applied Music Contemporary Bass
MUSC 2200 Commercial Ear Training
MUSC 2201 Kodaly Solfege
MUSC 2203 Materials of Music
MUSC 2205 History and Literature
MUSC 2207 Career Opportunities Music 1
MUSC 2210 Applied Music Composition
MUSC 2215 Jazz Theory
MUSC 2217 Jazz Improvisation
MUSC 2218 Arranging
MUSC 2220 Applied Music Contemporary Voice
MUSC 2230 Applied Music Classical Voice
MUSC 2239 Classical Voice Minor Study
MUSC 2250 Applied Music Classical Keyboard
MUSC 2263 Class Jazz Piano
MUSC 2280 Applied Music Trumpet
MUSC 2285 Applied Music Contemporary Guitar
MUSC 2286 Applied Music Contemporary Bass
MUSC 2289 Minor Instrument Contemporary
MUSC 2290 VCC Concert Choir
MUSC 2293 Wind Ensemble
MUSC 2294 New Music Ensemble
MUSC 2298 Jazz Orchestra
MUSC 2299 Jazz Ensemble
MUSC 3239 Classical Voice Minor Study 6
MUSC 4500 Intro to Orff Teacher Training
MUSC 4501 Orff Teacher Training Level 1
MUSC 4502 Orff Teacher Training Level 2
MUSC 4503 Orff Teacher Training Level 3
NETT 2104 MTA Networking Fundamentals
NETT 2105 Security Fundamentals
NETT 2107 Active Directory
NETT 2113 Server Fundamentals
NETT 2119 A+ Hardware
NETT 2122 Project+ Management
NETT 2206 Directive Studies
SIGN 1000 American Sign Language Level 1
SIGN 2000 American Sign Language Level 2
SPRT 1110 Intro to Sport and Rec Mgt*
SPRT 1120 Sport and Recreation Planning*
SPRT 1130 Sport and Rec Media & PR*
SPRT 1140 Sport and Rec Event Mgmt*
SPRT 1150 Sport and Recreation Practicum*
STAC 0101 Skills for College Success
VCDP 2120 Brand Identity Design 1
VCDP 2360 Brand Identity Design 2
WRSK 0802 Writing Skills 11 for Health Sciences
WRSK 1076 Writing Skills

**pending program discontinuance*

Appendix B – Elections & Memberships 2025

Education Council Elections

Education Council held its chair elections for this year at its December 2024 meeting. All elections were by acclamation. The following members were elected for the period of January–December 2025:

- Chair of Education Council: Natasha Mandryk
- Vice-Chair of Education Council: Louise Dannhauer
- EdCo Executive Members: Andy Sellwood and Emily Simpson
- Chair of Curriculum Committee: Todd Rowlatt
- Chair of Education Policy Committee: Louise Dannhauer
- Chair of Education Quality Committee: Louise Dannhauer

Natasha Mandryk accepted a new position at VCC as Associate Director, Academic Planning, Policy & Analysis and resigned from the EdCo Chair position and the elected faculty seat. As a result, interim chair elections were held at the September 2025 EdCo meeting.

Louise Dannhauer was elected interim Education Council Chair and stepped down from her other offices. The following members were elected to interim terms: Emily Logan (EdCo Vice-Chair and Education Policy Committee Chair); Andy Sellwood (Education Quality Committee Chair).

A by-election for a student seat was held in February/March 2025; Marcus Ng was elected.

Education Council Membership

Chair: Natasha Mandryk; from September 2025: Louise Dannhauer

Vice-Chair: Louise Dannhauer; from September 2025: Emily Logan

Executive: Andy Sellwood and Emily Simpson

Ajay Patel, President & CEO	Ex officio
Andy Sellwood, Faculty, Hospitality, Food Studies & Applied Business	Nov 2024–Oct 2026
Anik Joy Varghese, Student, College-at-Large.....	Nov 2024–Aug 2025
Brianna Higgins, Faculty, Student Success	Nov 2024–Oct 2026
Dave McMullen, Registrar	Jan 2025–Dec 2025
David Kirk, Dean, Curriculum & Pedagogy	Jan 2024–Aug 2025
Jessie Williams, Dean, Indigenous Initiatives	Sep 2025–Dec 2025
David Wells, Vice President, Academic & Applied Research.....	Jan 2025–Dec 2025
Dennis Innes, Dean, School of Hosp., Food Studies & Appl. Business.....	Jan 2025–Aug 2025
Emily Logan, Faculty, Arts & Sciences	Nov 2024–Oct 2026
Emily Simpson, Faculty, CTLR/ School of Instructor Education.....	Nov 2023–Oct 2025
.....	Nov 2025–Oct 2027
Jingwei (Matt) Xu, Student, College-at-Large	Nov 2025–Jan 2026

Kseniia Osipova, Support Staff, College-at-Large	Nov 2023–Oct 2025
Lisa Beveridge, Faculty, Health Sciences	Nov 2023–Oct 2025
.....	Nov 2025–Oct 2027
Louise Dannhauer, Faculty, Trades, Technology & Design	Nov 2023–Oct 2025
.....	Nov 2025–Oct 2027
Mandy Hayre, Interim Dean, School of Health Sciences	Sep 2025–Dec 2025
Marcus Ng, Student, College-at-Large	Mar 2025–Oct 2025
.....	Nov 2025–Oct 2026
Michael Weber, Faculty, Arts & Sciences	Nov 2025–Oct 2027
Nafiseh Tohidi, Faculty, College-at-Large	Nov 2024–Oct 2026
Natasha Mandryk, Faculty, Arts and Sciences	Nov 2023–Aug 2025
Nelba Garcia, Student, College-at-Large	Nov 2025–Oct 2026
Poorna Karthikeya Balachandar, Student, College-at-Large	Nov 2024–Oct 2025
Rahul Ranwa, Student, College-at-Large	Nov 2024–Apr 2025
Rosie Gosling, Faculty, Health Sciences	Nov 2025–Oct 2026
Shirley Lew, Dean, School of Arts and Sciences	Jan 2025–Dec 2025
Stephanie Callaghan, Faculty, Health Sciences	Nov 2024–Aug 2025
Todd Rowlatt, Faculty, Library & Learning Centre	Nov 2023–Oct 2025
.....	Nov 2025–Oct 2027
Vivian Munroe, Support Staff, College-at-Large	Nov 2023–Oct 2025
.....	Nov 2025–Oct 2027

Curriculum Committee Membership

Alison Rudko, Associate Registrar, International Education
 Andrea Korens, Senior Program Coordinator, Continuing Studies
 Anik Joy Varghese, Student Representative (to August 2025)
 Louise Dannhauer, Faculty, Music, Dance & Design/Chair, Education Council (ex officio)
 Bruce McGarvie, Faculty, Trades & Technology
 David Wells, Vice President, Academic & Applied Research
 Dawn Cunningham Hall, Assistant Registrar
 Fionna Chong, Faculty, Centre for Teaching, Learning & Research/Instructor Education
 Francesco Barillaro, Faculty, Centre for Teaching, Learning & Research
 Jessie Williams, Dean, Indigenous Initiatives (to September 2025)
 Kseniia Osipova, Support Staff
 McKenzie Young, Faculty, Library & Learning Centre
 Michael Weber, Faculty, Arts & Sciences
 Natasha Mandryk, Chair, Education Council (ex officio; to August 2025)
 Nigel Scott, Student Success
 Radhika Kumar, Faculty, Health Sciences
 Tannis Morgan, Associate Vice President, Academic Innovation
 Tanya O’Neill, Manager, Indigenous Education Initiatives (from September 2025)

Todd Rowlatt, Faculty, Library & Learning Centre
 Ysabel Sukic, Faculty, Hospitality, Food Studies & Applied Business

Education Policy Committee Membership

Andy Sellwood, Faculty, Hospitality, Food Studies & Applied Business
 Celine Huang, Manager, International Education (to June 2025)
 Chelsea Hunter, Operations Manager, Centre for Continuing Studies
 Christina Carnacete, Student Representative (from Nov 2025)
 Clay Little, Associate Director, Indigenous Education & Community Engagement
 David Wells, Vice President, Academic & Applied Research
 Doug Mauger, Faculty, Instructor Education
 Emily Logan, Faculty, Music, Dance & Design
 Fionna Chong, Faculty, Centre for Teaching, Learning & Research (to Jan 2025)
 James Fournie, Faculty, Library & Learning Centre
 Jaskaran Singh, Student Representative (to Jun 2025)
 Kamal Chaudhry, Manager, International Education (from Jul 2025)
 Lisa Beveridge, Faculty, Health Sciences (from Sep 2025)
 Louise Dannhauer, Faculty, Trades, Technology & Design/EdCo Chair (ex officio)
 Lucy Griffith, Dean, Trades, Technology & Design
 Margaret Buxton, Faculty, Arts & Sciences
 Marnie Findlater, Assistant Registrar
 Michael Coard, Faculty, Trades
 Natasha Mandryk, Chair, Education Council (ex officio) (to Aug 2025)
 Radhika Kumar, Faculty, Centre for Teaching, Learning & Research (from Feb 2025)
 Reba Noel, Student Success
 Robyn Wood, Support Staff
 Sara Yuen, Faculty, Language Studies
 Stephanie Callaghan, Faculty, Health Sciences (to Aug 2025)
 Tanny Marks, Arbiter of Student Issues (ex officio)

Education Quality Committee Membership

Andy Sellwood, Faculty, Hospitality, Food Studies & Applied Business (from Sep 2025)
 Claire Sauv , Associate Director, Continuing Studies
 Clay Little, Associate Director, Indigenous Education & Community Engagement
 David Wells, Vice President, Academic & Applied Research
 Fionna Chong, Faculty, Centre for Teaching, Learning & Research
 Heidi Parisotto, Faculty, Health Sciences
 Louise Dannhauer, Faculty, Trades, Technology & Design/EdCo Chair (ex officio)
 Mandy Hayre, Interim Dean, Health Sciences
 Michael Weber, Faculty, Arts & Sciences
 Natasha Mandryk, Chair, Education Council (ex officio) (to Aug 2025)
 Patris Aghakian, Associate Director, Institutional Research
 Pervin Fahim, Associate Director, School of Health Sciences

Poorna Karthikeya Balachandar, Student Representative
 Tannis Morgan, Associate Vice President, Academic Innovation
 Todd Rowlatt, Faculty, Library & Learning Centre
 Vivian Munroe, Support Staff

Appendix C – 2025 Meeting Dates

Education Council

January 14	June 10	November 12
February 11	June 17 (Planning Day)	December 8 (Planning Day)
March 11	September 9	December 9
April 8	September 17	
May 13	October 14	

Curriculum Committee

January 21	May 20	September 16
February 18	June 17	October 21
March 18	August 19	November 18
April 15	August 25	December 16

Education Policy Committee

March 5	June 4	October 8
May 14	September 3	November 5

Education Quality Committee

January 29	May 21	October 29
March 6	June 18	November 19
March 13 (CD Fund)	September 17	December 15



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 24, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Academic Year 2026/2027, 2027/2028 and 2028/2029

BACKGROUND:

The Academic Year schedule supports the coordination of academic and campus activities and operation of the Registrar's Office. It includes public holidays and College closures, term dates, and grade submission deadlines.

VCC Day will not take place this year and was removed from all academic years. If it is reinstated, this day will be added back to the schedule.

DISCUSSION:

Registrar Dave McMullen presented the proposed academic year dates to Education Council at its June 9, 2026 meeting. EdCo unanimously supported the proposal.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the Academic Year 2026/2027, 2027/2028 and 2028/2029.

PREPARED BY: Louise Dannhauer, Chair, Education Council

ATTACHMENT: APPENDIX A – Academic Year 2026/2027, 2027/2028 and 2028/2029

DATE: June 16, 2026

Academic Year Information

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

Public Holidays and Closures (2026/2027)	
Event	Date
Labour Day	Mon, Sep 07, 2026
National Day for Truth and Reconciliation	Wed, Sep 30, 2026
Thanksgiving	Mon, Oct 12, 2026
Remembrance Day	Wed, Nov 11, 2026
Holiday Closure (TBD)	Wed, Dec 23, 2026 – Fri, Jan 01, 2027
Family Day	Mon, Feb 15, 2027
Good Friday	Fri, Mar 26, 2027
Easter Monday	Mon, Mar 29, 2027
Victoria Day	Mon, May 24, 2027
Canada Day	Thu, Jul 01, 2027
BC Day	Mon, Aug 02, 2027

Term Dates (2026/2027) (For courses running the entire term)			
Term	Fall	Winter	Spring/Summer
First Day of Class	Tue, Sep 08, 2026	Wed, Jan 06, 2027	Mon, May 03, 2027
Last Day of Class/Exams	Tue, Dec 15, 2026	Tue, Apr 20, 2027	Fri, Aug 20, 2027
Grade Submission Deadline	Fri, Dec 18, 2026	Fri, Apr 23, 2027	Fri, Aug 27, 2027

Public Holidays and Closures (2027/2028)	
Event	Date
Labour Day	Mon, Sep 06, 2027
National Day for Truth and Reconciliation	Thu, Sep 30, 2027
Thanksgiving	Mon, Oct 11, 2027
Remembrance Day	Thu, Nov 11, 2027
Holiday Closure (TBD)	Thu, Dec 23, 2027 – Mon, Jan 03, 2028
Family Day	Mon, Feb 21, 2028
Good Friday	Fri, Apr 14, 2028
Easter Monday	Mon, Apr 17, 2028
Victoria Day	Mon, May 22, 2028
Canada Day	Mon, Jul 03, 2028 (Observed)
BC Day	Mon, Aug 07, 2028

Term Dates (2027/2028) (For courses running the entire term)			
Term	Fall	Winter	Spring/Summer
First Day of Class	Tue, Sep 07, 2027	Wed, Jan 05, 2028	Mon, May 01, 2028
Last Day of Class/Exams	Wed, Dec 15, 2027	Tue, Apr 18, 2028	Tue, Aug 15, 2028
Grade Submission Deadline	Fri, Dec 17, 2027	Fri, Apr 21, 2028	Mon, Aug 21, 2028

Public Holidays and Closures (2028/2029)	
Event	Date
Labour Day	Mon, Sep 04, 2028
National Day for Truth and Reconciliation	Mon, Oct 2, 2028 (Observed)
Thanksgiving	Mon, Oct 9, 2028
Remembrance Day	Mon, Nov 13, 2028 (Observed)
Holiday Closure (TBD)	Sun, Dec 24, 2028 – Tue, Jan 02, 2029
Family Day	Mon, Feb 19, 2029
Good Friday	Fri, Mar 30, 2029
Easter Monday	Mon, Apr 02, 2029
Victoria Day	Mon, May 21, 2029
Canada Day	Mon, Jul 02, 2029 (Observed)
BC Day	Mon, Aug 06, 2029

Term Dates (2028/2029) (For courses running the entire term)			
Term	Fall	Winter	Spring/Summer
First Day of Class	Tue, Sep 05, 2028	Thu, Jan 04, 2029	Mon, May 07, 2029
Last Day of Class/Exams	Fri, Dec 15, 2028	Fri, Apr 20, 2029	Fri, Aug 17, 2029
Grade Submission Deadline	Wed, Dec 20, 2028	Fri, Apr 27, 2029	Fri, Aug 24, 2029



VCC Sexual Violence and Misconduct Policy Report to VCC Board of Governors

Prepared by: Caralee Maloney
Associate Director, Risk Management and
Privacy
June 2026

Land Acknowledgement and Intersectionality statement

We acknowledge that VCC is located on the traditional and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tseil-Waututh) peoples who have been stewards of this land from time immemorial, and we recognize our privilege to work and learn here.

VCC recognizes that peoples' experiences of Sexual Violence or Misconduct can be impacted by multiple forms of intersecting oppression such as power dynamics, misogyny, sexism, racism/white supremacy, poverty/classism, ableism, transphobia, homophobia, ageism, religious discrimination, and colonization. We endeavor to support all survivors equitably while recognizing that their lived experiences and responses to sexual violence or misconduct are influenced by intersectional identities.

Outreach and Education

This year the department of Safety, Security, Risk, and Privacy developed an asynchronous online training for employees on how to handle disclosures of sexual violence from students, and to ensure they understand their rights and obligations under the Sexual Violence and Misconduct Policy and Procedures. Within the first month of its release, over thirty employees completed the training.

This training course will be available to all new employees as part of their onboarding resources, and departments will be encouraged throughout the year to have their employees complete it.

The College also reconvened its Gender-based Violence Education and Prevention Committee. This Committee will be responsible for arranging education and outreach opportunities for students and employees, as well as leading the required consultations for next year's review of the Sexual Violence and Misconduct Policy.

Sexual Violence and Misconduct Statistics

This purpose of this report is to share the number of disclosures and reports made to the College in the preceding year. Under VCC's Sexual Violence and Misconduct Policy disclosures and reports are defined as:

Disclosure: The sharing of information by a College Member regarding an incident of Sexual Violence or Misconduct with another College Member. A Disclosure does not initiate an investigation unless a Report is made.

Report: Making a formal statement to the Executive Director of Safety, Security, Risk and Privacy, or their designate, regarding an incident of Sexual Violence or Misconduct with the intention of initiating an investigation.

Survivors can make anonymous disclosures or a formal report directly to the SSRP.

Limitations to VCC's ability to count and report SVM statistics

The definition of disclosure under VCC's Sexual Violence and Misconduct Policy allows for any College Member to receive a disclosure. Under this definition it is impossible to track and report an accurate number of disclosures. As such, this report reflects all disclosures that came to the attention of the Department of Safety, Security, Risk and Privacy either by the survivor directly or through third-parties.

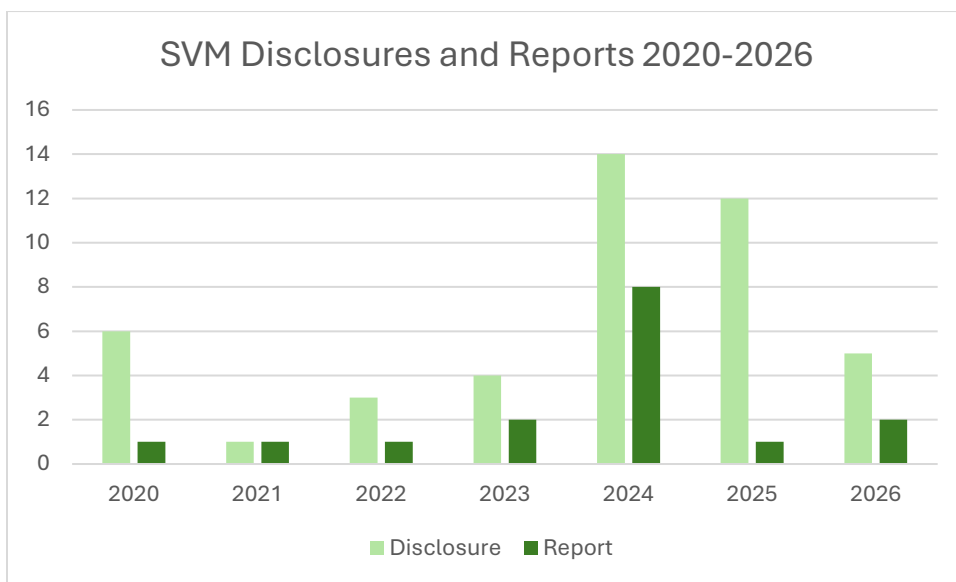
The College also records consultations and requests for advice between employees and the Department of Safety, Security, Risk and Privacy. These are not recorded as disclosures unless the student later comes to the Department to make a disclosure or a report. Consultations that later became disclosures or reports are not recorded as consultations to avoid double reporting on the same incident.

This report has been designed to provide the Board representatives with the appropriate amount of detail without infringing on an individual's right to privacy or breaching the confidentiality of survivors. Although the College collects and records many data points during an intake with a survivor, reporting by categories (campus, program, student type) will only occur when the number of incidents is greater than five to prevent inadvertently identifying individuals.

The time period covered by this report is June 1, 2025 – May 31, 2026.

Disclosure and Report Statistics

This reporting period saw a significant decrease in disclosures and a negligible increase in reports from the last reporting period. The data shows that years with higher numbers of disclosures and reports correlate to years with more education and outreach opportunities. Rather than seeing these lower reporting numbers as an indication of lower actual incidents, it is more likely that a stronger focus on outreach is needed in the next year.



Total Disclosures and Reports

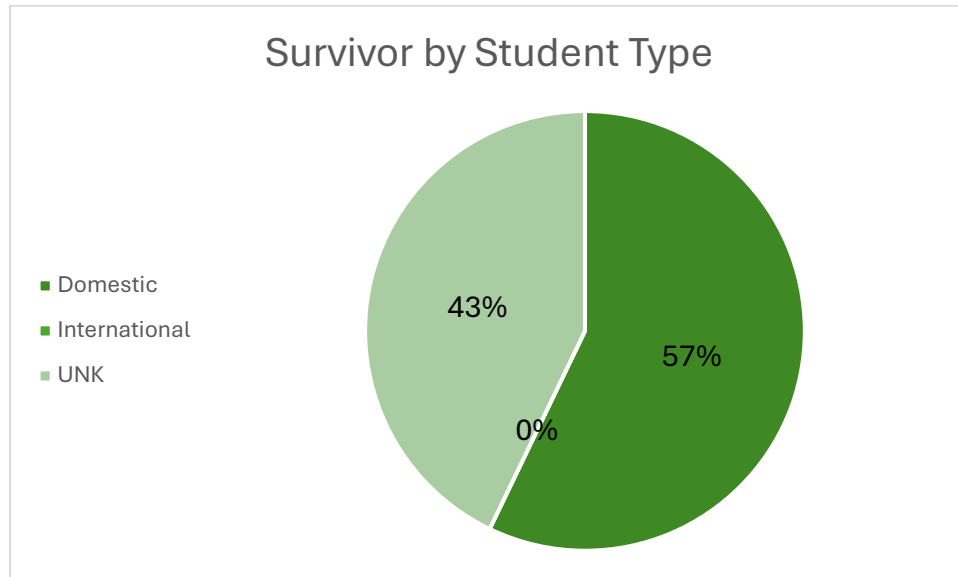
Total Disclosures and Reports 2024-2025			
	Disclosure	Report	Consultations
Employees	1	1	2
Students	3	1	-
Comm. Member	1	-	1
Total	5	2	3

Survivor and Respondent Breakdown

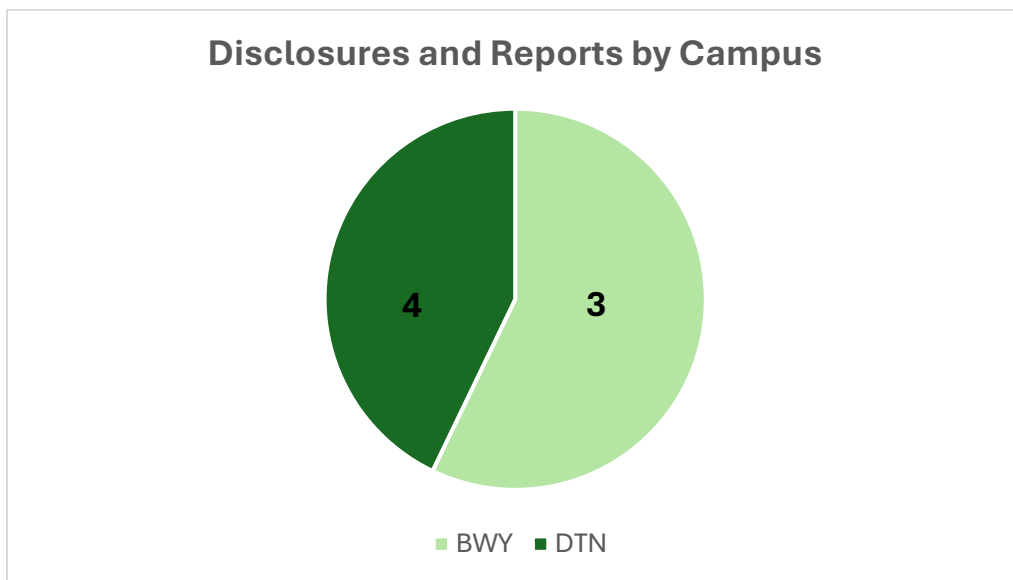
Survivor/Respondent Breakdown				
	Student	Employee	Comm Member	Total
Survivors	4	2	1	7

Persons Accused/Respondents	4	2	1	7
-----------------------------	---	---	---	---

Domestic vs International



Reports by Campus



Types of Incidents

Types of incidents are not able to be reported as categorized data points as there were commonly fewer than five incidents within the incident types. In an effort to be transparent, we can report that the most common type of disclosure or report involved sexual harassment. Examples of other incident types include technology assisted sexual misconduct and stalking.

There were no disclosures or reports that involved assault or that required police involvement.

Resolutions and Support

During this reporting period the College formally investigated four incidents. No reports were determined to be unfounded, although there were historical reports where a finding could not be made due to the amount of time that had passed. In all instances where an employee was the respondent, People Services conducted the investigation. Those investigations were founded and involved some type of corrective actions, with one investigation ongoing. Corrective measures cannot be reported because they are unique to each situation and could potentially identify individuals involved.

All survivors were offered counselling services and informed of other community support services applicable to their situation.



VCC's News & Events Round-Up

May – June 2026

Prepared for: VCC Board

Prepared by: VCC Marketing & Communications

Submission date: Wednesday, June 24

VCC EVENTS

May

Arts Umbrella – May 21

VCC was honoured to receive the inaugural 'Inspiring Creativity. For Good.' award in the Inspiring Partner category from Arts Umbrella at the Vancouver Playhouse Theatre on May 21. Through its partnership with the Arts Umbrella, VCC Dance Diploma program has helped create pathways for young artists pursuing post-secondary education in the performing arts.



Tooth Trolley – May 22 to May 29

In its 20th year, and in support of families facing barriers to accessing dental care, VCC hosted the Tooth Trolley at the Downtown campus dental clinic, providing complimentary preventative dental treatments for elementary school children. Services were delivered by VCC's Certified Dental Assisting students under supervision, and included individualized oral health instructions, polishing, scaling, fissure sealants, and even simple extractions when needed.



'Educating for Growth' discussion – May 25

VCC participated in the insightful "Educating for Growth" discussion hosted by the Surrey and White Rock Board of Trade and Minister Jessie K. Sunner. A great opportunity to explore how post-secondary



VCC's News & Events Round-Up

May – June 2026

education supports regional economic growth and helps prepare B.C.'s future workforce. VCC remains committed to accessible, career-focused training that helps students thrive in an evolving economy.



2026 Outstanding Alumni Awards – May 26

VCC celebrated the 2026 Outstanding Alumni Awards at its Broadway campus, recognizing five inspiring individuals making an impact in their industries and communities. VCC congratulated Tyler Duncan, recipient of the Career Success Award; Helen Orimaco-Pumatong and Dr. Cheryl Ward, recipients of the Community Contribution Award; Santana Walker, recipient of the Changemaker Award; and Minakshi Bagai, recipient of the Honorary Alum Award for their achievements.



Skills National – May 28 & May 29

VCC students achieved strong results at the annual Skills Canada BC provincial competition. A total of 23 students earned medal finishes, including 10 gold medallists who advanced to the national competition in Toronto on May 28-29. At the national competition, five students earned medal finishes. VCC is incredibly proud of all the students who represented VCC and Team BC. These results reflect the students' dedication and high level of skill development demonstrated over months of preparation and hard work, as they performed under pressure alongside some of the country's top apprentices.





VCC's News & Events Round-Up

May – June 2026

Gala Opening: Jewellery Art & Design Student Exhibition – May 29

VCC celebrated the opening of VCC's Jewellery Art & Design Graduate Exhibition at its Downtown campus. VCC congratulated this year's award recipients, and all the graduating students for their creativity, craftsmanship, and hard work throughout the term. VCC thanked their donors, sponsors, supporters, instructors, and the VCC community for helping make this exhibition possible.



June

Three Sisters Garden Planting Ceremony – June 2

VCC's Indigenous Education and Community Engagement team hosted an event for the annual Three Sisters Garden Planting Ceremony at the Broadway campus. Participants helped plant corn, beans, and squash in VCC's Indigenous Medicine Garden while learning about Indigenous knowledge, the significance of the Three Sisters, and the importance of building connections to the lands of the Musqueam, Squamish, and Tsleil-Waututh peoples.



VCC IN THE NEWS (HIGHLIGHTS)

Innovation

- **Daily Hive – [Vancouver Community College eyes high-density redevelopment of East Broadway campus](#)**: Reports that VCC has ambitions to develop its Broadway campus, and that the City of Vancouver has begun formal public consultation on the master planning process for the redevelopment of the campus.
- **EdUp PCO podcast – [Adrian Lipsett \(VCC\): How community-mindedness drives college innovation](#)**: Adrian Lipsett, Dean of Continuing Studies, joins host Amrit Ahluwalia to discuss why the college sector is particularly well positioned to lead credential innovation, how the postsecondary sector needs to evolve to better place PCO units to pursue their missions, and what it takes to establish strong partnerships both inside and outside colleges.



VCC's News & Events Round-Up

May – June 2026

- **TELUS STORYHIVE – [On Location Vancouver Ajay Patel - Vancouver Community College](#):** On Location Vancouver host Zara Durrani interviews Ajay Patel about education, leadership, and the future of workforce development in British Columbia. Ajay shares the experiences that shaped his path into community and educational leadership. He also explores how VCC is evolving to meet the needs of a changing economy by preparing students for real-world careers.

Student & alumni success

- **BC Living – [Carrying on the Craft: How Squalo Jewels Is Sharing Goldsmithing with a New Generation](#):** Features a case study of an alumni from VCC's Jewellery Art and Design program, Alessandra, who has now set up her own jewellery business. It notes that Alessandra started doing custom work during her time at VCC.
- **Education News Canada – [Spring 2026 Student Awards Recap](#):** Reports that VCC hosted the Spring Student Awards ceremonies to recognize student achievement. It notes that students received scholarships, bursaries, and awards made possible through the generosity of VCC donors and community supporters. Includes a link to the VCC Spring Student Awards YouTube video and Flickr album.

Other

- **CBC News – [VCC reduces capacity for program for students with learning difficulties amid financial constraints](#):** notes VCC is reducing capacity in its [Employment Access and Skills Development](#) (EASD) program this fall. Paraphrases a VCC email statement saying the three current full-time classes will remain, with two of them being offered each year on an alternating schedule, and that part-time programs have been paused altogether.

UPCOMING EVENTS

- **June 9 – Jewellery Art & Design Student Exhibition:** Hosted at the Downtown Campus Atrium, VCC's Jewellery Art and Design annual student exhibition is free and open to the public. The exhibition features over 30 returning and graduating students. Each display space is its own little world of the artist's vision come to life.
- **June 16 – Indigenous Day Celebrations:** VCC will celebrate National Indigenous Peoples Day with a dedicated event taking place from 11:30 a.m.-1:30 p.m. at the Event Space on the Broadway campus. It will host a series of events and share resources that honour the rich heritage, diverse cultures, and significant contributions of Indigenous Peoples.
- **June 17 – Spring Convocation:** Graduates who complete their programs between October and April will be invited to the Spring ceremony at the Queen Elizabeth Theatre, taking place from 10:00 a.m.-4:00 p.m. Convocation ceremonies are held in the Spring/Summer and Fall of each year.

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

PREPARED BY: VCC Marketing & Communications
 DATE: June 24, 2026 (Last report issued May 27, 2026)



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 24, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Programs: 2D Animation Diploma & 3D Animation Diploma

BACKGROUND:

The Centre for Continuing Studies is proposing two new programs: the 2D Animation Diploma and 3D Animation Diploma. VCC will be teaching out the programs to students who have started at another institution.

The programs are intense, with about 70 credits completed in one year. Graduates will be prepared for entry-level roles in film, TV and commercials, such as character animator, storyboard artist, character designer, and build artist.

2D Animation Diploma graduates will be able to meet the following program learning outcomes:

- Showcase marketable skills as an entry-level animator for jobs in the feature film, television, and video game industries.
- Showcase marketable skills as an entry-level storyboard artist for jobs in the feature film, television, and video game industries.
- Create a 2D animated short film or series of exercises showcasing skills mastered in the program.
- Explore visual concept options for communicating and delivering ideas, characters and stories.
- Create strong cinematic imagery in support of story, through composition and editing.
- Create engaging stories.
- Use project management techniques to accurately plan, track, and complete complex projects on time.

3D Animation Diploma graduates will be able to meet the following program learning outcomes:

- Demonstrate industry-ready skills as an entry-level 3D animator for careers in the feature film, television, and video game industries.
- Demonstrate industry-ready skills as an entry-level storyboard artist for the feature film, television and video game industries.
- Create a 3D animated short film or series of exercises that showcase mastery of the technical and creative skills developed throughout the program.
- Develop and explore visual concept options to effectively communicate and deliver ideas, characters and narratives.
- Create compelling cinematic visuals that support storytelling through effective use of composition, lighting, and editing.
- Develop and present engaging and cohesive stories through animation.
- Apply project management strategies to plan, track, and successfully complete complex animation projects within deadlines.

DISCUSSION:

The proposal was reviewed at a special Curriculum Committee meeting on June 1 and by Education Council on June 9, 2026.

As the programs are based on existing curriculum, the curriculum documentation does not fully reflect VCC's typical style and formatting standards. At this time, the focus is on maintaining alignment with the curriculum students were originally admitted to, in order to support continuity during the teach-out. VCC is exploring whether to continue offering the programs in the future, at which time the curriculum documentation would be reviewed for potential adjustments.

VCC has the required computer infrastructure and needs to acquire licensing for only one additional required software program.

Education Council unanimously supported the proposal. It was agreed to seek provisional approval for these programs, which means an ad hoc committee will be formed to support the programs during the initial offering, with the ability to approve smaller curriculum adjustments.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the 2D Animation Diploma and 3D Animation Diploma credentials, creation of 28 courses as identified in the program content guides, and program implementation.

PREPARED BY: Louise Dannhauer, Chair, Education Council

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the 2D Animation Diploma

APPENDIX B – Program Content Guide (PCG) for the 3D Animation Diploma

DATE: June 16, 2026



2D Animation
Diploma

Program Content Guide

Effective Date: September 2026

Purpose

The 2D Animation Diploma prepares students to become highly skilled character animators for careers in feature films, television, and commercials. Graduates will be prepared for entry-level roles such as Character Animator, Storyboard Artist, Character Designer, Build Artist, and Harmony Layout Artist.

With a strong emphasis on believable character movement and performance, this program builds the well-rounded foundation that professional animation studios expect. During the 12 months of study, students begin with foundational studies in life drawing, visual language, and animation history before progressing to advanced character animation and storyboarding using industry-standard software, including Toon Boom Harmony. The program culminates in the creation of an animated short film or a series of exercises — giving graduates an industry-ready body of work as they enter the field.

Admission Requirements

- Admission to this program is through a selection process. Admission requirements include:
 - Grade 12 graduation or equivalent
 - English 11 or equivalent
 - Letter of intent (a one-page personal statement detailing educational/work background, career goals, passions, and reasons for choosing this program)
 - Portfolio consisting of 12 examples of best artwork (minimum 5 pieces of life drawing)

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses. PLAR is available for all courses in the program. Students may complete up to 50% of the total credits of the program through PLAR and/or transfer credit. Please see individual course outlines for PLAR details. Tuition and fees will still apply. Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations.

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

Program Duration & Maximum Time for Completion

This program can be completed in 1 year of full-time study (3 full terms). The maximum time to complete the program is 5 years.

Program Learning Outcomes

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

- Showcase marketable skills as an entry-level animator for jobs in the feature film, television, and video game industries.

- Showcase marketable skills as an entry-level storyboard artist for jobs in the feature film, television, and video game industries.
- Create a 2D animated short film or series of exercises showcasing skills mastered in the program.
- Explore visual concept options for communicating and delivering ideas, characters and stories.
- Create strong cinematic imagery in support of story, through composition and editing.
- Create engaging stories.
- Use project management techniques to accurately plan, track, and complete complex projects on time.

Instructional Strategies, Design, and Delivery Mode

Students gain hands-on experience in a classroom environment that replicates a professional animation studio, working within authentic production schedules and creative review processes. Instructional and learning activities include, but are not limited to, interactive lectures, demonstrations, hands-on labs, production simulations, problem solving exercises, and client projects. Students also engage in self-directed and collaborative team projects, field trips, guest speaker sessions, online learning activities, and reflective discussions. Technical animation training is complemented by supporting studies in life drawing, visual language, storytelling, and animation history, emphasizing the integration of artistic fundamentals with digital production skills.

Evaluation of Student Learning

Students are evaluated through a combination of practical assignments and projects, portfolio development, client project work, presentations, written assignments and lab work. Class participation and professional conduct are assessed throughout the program as a reflection of professional studio environments and industry standards.

Students must receive a minimum grade of 'C' (2.00) or S in each course, and a minimum cumulative grade point average (CGPA) of 2.00 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

Students should consider the following:

- The program environment requires extended periods of computer use (6-8 hours per day) with sustained visual focus on digital displays, including Virtual Reality headsets.
- Program tasks require precise hand-eye coordination and frequent keyboard and mouse use.

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

Courses

Course #	Course Name	Credits
TDAN 1101	Visual Language 1	1.5
TDAN 1102	Life Drawing 1	3.5
TDAN 1103	Harmony Workshops (Toon Boom)	1.5
TDAN 1104	Animation 1	8.0
TDAN 1105	Animation History 1	1.5
TDAN 1201	Story - Visual Language 2	1.5
TDAN 1206	Premiere Workshop	0
TDAN 1202	Life Drawing 2	2.0
TDAN 1203	Harmony 1	1.5
TDAN 1204	Animation 2	8.5
TDAN 1205	Animation History 2	2.0
TDAN 2102	Life Drawing 3	1.5
TDAN 2101	Story - Visual Language 3	4.0
TDAN 2103	Harmony 2	1.5
TDAN 2104	Animation 3	8.0
TDAN 2106	Audio Workshop	0
TDAN 2201	Story and Visual Language 4	11.0
TDAN 2202	Life Drawing 4	2.0
TDAN 2204	Animation 4	11.0
TDAN 2206	Demo Reel	0

Total Program Credits: 70.5

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	61 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

VCC Education and Education Support Policies

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



3D Animation
Diploma

Program Content Guide

Effective Date: September 2026

Purpose

Character animation is an art form, a craft, a discipline of precision and exploration. It is a form of communication, an integral component of visual story telling. This art form can be realistic or stylized and interpretive. When an artist understands the source of an image the interpretation of it can be created with the skill of visual communication and creative expression.

The 3D Animation Diploma prepares highly skilled character animators for careers in feature films, television, and commercials. Graduates will be prepared for entry-level roles such as Character Animator, Storyboard Artist, and Character Designer and Build Artist.

With a strong emphasis on believable character movement and performance, this program builds the well-rounded foundation that professional animation studios expect. During the 12 months of study, students begin with foundational studies in life drawing, visual language, and animation history before progressing to advanced character animation and storyboarding. The program culminates in the creation of an animated short film or a series of exercises — giving graduates an industry-ready body of work as they enter the field.

Admission Requirements

- Admission to this program is through a selection process. Admission requirements include:
 - Grade 12 graduation or equivalent
 - English 11 or equivalent
 - Letter of intent (a one-page personal statement detailing educational/work background, career goals, passions, and reasons for choosing this program)
 - Portfolio consisting of 12 examples of best artwork (minimum 5 pieces of life drawing)

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses. PLAR is available for all courses. Students may complete up to 50% of the total credits of the program through PLAR and/or transfer credit. Please see individual course outlines for PLAR details. Tuition and fees apply to PLAR. Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations. International Students should contact VCC International Education Advising to learn how PLAR can impact immigration status, prior to proceeding with the PLAR request.

See Prior Learning Assessment and Recognition policy for more information.

Program Duration & Maximum Time for Completion

This program can be completed in 1 year of full-time study (3 full terms). The maximum time to complete the program is 5 years.

Program Learning Outcomes

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

- Demonstrate industry-ready skills as an entry-level 3D animator for careers in the feature film, television, and video game industries.
- Demonstrate industry-ready skills as an entry-level storyboard artist for the feature film, television and video game industries.
- Create a 3D animated short film or series of exercises that showcase mastery of the technical and creative skills developed throughout the program.
- Develop and explore visual concept options to effectively communicate and deliver ideas, characters and narratives.
- Create compelling cinematic visuals that support storytelling through effective use of composition, lighting, and editing.
- Develop and present engaging and cohesive stories through animation.
- Apply project management strategies to plan, track, and successfully complete complex animation projects within deadlines.

Instructional Strategies, Design, and Delivery Mode

Students gain hands-on experience in a classroom environment that replicates a professional animation studio, working within authentic production schedules and creative review processes. Instructional and learning activities include, but are not limited to, interactive lectures, demonstrations, hands-on labs, production simulations, problem solving exercises, and client projects. Students also engage in self-directed and collaborative team projects, field trips, guest speaker sessions, online learning activities, and reflective discussions. Technical animation training is complemented by supporting studies in life drawing, visual language, storytelling, and animation history, emphasizing the integration of artistic fundamentals with digital production skills.

Evaluation of Student Learning

Students are evaluated through a combination of practical assignments and projects, portfolio development, client project work, presentations, written assignments and lab work. Class participation and professional conduct are assessed throughout the program as a reflection of professional studio environments and industry standards.

Students must receive a minimum grade of 'C' (2.00) or S in each course, and a minimum cumulative grade point average (CGPA) of 2.00 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

Students should consider the following:

- The program requires extended periods of computer use (6-8 hours per day) with sustained visual focus on digital displays, including Virtual Reality headsets.
- Program tasks involve precise hand-eye coordination and frequent keyboard and mouse use.

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

Courses

Course #	Course Name	Credits
TDAN 1101	Visual Language 1	1.5
TRDN 1106	Photoshop Workshop	1.0
TRDN 1103	Maya for Animation 1	1.5
TRDN 1102	Life Drawing 1 - 3D	1.5
TDAN 1104	Animation 1	8.0
TDAN 1105	Animation History 1	1.5
TDAN 1201	Story - Visual Language 2	1.5
TDAN 1206	Premiere Workshop	0
TRDN 1203	Maya for Animation 2	2.0
TRDN 1202	Life Drawing 2 - 3D	2.0
TDAN 1204	Animation 2	8.5
TDAN 1205	Animation History 2	2.0
TDAN 2101	Story - Visual Language 3	4.0
TRDN 2103	Maya for Animation 3	2.0
TRDN 2102	Life Drawing 3 - 3D	1.5
TDAN 2106	Audio Workshop	0
TDAN 2104	Animation 3	8.0
TDAN 2201	Story and Visual Language 4	11.0
TRDN 2202	Life Drawing 4 - 3D	2.5
TDAN 2206	Demo Reel	0
TDAN 2204	Animation 4	11.0

Total Program Credits: 71.0

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	61 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

VCC Education and Education Support Policies

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



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 24, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL**
Tuition: New 2D Character Animation Diploma program

BACKGROUND:

The 2D Character Animation Diploma is a proposed new program within Continuing Studies, with an anticipated start date of September 2026. The 12-month, 70.5-credit program is designed to prepare students for careers such as character animator, storyboard artist, character designer, and layout artist.

The program supports institutional priorities by delivering programming responsive to employer needs, strengthening industry partnerships, and contributing to modernized instructional environments that replicate studio-based production settings.

Labour market demand for animation professionals in British Columbia is supported by the scale of the digital entertainment and motion picture sector, which supported over 37,000 jobs and generated \$2.7 billion in GDP in 2022. Recent provincial tax credit enhancements signal continued demand for skilled animation graduates. Student demand for animation and digital arts programming remains strong, with comparable programs in the region operating at capacity and maintaining competitive admission requirements.

This program meets eligibility criteria for Post-Graduate Work Permits (PGWP), as it is aligned with CIP code 11.0204 – Computer Game Programming.

DISCUSSION:

No major expenditures in program development or delivery are anticipated as the program can make use of existing facilities and equipment. Delivery will require additional software licences, the cost of which has been included in the operational costing. Funding for the program will be derived primarily from domestic tuition revenue.

RECOMMENDATION:

THAT, on the recommendation of the Finance & Audit Committee, the Board of Governors approve domestic tuition of \$26,915.19 (\$381.78 per credit) and international tuition of \$51,558.75 (\$731.33 per credit) for the new 2D Animation Diploma program, effective September 2026.

ATTACHMENT: APPENDIX A – Program Costing (Continuing Studies)

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

DATE: June 17, 2026

Program Name 2D Character Animation Diploma
Program Start Date Fall 2026

	Proposal 2
Scenarios	Teaching all contact hours plus 25% prep
Tuition per credit per student - International	\$731.33
Tuition per student - International	\$51,558.75
Tuition per credit per student - Domestic	\$381.78
Tuition per student - Domestic	\$26,915.19
No. of Intakes	1
No. of students per intake - Domestic (projected)	16
No. of students per intake - International (proj)	0
Total students (with X FTE attrition) - Domestic	14
Total students (with X FTE attrition) - International	0
Program Duration (months)	12
Instructor Paid hours per intake	1841
Number of credits	70.5
Support Staff FTE (CUPE)	0.25
Administrator Staff FTE	0.25
Operational costs	12,400

Revenue	
Projected Tuition revenue -Domestic	\$ 400,865
Projected Tuition revenue - International	\$ -
Projected Tuition revenue -Other Fees	\$ 12,117
Total revenue (projected)	\$ 412,982
CS Instructor	
Salary	\$ 147,300
Benefits (16%)	\$ 22,095
Total CS instructor costs	\$ 169,395
Support Staff	
Salary (Step 5)	\$ 16,131
Benefits (31.5%)	\$ 5,081
Total support staff costs (CUPE)	\$ 21,212
Administrator Staff	
Salary	\$ 26,167
Benefits (28%)	\$ 7,327
Total administrator staff costs	\$ 33,493
Total labour cost	\$ 224,100
Operational costs	
Operational Expenses	\$ 12,400
Licensing Fees	\$ -
Capital/Technology/Equipment	\$ -
Curriculum Renewal	\$ 39,480
Intl Student Agency Fees	\$ -
Total operational costs	\$ 51,880
Indirect student support	
Indirect student support	\$ 104,873
Total indirect student support	\$ 104,873
Total expenditures	\$ 380,853
Net contribution to VCC overhead / (Deficit)	\$ 32,129



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 24, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL**
Tuition: New 3D Character Animation Diploma program

BACKGROUND:

The 3D Character Animation Diploma is a proposed new 12-month, 71-credit program within Continuing Studies, with an anticipated start date of September 2026. The program is designed to prepare students for careers such as character animator, storyboard artist, and layout artist.

The program aligns with institutional priorities by delivering programming responsive to evolving employer needs, supporting industry partnerships, and requiring studio-based learning environments that reflect current production practices.

Labour market demand for animation-related occupations in British Columbia is supported by the scale of the digital entertainment and motion picture sector, along with recent provincial tax credit enhancements intended to increase production activity and workforce demand. Student demand for 3D digital arts education remains strong, with comparable programs in the region operating with waitlists.

The program meets eligibility criteria for Post-Graduate Work Permits (PGWP), as it is aligned with CIP code 11.0204 – Computer Game Programming.

DISCUSSION:

The proposed program is a full-time, one-year diploma delivered over sequential terms. No major expenditures in program development or delivery are anticipated as the program can make use of existing facilities and equipment. Delivery will require additional software licences, the cost of which has been included in the operational costing. Funding for the program will be derived primarily from domestic student tuition.

RECOMMENDATION:

THAT, on the recommendation of the Finance & Audit Committee, the Board of Governors approve domestic tuition of \$27,106.08 (\$381.78 per credit) and international tuition of \$51,924.42 (\$731.33 per credit) for the new 3D Animation program, effective September 2026.

ATTACHMENT: APPENDIX A – Program Costing (Continuing Studies)

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

DATE: June 17, 2026

Program Name 3D Character Animation Diploma
Program Start Date Sept 2026

	Proposal 2
Scenarios	Teaching all contact hours plus 25% prep
Tuition per credit per student - International	\$731.33
Tuition per student - International	\$51,924.42
Tuition per credit per student - Domestic	\$381.78
Tuition per student - Domestic	\$27,106.08
No. of Intakes	1
No. of students per intake - Domestic (projected)	16
No. of students per intake - International (proj)	0
Total students (with X FTE attrition) - Domestic	14
Total students (with X FTE attrition) - International	0
Program Duration (months)	0
Instructor Paid hours per intake	1845
Number of credits	71.0
Support Staff FTE (CUPE)	0.25
Administrator Staff FTE	0.25
Operational costs	5,500

Revenue	
Projected Tuition revenue -Domestic	\$ 403,155
Projected Tuition revenue - International	\$ -
Projected Tuition revenue -Other Fees	\$ 12,184
Total revenue (projected)	\$ 415,339
CS Instructor	
Salary	\$ 147,600
Benefits (16%)	\$ 22,140
Total CS instructor costs	\$ 169,740
Support Staff	
Salary (Step 5)	\$ 16,131
Benefits (31.5%)	\$ 5,081
Total support staff costs (CUPE)	\$ 21,212
Administrator Staff	
Salary	\$ 26,167
Benefits (28%)	\$ 7,327
Total administrator staff costs	\$ 33,493
Total labour cost	\$ 224,445
Operational costs	
Operational Expenses	\$ 5,500
Licensing Fees	\$ -
Direct Student Supports (i.e. interpreting)	\$ -
Facility Leasing Costs	\$ -
Capital/Technology/Equipment	\$ -
Curriculum Renewal	\$ 39,760
Intl Student Agency Fees	\$ -
Total operational costs	\$ 45,260
Indirect student support	
Indirect student support	\$ 102,488
Total indirect student support	\$ 102,488
Total expenditures	\$ 372,193
Net contribution to VCC overhead / (Deficit)	\$ 43,146



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 24, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Credential: Bachelor of Applied ASL-English Interpretation

BACKGROUND:

The School of Arts & Sciences is proposing a new credential: the Bachelor of Applied ASL-English Interpretation. This proposal has been submitted to BC's Degree Quality Assessment Board (DQAB).

The degree will combine the existing American Sign Language (ASL) and Deaf Studies Certificate and the Sign Language Interpretation Diploma, with an additional fourth year that allows students to expand and deepen their skills in ASL and interpretation.

Feedback from employers and the community has been that students need more time to develop fluency in ASL, and this four-year degree will meet demand for higher level skills for new graduates, as well as raise the profile of the field and attract more diverse applicants.

There is only one other institution in Canada currently offering a bachelor's degree in ASL-English interpretation (George Brown), and two other institutions offering ASL-English interpreting programs.

Students will have the option to exit after Year 1 with a Certificate in American Sign Language & Deaf Studies, or after Year 2 with a Diploma in Advanced American Sign Language & Deaf Studies. The plan is to continue offering the certificate as a standalone program as well, for those interested in learning ASL but not seeking interpreter training.

The current proposal consists of a wireframe program content guide, including the credential name, program purpose, admission requirements, program learning outcomes and the expected credit range. Full course outlines will be developed later.

The Degree Quality Assessment Board (DQAB) requires VCC Board approval of the program as part of the Phase 1 application to allow for this degree to be established at VCC.

Bachelor of Applied ASL-English Interpretation graduates will be able to meet the following program learning outcomes:

- Analyze the linguistic, paralinguistic, cultural and contextual features of source messages in a range of communication settings, and produce cohesive target language interpretations that effectively convey the constructed meaning, intent and affect.
- Critically apply interpreting theory and skills to interaction management decisions that support effective interpretation across diverse contexts.
- Demonstrate advanced linguistic competence in American Sign Language (ASL) by effectively communicating in a variety of routine personal and professional situations with native and non-native ASL signers who vary across a range of language use, backgrounds and identities.
- Demonstrate accuracy, fluency and clarity in spoken English interpretations, on a wide variety of topics and across a variety of personal and professional contexts.
- Apply culturally informed practices in interactions within Deaf, Deaf-Blind and culturally diverse groups, demonstrating respect for Deaf community values, social norms and history.
- Critically examine personal positionality, privilege, allyship, and systemic effects of audism in applying principles of social equity to interpreting service provision.
- Demonstrate effective and responsible communication, collaboration and teamwork, engaging actively within the interpreting community of practice.
- Critically reflect on and evaluate personal and professional growth as an interpreter, using evidence-based strategies to set goals for ongoing development, managing stress, and maintaining wellness.
- Apply professional codes of ethics, guidelines, laws, and theoretical models to navigate ethical dilemmas, maintain professional boundaries, and demonstrate accountability.

DISCUSSION:

The proposal was reviewed at a special Curriculum Committee meeting on June 1 and by Education Council on June 9, 2026.

Education Council unanimously supported the proposal.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the new Bachelor of Applied ASL-English Interpretation credential.

PREPARED BY: Louise Dannhauer, Chair, Education Council

ATTACHMENT: APPENDIX A – Wireframe Program Content Guide (PCG) for the Bachelor of Applied ASL-English Interpretation

DATE: June 16, 2026



Bachelor of Applied ASL-English
Interpretation

Wireframe
Program Content Guide

Effective Date: September 2027

Purpose

The full-time Applied Degree in American Sign Language (ASL)-English Interpretation prepares graduates to work as qualified professional interpreters in a variety of interpretation settings such as post-secondary and community settings, K-12, video remote interpreting and video relay services. Graduates will gain the knowledge and skills to fluently facilitate communication between non-Deaf individuals and users of ASL who are Deaf, hard of hearing, or Deaf-Blind in a high-demand sector.

Upon program completion, graduates will have a fundamental understanding of the interpreting profession; be able to analyze and evaluate the goals of complex ASL-English utterances; synthesize linguistic, cultural and contextual information; justify decisions within an ethical framework and create effective, meaning-based interpretations. The program provides experiential, community-engaged learning and research-informed practice, supporting students to apply and integrate evidence-informed approaches into real-world interpreting contexts. Program graduates will be prepared to immediately seek freelance work or apply for entry-level interpreter positions as they build their own professional networks. Graduates will have the opportunity to pursue further studies in health-care interpreting specialization, Masters of Translation and Interpreting Studies, and others.

Admission Requirements

Standard First Year Admission Requirements

- Grade 12 graduation or equivalent.
- American Sign Language Level 1 - SIGN 1020 or equivalent with a minimum grade of 'B-'.
- English 12 with a minimum grade of 'B' or equivalent.
- Attendance at a program information session

Advanced Entry Requirements - Year 2

Students who have successfully completed the ASL & Deaf Studies Certificate at VCC with a minimum 3.0 GPA, or equivalent, can apply for advanced entry into year 2 of the degree. Applicants are selected on the basis of their academic achievement and the following:

- Screening interview in ASL
- English Studies 12 with a minimum grade of 'B' or equivalent.

Advanced Entry Requirements - Year 3

Students who have successfully completed the Advanced ASL & Deaf Studies Diploma with a minimum 3.33 GPA, or equivalent, may apply for advanced entry in year 3 of the degree. Applicants are selected on the basis of their academic achievement including a screening interview that assesses ASL proficiencies and interpretation theory and skills.

Degree Completion Pathway

Graduates of VCC or Douglas College Sign Language Interpreting Diploma with a minimum 3.33 GPA, or equivalent as determined by the department, can apply to complete the degree through a curated list of courses (30 credits).

Please contact the program coordinators for more details about the degree completion pathway.

Upon Acceptance to the Program

- Criminal Record Check
Students in this program are required to complete a CRC. The CRC must be completed according to VCC's Criminal Record Check instructions. Students whose CRC results indicate

they pose a risk to vulnerable populations will not be able to complete the requirements of the program (e.g. practicums) or graduate.

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 not available for Year 1 courses. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes for all courses in Years 2, 3, and 4, with the exception of ENGL 1100, Research Topics in Interpreting and Capstone Project.

Methods of PLAR vary by course, and may include interviews, performance assessments, and other evaluations. Tuition and fees may still apply to PLAR candidates. Students may complete up to 50% of the total credits of the program through PLAR and/or transfer credit. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations.

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

Program Duration & Maximum Time for Completion

The degree is a full-time program of 9 terms over four years. The maximum time for completion is eight years.

Graduates of VCC and Douglas College sign language interpreting diplomas who have been working professionals in the field have up to twenty years from receiving their diploma to complete the degree.

Students may choose to exit after year 1 with a Certificate in American Sign Language & Deaf Studies.

Students may choose to exit after year 2 with a Diploma in Advanced American Sign Language & Deaf Studies.

Program Learning Outcomes

- Analyze the linguistic, paralinguistic, cultural and contextual features of source messages in a range of communication settings, and produce cohesive target language interpretations that effectively convey the constructed meaning, intent and affect.
- Critically apply interpreting theory and skills to interaction management decisions that support effective interpretation across diverse contexts.
- Demonstrate advanced linguistic competence in American Sign Language (ASL) by effectively communicating in a variety of routine personal and professional situations with native and non-native ASL signers who vary across a range of language use, backgrounds and identities.
- Demonstrate accuracy, fluency and clarity in spoken English interpretations, on a wide variety of topics and across a variety of personal and professional contexts.
- Apply culturally informed practices in interactions within Deaf, Deaf-Blind and culturally diverse groups, demonstrating respect for Deaf community values, social norms and history.
- Critically examine personal positionality, privilege, allyship, and systemic effects of audism in applying principles of social equity to interpreting service provision.

- Demonstrate effective and responsible communication, collaboration and teamwork, engaging actively within the interpreting community of practice.
- Critically reflect on and evaluate personal and professional growth as an interpreter, using evidence-based strategies to set goals for ongoing development, managing stress, and maintaining wellness.
- Apply professional codes of ethics, guidelines, laws, and theoretical models to navigate ethical dilemmas, maintain professional boundaries, and demonstrate accountability.

Graduates of the Program of Sign Language Interpretation will be able to demonstrate: Meaning-based Interpreting; Versatility in ASL; Versatility in English; Cultural Competence in Deafhood; Awareness of Self and Positionality; Professional Communication and Collaboration; Ethical Decision Making; and Commitment to Learning and Growth.

Instructional Strategies, Design, and Delivery Mode

This program provides high quality instruction, unique curriculum and varied learning activities. Key features of the program include Deaf community involvement and one full term of practicum. Students are required to complete volunteer hours, immersion activities in the Deaf community and supervised work-integrated learning experiences.

Course topics in the program include interpreting theory and practice, advanced ASL, service learning, allyship and positionality, Deafhood, professional ethics and standards of practice, among others.

Instructional strategies include lecture, small group discussion and projects, simulations/role-plays, assigned readings, reflective practice, labs, community-embedded learning, seminars and work-integrated learning placements under the supervision of professional interpreter mentors along with a final capstone project.

Evaluation of Student Learning

Students are evaluated on their performance using a variety of approaches including but not limited to practical assignments, projects, written assignments, oral presentations, and tests.

Students must attain a minimum grade of 'B+' (3.33) or a grade of 'S' in every course in each term in order to progress to subsequent terms. Exceptions may be made with department permission.

Before graduation, students will demonstrate the skills and readiness to enter the interpreting field by compiling a capstone portfolio showcasing their achievements. During a capstone week at the end of the program, students will perform interpretations and presentations, and be assessed by members of the Deaf community, professional interpreters and program faculty.

Program Considerations

- Program activities involve continuous, repetitive hand, wrist and arm movement and movement of the facial muscles, head and neck in coordination with eye gaze.
- Some learning environments may include bright lights and loud, overlapping noises. Key learning activities require sustained auditory, visual, and cognitive focus in a broad range of novel environments.

- Program learning activities require students to engage in ongoing critical self-reflection and class discussion of topics that may be sensitive.
- Student interpreting activities require students to adapt their interpersonal communication approach and language to meet the needs of a wide range of diverse interlocutors. They may be required to interpret ideas and use of language they do not personally agree with.
- Program tasks often involve quick decision making, rapid processing of written English, auditory and visual linguistic and contextual information and time-sensitive task completion.
- Most courses require access to a laptop with audio/video hardware including webcam, speaker and microphone during class.
- Off-campus learning environments may require navigating narrow and/or multi-level spaces to establish sightlines necessary to observe and/or use a visual language. Some activities may require navigating outdoor settings covering extended distances over several hours.
- Practicum courses can require early morning, evening or weekend shifts. Travel to different locations/outside the Lower Mainland is required for at least one practicum placement. Travel costs are at student's own expense.

Courses

Total Program Credits: 120.5

Transcript of Achievement

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79	Minimum Progression Grade	3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing grade	0.00
S	76 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: June 24, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Tuition: International Tuition for the revised Medical Laboratory Assistant Certificate program

BACKGROUND:

The substantially revised curriculum and tuition for the Medical Laboratory Assistant Certificate (8-month program) was approved by the Board of Governors on March 25, 2026. While the proposed international tuition was included in the program costing document presented to the Board, the international tuition was not included in the recommendation.

The employment outlook for Medical Laboratory Assistants (MLAs) in British Columbia is positive. According to WorkBC, the Province anticipates approximately 2,210 job openings for MLAs from 2025 to 2035, primarily due to retirements and workforce turnover. [Medical laboratory assistants and related technical occupations | WorkBC](#).

In addition to domestic demand, there is potential interest from international students for medical laboratory assistant programs across Canada due to strong employment prospects in the healthcare sector and opportunities for post-graduation work experience. Establishing an approved international tuition rate will position the College to respond to future international recruitment opportunities and support long-term enrolment sustainability for the program.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the proposed international tuition of \$731.33/credit (\$28,887.53 total) effective January 2027, for the substantially revised Medical Laboratory Assistant program.

ATTACHMENTS: Appendix C: Program costing MLA Certificate

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

DATE: May 29, 2026

Program Name Medical Lab Assistant

Program Start Date January 1, 2027

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

Revenue

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

Instructor

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

Support Staff

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

Total labour cost

\$ 443,580	\$ 549,572
-------------------	-------------------

Operational costs

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

Indirect student support

Indirect student support	\$ 285,766	\$ 354,569
Total indirect student support	\$ 285,766	\$ 354,569

Total expenditures

\$ 762,043	\$ 945,518
-------------------	-------------------

Net contribution to VCC overhead / (Deficit)

\$ (339,881)	\$ 66,855
---------------------	------------------



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 24, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Tuition: International tuition fee for the revised Pharmacy Technician Diploma program

BACKGROUND:

The substantially revised curriculum and tuition for the Pharmacy Technician Diploma (12-month program) was approved by the Board of Governors on March 25, 2026. While the proposed international tuition was included in the program costing document presented to the Board, the international tuition was not included in the recommendation.

Labour market demand for pharmacy technicians in British Columbia remains strong. According to [Pharmacy technicians | WorkBC](#) approximately 1,230 job openings for pharmacy technicians are projected between 2025 and 2035, driven by retirements and sector growth. Similarly, the [Government of Canada's Job Bank](#) forecasts a moderate employment outlook for the province through 2025-2027.

In addition to domestic demand, there is potential interest from international students in pharmacy technician programs across Canada due to strong employment prospects in the healthcare sector, opportunities for post-graduation work experience, and growing demand for pharmacy support professionals. Establishing an approved international tuition rate will position the College to respond to future international recruitment opportunities and support long-term enrolment sustainability for the program.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the proposed international tuition of \$731.33/credit (\$44,976.78 total) effective January 2027, for the new Pharmacy Technician Diploma program.

ATTACHMENTS: Appendix A: Program costing Pharmacy Technician Diploma

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

DATE: May 29, 2026

Program Name Pharmacy Technician

Program Start Date January 1, 2027

	Current	Proposal 2
Scenarios	Current state	Renewed program @ 292.57 per credit
Tuition per credit per student - International	\$574.82	\$731.33
Tuition per student - International	\$30,465.46	\$44,976.78
Tuition per credit per student - Domestic	\$204.26	\$292.57
Tuition per student - Domestic	\$10,825.78	\$17,993.06
No. of Intakes	1	1
No. of students per intake - Domestic (projected)	22	25
No. of students per intake - International (proj)	0	0
Total students (with X FTE attrition) - Domestic	21	23
Total students (with X FTE attrition) - International	0	0
Duration - instructor months	17	20
Program Duration (months)	9	12
Duration - instructional programming days	342	391
Other days	40	60
Department head release days	54	72
Duty days per year	180	180
Instructor FTE required per intake	2.42	2.91
Number of credits	53	62
Support Staff FTE	1.30	1.30
Operational costs	18,000	18,000

Revenue

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

Instructor

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

Support Staff

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

Total labour cost

\$ 507,846	\$ 581,443
-------------------	-------------------

Operational costs

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

Indirect student support

Indirect student support	\$ 333,316	\$ 380,330
Total indirect student support	\$ 333,316	\$ 380,330

Total expenditures

\$ 888,842	\$ 1,014,213
-------------------	---------------------

Net contribution to VCC overhead / (Deficit)

\$ (514,245)	\$ (426,229)
---------------------	---------------------



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 24, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
 New: Enrolment Plan Management Policy (408) &
 Revised: Suspension and/or Discontinuance of Programs Policy (414)

BACKGROUND:

Enrolment Plan Management Policy (408)

The new Enrolment Plan Management policy (408) was developed in response to the decision in *Thompson Rivers University Faculty Association v. Thompson Rivers University*, 2025 BCSC 2114, which created uncertainty regarding an institution’s authority to suspend or remove program intakes. The decision interpreted “suspension of intake” broadly, potentially capturing routine actions such as cancelling an intake due to low enrolment, space, staffing, or resource constraints.

In the absence of a policy, all intake cancellations would require Board of Governors approval or ratification, creating a cumbersome governance process. This new policy therefore establishes clear, Board-approved criteria for when a program intake (not individual courses or electives) may be removed from the Enrolment Plan. Overall, the policy aims to provide clarity, reduce legal and governance risk, and balance operational flexibility with Board oversight.

Suspension and/or Discontinuance of Programs Policy (414)

The Suspension and/or Discontinuance of Programs Policy (414) is due for a scheduled review and was revised in tandem with the development of new policy 408. References to intake cancellations were removed from policy 414, as these are captured in policy 408. Repeated removal of program intakes may indicate the need for program suspension or discontinuance. The revisions address some gaps in the existing policy, including creating the option to move straight to program discontinuance where reasonable.

DISCUSSION:

Initial drafts were presented to Education Policy Committee (EPC) at its April 1, 2026 meeting. Committee feedback was incorporated, and the policies were posted for College feedback. Consultation and implementation planning conversations with various College continued areas during this time.

As a result of these consultations, further changes were made to the Enrolment Plan Management (408) policy and procedures, which were presented to EPC on May 6:

- Detailed, prescriptive procedures were streamlined and replaced with higher-level guidance to reduce complexity and allow more flexibility across areas.
- Supporting documents/appendices will be developed to provide more detailed guidance.
- Specific timelines for cancellation decisions were removed to better balance enrolment growth opportunities with the risks of late decisions.
- It was clarified that the President has authority to approve the retention of under-enrolled intakes, with Board involvement required only in cases of repeated exceptions.
- Non-cohort programs were removed from the policy’s scope, as their flexible structures do not allow for intake-specific enrollment tracking.

The committee raised concerns around removal of the student impact analysis from the review process for under-enrolled intakes, and ensuring equity-deserving groups are considered in decision-making. These considerations are captured in policy principles #2 and #3 but were removed from the procedures and will be incorporated into appendices. While appendices are not subject to governance approval, they will align with the approved policies and procedures. There will be opportunities for consultation and input as these supporting documents are drafted.

The committee requested a minor edit to procedure #5b to expand consultation beyond the Registrar’s Office and Finance to “relevant College areas.” It was also suggested that supporting documentation include additional examples to assist with interpretation of program intake removals.

No changes were made to the Suspension and/or Discontinuance of Programs Policy (414) following the feedback process; there were no comments from the College community or committee.

Both policies were reviewed by Education Council on May 12, 2026 and unanimously recommended for approval.

Governance Committee reviewed the policies on June 16, 2026. The committee discussed the implementation timeline and noted that implementation in early 2027 would provide sufficient time for operational planning. Clarification was also provided regarding the consideration of student impacts within the policy framework and the distinction between repeated intake cancellations and formal program suspension or discontinuance.

RECOMMENDATION

THAT, on the recommendation of Governance Committee, with advice from Education Council, the Board of Governors approve, in the form presented at this meeting, the Enrolment Plan Management (408) policy and procedures effective January 1, 2027, and the Suspension and/or Discontinuance of Programs (414) policy and procedures effective June 24, 2026.

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

APPENDIX A: Enrolment Plan Management (408) Policy and Procedures

APPENDIX B: Suspension and/or Discontinuance of Programs (414) Policy and Procedures

DATE: June 16, 2026

Enrolment Plan Management - DRAFT

Policy Type

Academic

Policy Name

Enrolment Plan Management

Policy Number

408

Effective Date - Policy

TBD

Effective Date - Procedures

TBD

Last Full Review Date

N/A

Next Scheduled Review Date

N/A

Approval Body

Board of Governors with Education Council Advice

Policy Sponsor

President

Review Body

Education Policy Committee

Responsible Authority

Vice President Academic

Policy

Context and Purpose

Under the College and Institute Act, s. 19(1)(d), the Board of Governors holds the authority to manage and promote the education and training programs available at the College as well as determine courses or programs to be offered or cancelled.

The Board of Governors annually approves an enrolment plan that outlines the College's program offerings, including the number, capacity, and timing of intakes. This plan outlines the majority of program offerings at the College, but generally excludes programs delivered under education service contracts, as well as newly-created programs, which may lack budget projections and/or be

awaiting final approval. Occasionally, the viability of a program intake may be threatened by factors outside of the College's control, such as market disruption, changes to governmental policy or legislation. This policy establishes criteria for College administration to identify and manage addition or removal of specific program intakes from the enrolment plan.

Scope and Limits

This policy applies to all programs offered by VCC that use a cohort model of enrolment planning.

This policy does not apply to:

1. Program intakes associated with education service contracts covered by Policy 132 Contract Administration;
2. Adjustments in the number or location of course offerings, including apprenticeship courses, as part of the ongoing management of program delivery;
3. Changes to intake start dates that do not change the total number of intakes for a program in the enrolment plan.

This policy complements Policy 414 Suspension and/or Discontinuance of Programs, which addresses temporary or permanent program closures.

Policy Principles

1. Decisions are evidence-informed, considering enrolment demand, financial viability, faculty and resource availability, labour market alignment, and required program quality.
2. Potential impacts on equity deserving groups and Indigenous learners are considered in both decision making and mitigation planning.
3. Decisions to cancel an intake will consider, and work to minimize, any academic, financial, and administrative disruption for affected applicants and registered students.
4. In consideration of the impact on students and the College, decisions to add or remove program intakes are made as far in advance of the anticipated start date as practicable.
5. The Board will determine addition or removal of program intakes for requests that fall outside of the criteria outlined in the procedures.

Procedures

All Procedures

1. **Removal of a Program Intake:** The College may remove a planned program intake from the Board-approved enrolment plan when the intake's viability is seriously compromised by issues such as projected enrolment below the minimum enrolment threshold, insufficient resources to deliver the program (e.g. unavailability of required faculty or facilities), or external factors that would significantly diminish the program's quality or recognition (e.g. loss of accreditation).

2. **Process for Program Intake Review and Removal:**

- a. Program enrolments, resource availability, and program recognition status are monitored regularly by responsible areas, who report potential impacts to intake viability to the school Dean.
- b. When removal of an intake is considered, the Dean of the program will evaluate the intake in consultation with relevant areas (such as the department, Registrar's Office, International Education, and Finance).
- c. Under-enrolled intakes, where projected enrolment is below the minimum cohort threshold, are removed unless approved for retention by the President.
- d. A consultative process for evaluation and removal of the intake is set out in **Appendix**.
- e. If repeated intake cancellations or approvals for retention indicate a broader program viability concern, the decision must be referred to the Board of Governors for approval (with Education Council advice) or addressed through the program suspension/discontinuance process under Policy 414.
- f. Affected students and applicants will be supported in accordance with Procedure 3 below.

3. **Communication and Student Supports**

- a. When a program intake is cancelled (removed), the College will promptly notify all affected applicants and registered students and provide support to help them continue their educational plans.
- b. Communications will include an explanation of the decision, available options, deadlines, and refund information.
- c. The Dean will inform affected program faculty, staff, and relevant College areas or external partners of any removed intakes.

4. **Initiation of Suspension Review:** The Dean will initiate a review to consider program suspension or discontinuation pathways pursuant to Policy 414 Suspension and/or Discontinuance of Programs if:

- a. Multiple or repeat intake removals occur that, when taken together, indicate a sustained inability to offer the program in a manner that keeps it effectively available to prospective students.
- b. Removal of an intake occurs as a result of negative impacts to external program recognition.
- c. Directed by the Board of Governors through the President, pursuant to information provided to Finance & Audit Committee as outlined in procedure 2 e.

5. **Determination of Addition of Program Intakes**

- a. The College may add an extra intake of a program when justified by clear demand or strategic need, and when the intake can be offered within available resources.
- b. The Dean of the program will confirm demand and feasibility (in consultation with relevant College areas) and seek approval to proceed.
- c. The President may authorize the addition of an intake, ensuring it aligns with College priorities and resource capacity. The President will report approved additional intakes to the Finance & Audit Committee at its next scheduled meeting. The

Committee may provide direction through the Board to the President to inform future decisions under this policy.

- d. Approved additional intakes will be scheduled in accordance with Policy 401 Academic Schedule.

6. Records and Reporting

- a. The Registrar maintains a record of approved intake additions and cancellations.
- b. A summary report is provided to the Board and Education Council annually or on request.

References and Resources

Definitions

Term	Description
Applicant	A person who has applied to a course or program and paid any applicable application fees.
Cohort Model	A program delivery model in which students admitted to a specific intake register in a prescribed sequence of courses as a group, rather than selecting courses independently.
Direct Costs	Costs borne by the College associated with delivery of a program intake.
Direct Revenues	Tuition, fees, and budgeted base funding or grant allocation associated with a program intake.
Enrolment Plan	The listing of anticipated courses, sections, and enrolment for a program/department. It informs the budget and scheduling processes.
Finance & Audit Committee	A standing committee of the Board of Governors responsible for assisting the Board in fulfilling its obligations and oversight responsibilities related to financial planning, the audit process, financial reporting, the system of corporate controls and risk management.
Intake Removal	A decision to not proceed with a specific program intake while the program continues to be delivered to students enrolled in other intakes and/or remains open for application for admission to other intakes.
Minimum Enrolment Threshold	A threshold for the number of students enrolled in a program intake. For Continuing Studies, the threshold is set for each program by the school in consultation with Finance. For all other programs, the threshold is set at 90% of the level budgeted in the enrolment plan for domestic and international enrolment.
Program	A defined set of courses of instruction leading to a credential.

Term	Description
Program Intake	A scheduled commencement for a cohort or set of seats in a program (e.g., Fall 2026 intake).
Student	A person who is currently registered in full-time or part-time credit or non-credit programs or courses offered by VCC.

Related VCC Policies

VCC Policies	Policy Number
Academic Schedule	401
Financial Responsibility and Accountability	115
Indigenous Education Enrolment	304
Registration	303
Suspension and/or Discontinuance of Programs	414
Tuition and Fee Refund	311

Suspension and/or Discontinuance of Programs

DRAFT

Policy Type

Academic

Policy Name

Suspension and/or Discontinuance of Programs

Policy Number

414

Effective Date - Policy

TBD

Effective Date - Procedures

TBD

Last Full Review Date

November 2017

Next Scheduled Review Date

November 2022

Approval Body

Board of Governors with Education Council Advice

Policy Sponsor

President

Review Body

Education Policy Committee

Responsible Authority

Vice President Academic

Policy

Context and Purpose

Vancouver Community College (VCC, the College) is committed to offering programs and courses that are current, relevant, effective, sustainable, and evaluated through the governance review process.

This policy establishes a comprehensive, respectful and timely process for the suspension and discontinuance of programs at VCC in accordance with the College's values, vision, and strategic priorities.

Under the College and Institute Act Section 19(1)(d) and Section 23(1)(e), the Board of Governors holds authority to determine courses or programs to be offered or cancelled at the institution, and Education Council has an advisory role to the Board on the development of educational policy for the cancellation of programs.

Scope and Limits

This policy applies to all College programs with the exception of non-credentialed programs in Continuing Studies. This policy does not apply to adjustments in the number or location of course offerings, or to cancellation of individual program intakes as set out in Policy 408 Enrolment Plan Management.

Policy Principles

1. The Board of Governors will consider the suspension or discontinuation of a program upon the recommendation of the Senior Team and after hearing the advice of Education Council.
2. The decision will be based primarily on program performance indicators including program quality, student demand, retention and graduation rates, financial viability, and program relevance.
3. The discontinuation of a program shall be considered only as the final means of managing a program. Notwithstanding, suspension is not a required first step to discontinuance.
4. Suspension is a temporary means of managing a program.
5. The College will assess opportunities to redevelop program content or delivery prior to proposing discontinuance.
6. The suspension and/or discontinuance of a program will be communicated to all affected relevant parties as soon as a decision is made.
7. The College will provide all students the opportunity to complete the program in which they are enrolled. However, there may be special circumstances where it is not possible for the College to do so, or where the transfer of students to another college would be more practicable. Under such circumstances, the College will, whenever possible, assist affected students in enrolling in the same program offered by another institution within a reasonable distance from the College or by an accessible modality.

Procedures

All Procedures

Program Suspension

1. The decision to review a program for possible suspension or discontinuance is initiated by the relevant Dean and is usually informed by the annual program review process.
2. The Dean will consult with the academic department(s) responsible for the program's instruction.
 - a. If the Dean and the majority of the department(s) agree on a recommendation to suspend or discontinue a program, a proposal document with supporting rationale

- will be submitted to Education Council for advice to the Board, and the Board will make the final decision.
- b. If the Dean and the majority of the department(s) do not agree on the recommendation to suspend or discontinue a program, discontinuance will not be considered prior to suspension. The Dean will submit a request to the Education Quality Committee (EQC) of Education Council for a Feasibility Report.
3. The Report will be written by a Program Feasibility Working Group based on their review of the program. Members of the working group are appointed by EQC from relevant areas of the College, and membership will reflect a range of perspectives and roles.
 4. The Report will include, but is not limited to, the following elements:
 - a. The reasons program suspension is being contemplated;
 - b. All known facts or conditions which argue in favour of, and/or against, the suspension of the program;
 - c. Labour market trends relevant to the program;
 - d. Student demand for the program;
 - e. Potential impacts of program suspension on equity deserving groups;
 - f. Competing or related programs at other colleges in the Province;
 - g. Financial impacts on the College of continuing or suspending the program;
 - h. The non-financial impacts of suspending the program;
 - i. Possible curriculum changes which might allow the program to continue without suspension;
 - j. The costs and potential benefits of continuing the program without suspension, after necessary changes, to curriculum and otherwise, have been made.
 5. The Working Group will engage in a broad consultation process, ensuring that all relevant parties in the College are engaged in a discussion regarding the potential impact of program suspension.
 6. The completed Report will be submitted to the Dean in a timely manner, not to exceed three months. The Dean will distribute the Report to:
 - a. All employees of the department(s) associated with the affected program
 - b. Senior Team
 - c. Education Council
 - d. The constituent unions.
 7. The Report will be used to inform the Dean's decision on how to proceed with the program:
 - a. If the Dean determines that a program could be revitalized, a reasonable opportunity to implement the recommendations will be given. The College will support the revitalization of the program.
 - b. If the Dean recommends suspension of a program, the Dean will present their recommendation to Education Council. The affected faculty, staff, students, Program Advisory Committee (PAC) members, and any other interested relevant parties in that program will also be invited to present.
 8. Following the presentation to Education Council, Education Council will vote on its advice to the Board of Governors on the proposed suspension. This advice will be provided to the Board of Governors, who will make the final decision.
 9. If the decision is to suspend a program, then the program will be suspended from the date of the next intake or from the date specified by the Board.

Program Discontinuance

10. Two years following the suspension of a program, the decision to suspend will be revisited by the Dean and department.
11. The Dean will make a recommendation to Education Council concerning reinstatement, discontinuance, or an extension of the suspension for up to two additional years.
12. A program may not remain in suspension for more than four years. At the end of this period, Education Council will table an agenda item for its next scheduled meeting to advise the Board on reinstatement or discontinuance.
13. Education Council will provide advice to the Board of Governors regarding discontinuance of a program.
14. The Board of Governors will make the final decision on the discontinuance of a program. Unless otherwise specified by the Board, the date of the meeting where the decision is made will be the official discontinuance date.

Communication and Teach-Out

15. It is the College's responsibility to communicate the decision to suspend or discontinue a program to all relevant parties as soon as possible after the decision is made.
16. The department, Dean, Registrar, and the Marketing & Communications department will be notified and create a communication plan to inform existing students, applicants, prospective applicants, and relevant community partners.
17. The Dean and department will create a teach-out plan that provides for the equitable treatment of students if the institution suspends or discontinues a program before all enrolled students have completed their studies. Teach-out plans will reflect the program's completion timeline.
18. Affected program applicants and students will be notified when a program is suspended or discontinued, and where appropriate, directed to Advising to offer registration information in another program.

References and Resources

Definitions

Term	Description
Applicant	A person who has applied to a course or program and paid an application fee.
Consultation	The practice of requesting feedback and holding dialogue with relevant individuals, departments and interest groups, and thoughtfully considering input before action is taken or decisions reached.
Program	A defined set of courses of instruction leading to a credential.

Term	Description
Program Discontinuance	The permanent closure of a program which includes removal from the academic calendar and cessation of admission to the designated program.
Program Feasibility Working Group	A group of individuals appointed by the Education Quality Committee of Education Council to produce a Feasibility Report.
Program Suspension	The indefinite closure of admissions to a program, during which time the program remains on the academic calendar.
Student	A person who is currently registered in full-time or part-time credit or non-credit programs or courses offered by VCC.

Related VCC Policies

VCC Policies	Policy Number
Education Services Renewal	405
Program Review and Renewal	403
Enrolment Plan Management	408

Related Resources

- [College and Institute Act](#), RSBC 1996, c 52
- VCC and VCC Faculty Association Collective Agreement
- VCC and CUPE Local 4627 Collective Agreement



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 24, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Revised: Investment (119) Policy & Procedures

BACKGROUND:

The Finance department is conducting a scheduled review of the Investment policy (119). This policy was last reviewed in 2013. The policy guides the investment decisions of the College and lays out a conservative investment approach that avoids unnecessary risk.

Only one change to the procedures is proposed. Procedure #2 states that investments shall be diversified; the addition limits this restriction to the Securities market. The College does not currently invest in the Securities market. With the College's holdings in GICs and bonds, seeking the best guaranteed return is the primary objective, and a requirement to diversify with options with lower returns does not make sense.

DISCUSSION:

The policy and procedures were reviewed by the Administrative Policy Committee and Operations Council, and posted for College feedback in April 2026. No feedback was received.

The Administrative Policy Committee briefly discussed whether there should be other elements listed under Procedure # 4 Prohibited Investments, which currently lists only derivative products. Given that the College does not invest in the Securities market currently, the committee did not think it was relevant at this time. Operations Council recommended the policy for approval at its May 28, 2026 meeting.

Governance Committee reviewed the policy at its June 16, 2026 meeting. The committee sought clarification that the policy applies to College funds and not Foundation investments. A question was also raised regarding Finance and Audit Committee review of the proposed amendment.

RECOMMENDATION

THAT, on the recommendation of Governance Committee, the Board of Governors approve, in the form presented at this meeting, the Investment (119) policy and procedures.

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

APPENDIX A: Investment (119) Policy and Procedures (with tracked change)

DATE: June 16, 2026

Investment - DRAFT

Policy Type

Administrative

Policy Name

Investment

Policy Number

119

Effective Date - Policy

TBD

Effective Date - Procedures

TBD

Last Full Review Date

July 1, 2013

Next Scheduled Review Date

July 1, 2018

Approval Body

Board of Governors

Policy Sponsor

President

Review Body

Governance Committee

Responsible Authority

Financial Services

Policy

Context and Purpose

This Policy outlines the responsibility and principles guiding the investment decisions of the Vancouver Community College (VCC; the College).

Investment earnings are an important source of funding for the College. The purpose of the policy and related procedures is to establish guidelines to ensure the assets of the College are invested in a prudent and effective manner to avoid undue risk and obtain a reasonable return for the portfolio.

Scope and Limits

This policy applies to all investments held by the College.

Policy Principles

The College's investment policy is based on the following principles:

1. The College will follow a conservative investment philosophy which is based on preserving capital, providing necessary liquidity and providing a reasonable rate of return. Minimizing risk and volatility will be an over-riding factor.
2. Acceptable investments will be identified and evaluated based on a prudent level of risk. Funds must only be invested in permitted investments as outlined in the Procedures to this Policy.
3. All investment decisions made by investment counsel, directors or others working on the board's behalf, must be free of any conflict of interest that may impact their ability to make impartial investment decisions.
4. All investment activities conducted by investment counsel must be conducted in accordance with the "Code of Ethics and Standard of Professional Conduct" adopted by the Association of Investment Management and Research.
5. The limits of the investment counsel's authority are defined as requiring approval for all transactions from the Vice President, Administration & International Development or delegate.
6. The Vice President, Administration & International Development or delegate will report annually to the Finance & Audit Committee of the Board on the College's compliance with its Investment Policy and related Procedures.

Procedures

All Procedures

The Vice President, Administration & International Development is responsible for the management of the investment portfolio. The Vice President, Administration & International Development may delegate the day-to-day management of the investment portfolio to the Executive Director, Finance & Chief Financial Officer ("the delegate") or other competent manager.

On a regular basis, the delegate, will review the cash balances and cash requirements of the College. Cash in excess of requirements for the day to day operations of the College will be invested to earn the College investment income. The decision on the type of investment and the term of the investment will be guided by the Investment Policy of the College and the following Investment Guidelines.

Investment Guidelines

The College will manage risk by following the investment guidelines as outline below:

1. The following are considered appropriate investments.
 - a. Government of Canada and Provincial Bonds.
 - b. Financial institutions with 100% BC Provincial guarantees. (Vancity)
 - c. Investments from financial institutions which are covered by CDIC Insurance— Interest bearing accounts, fixed term deposits, Guaranteed Investment Certificates (GIC) and Banker’s Acceptances (BA).
 - d. All issuers must be rated a minimum of either R1-Mid by Dominion Bond Rating Service (DBRS) or AA at the time of investment.
 - e. Savings Accounts of Big 5 Canadian Banks (BNS, TD, RBC, BMO,CIBC)
 - f. It is expected that all the securities held should have an active market and therefore a valuation of the securities held will be based on their market value.
2. Diversification
Investments will be diversified so that no single issuer shall exceed 50% of the total portfolio. This is only applicable to the securities in an active market, not to GICs and Bonds.
3. Investment Term
Maximum term of a single investment is not to exceed five years.
4. Prohibited Investments
The use of derivative products to enhance the return of the investment portfolio is prohibited.
5. Investment Counsel
 - a. Investment managers will provide recommendations subject to the guidelines to achieve diversification and shall ensure the funds are invested in quality securities.
 - b. The investment Counsel’s performance relative to the Investment Policy Statement’s objectives will be reviewed annually.
6. Audit
As part of the year-end audit investment balances will be confirmed.

Monitoring and Reporting

7. The Finance & Audit Committee of the Board is responsible for monitoring the College’s investment performance and compliance with investment policy. Annually, the Vice President, Administration & International Development or delegate will report to the Finance & Audit Committee on the performance of the investments and compliance to the Investment Policy and Procedures.

References and Resources

Definitions

Related VCC Policies

Related Resources

- [College and Institute Act](#), RSBC 1996, c 52, s. 30
- [Trustee Act](#), RSBC 1996, c 464, s. 15.1- 15.6



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 24, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Revised: Use of Library Resources Policy & Procedures (512)

BACKGROUND:

The Use of Library Resources Policy (512) underwent a scheduled review. The policy provides an overarching framework for Library services offered to students, employees, and other users, and is intentionally principles-based rather than procedural. Detailed operational guidelines continue to be housed on the Library website, which allows flexibility to adjust procedures as needed.

Most proposed revisions are minor in nature. Key updates include strengthened privacy language, developed in consultation with the Privacy Coordinator to better align with legal requirements, and revisions to the interlibrary loan section to improve clarity.

DISCUSSION:

The revised policy and procedures were reviewed by Education Policy Committee in April and May 2026, and posted for College feedback in April 2026. No feedback was received, and the committee did not request any changes.

Education Council unanimously recommended the policy and procedures for approval at its May 12, 2026 meeting.

Governance Committee reviewed the policy at its June 16, 2026 meeting. The committee had no questions and did not propose any changes to the policy.

RECOMMENDATION

THAT, on the recommendation of Governance Committee, with advice from Education Council, the Board of Governors approve, in the form presented at this meeting, the Use of Library Resources (512) policy and procedures.

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

APPENDIX A: Use of Library Resources (512) Policy and Procedures

DATE: June 16, 2026

Appendix A

Use of Library Resources - Draft

Policy Type

Academic

Policy Name

Use of Library Resources

Policy Number

512

Effective Date - Policy

TBD

Effective Date - Procedures

TBD

Last Full Review Date

November 2021

Next Scheduled Review Date

November 2026

Approval Body

Board of Governors with Education Council Advice

Policy Sponsor

Vice President Academic & Applied Research

Review Body

Education Policy Committee

Responsible Authority

Library

Policy

Context and Purpose

This policy and related procedures govern the use of services and materials provided by VCC Library (the Library) at Vancouver Community College (VCC; the College). In support of the education, research and activities of students and employees at the College, VCC Library provides access to: information resources and technology; study, group and research space; computers and printing; and equipment.

Scope and Limits

This policy applies to all current students and employees, and any community member entering the Library or using its resources.

Policy Principles

1. The primary purpose of VCC Library is to support education and research at the College, as well as College operations. The Library strives to maximize access to information and services for current students and employees, both in person and virtually.
2. VCC Library's goal is to provide safe, accessible and inclusive spaces, services and resources. The Library is actively engaged in Indigenizing and decolonizing its spaces, services, and resources.
3. Library borrowers are responsible for the Library material they borrow and may be subject to penalties and sanctions if material is overdue, damaged or not returned.
4. VCC Library complies with all legal requirements and licensing agreements when providing access to Library resources.
5. The Library will establish agreements (such as interlibrary loan or reciprocal borrowing agreements) with other libraries when possible to expand access to resources available to our current students and employees.
6. The Library actively works to protect the privacy of library users and their right to access information freely and openly.

Procedures

All Procedures

GENERAL

1. Any person may use the print materials within the Library and may consult with Library employees for assistance in using this material.
2. Limits on the use of some Library resources by the general public may be imposed due to licensing agreements or availability and are outlined on the Library website.
3. There are four (4) categories of people who can borrow material from VCC Library:
 - a. Current students of VCC;
 - b. Current employees of VCC;
 - c. Current students and employees at other publicly funded BC post-secondary institutions, or any other institution where VCC has a reciprocal borrowing agreement; and
 - d. Alums and community borrowers.
4. VCC Library maintains reciprocal borrowing agreements with other BC post-secondary institutions and other relevant institutions to allow students and

employees to borrow material from other institutions. A list of all reciprocal borrowing agreements is available on the Library's website.

5. A valid VCC library card must be presented each time resources or equipment are borrowed. The VCC ID card is the library card for current students and employees. Cards are provided for other BC post-secondary students/employees, alums and community borrowers.

USING LIBRARY RESOURCES

6. The Library privileges for the different categories of borrowers are outlined on the Library website. This includes the following:
 - a. Maximum number of items that can be checked out to a borrower at any given time;
 - b. Length of loan periods for different types of resources;
 - c. Number of renewals per item;
 - d. Number of requests allowed;
 - e. Overdue fine rate and maximum fine per item;
 - f. Booking of equipment, material or study rooms;
 - g. Access to Library computers;
 - h. Access to e-resources and any material subject to a license agreement;
 - i. Access to interlibrary loan services; and
 - j. Any additional restrictions to borrowing materials or use of Library resources.
7. Borrowing privileges of students begin when they pay the fees to the College for their program and/or course.
8. Borrowing privileges for students expire five (5) months after the end date of their course or program.
9. Borrowers must return or renew materials by the due date. If materials are damaged, lost or returned late, borrowers may be required to pay overdue, replacement or damage fees.
10. For lost or damaged items, borrowers are normally charged:
 - a. The cost of replacing the item; and
 - b. Any overdue fines.
11. Current employees are not charged overdue fines but must pay to replace any item damaged or not returned within twelve (12) months.

SUSPENSION OF LIBRARY PRIVILEGES

12. Library privileges may be suspended if a user is found to have violated the College's policies concerning conduct and respectful behaviour.
13. Library privileges are blocked if a borrower owes \$20 or more. This will prevent borrowing of additional material until the amount of fines owed is under \$20.
14. If a student owes \$20 or more, blocks are placed on the student accounts in the Registrar's Office. Final grades and transcripts will not be issued to students until billed materials have been returned and/or paid for; students will not be able to

register for other courses. The block is removed when the amount owed is under \$20.

15. If a Library borrower owes \$400 or more, the College may choose to use a collection agency to seek repayment of any money owed.

COMMUNICATION WITH USERS

16. Library notices and communications are sent by email.
17. The Library proactively notifies the user of fines or other penalties on their record. Non-receipt of such notices does not relieve the user from responsibility for fines or penalties.

USE OF COMPUTERS

18. Library computers are available for current students and employees at all Library locations. Users must log in using their own College network login.
19. Computers may be made available to other users based on availability and criteria listed on the Library website.
20. All users who access and use the Library computers are required to use them appropriately and responsibly as defined in [Appropriate and Responsible Use of Educational and Information Technology Policy 505](#).

USE OF LIBRARY FACILITIES

21. The Library will maintain guidelines on its website regarding the appropriate use of Library facilities and equipment to ensure the use of shared space is fair, equitable and respectful for all users.
22. Recognizing that the Library is used for both quiet study and collaborative work, the Library will identify acceptable noise levels for different areas of the Library.
23. Employees, students, and visitors are encouraged to voluntarily reduce or eliminate the use of scented products at VCC Library locations.
24. Children under 12 may not be left alone or unsupervised in the Library. Library staff cannot be responsible for the safety of unattended children. See [Policy 223 Minors on Campus](#) for additional details.

PRIVACY

25. The Library manages and protects Library users' personal information in accordance with the [BC Freedom of Information and Protection of Privacy Act](#) (FIPPA) and [VCC Policy 501](#). The Library actively works to collect and retain only the minimum amount of personal information about Library users necessary to deliver services.
26. The Library may only disclose personal information about Library users within VCC for an authorized purpose (e.g. reporting charges regarding Library materials to the Registrar's Office) and will not disclose personal information to people or

organizations external to VCC, unless in exceptional circumstances where health or safety is at risk, as required by law, or with the consent of the individual user.

SAFETY

27. In cooperation with appropriate College departments, the Library seeks to provide a safe and secure environment for everyone.
28. Due to risk of theft, personal items left unattended in the Library are taken to the Security Office and may be claimed there.
29. Library users are encouraged to alert Library staff if they feel uncomfortable or unsafe in the Library.

INTERLIBRARY LOAN

30. Through Interlibrary Loan (ILL), the Library will make reasonable efforts to obtain materials not available in its own collections in support of coursework, research, and College operations. The Library also participates in resource sharing by lending eligible materials to other institutions.
31. ILL services are available to current students and employees with valid Library privileges. The number of requests an individual may submit can be limited, depending on budget and resource constraints.
32. Some materials may not be eligible for ILL due to factors such as licensing, copyright, demand, cost, or availability. The Library will not borrow materials that are already held in the Library's collections or that are freely available in suitable formats through open or licensed online resources.
33. Loan periods, renewals, fees, and recall policies for borrowed materials are determined by the lending library and may differ from the Library's own policies.
34. Interlibrary Loan services are provided within Canada, and lending and borrowing will prioritize local or regional partners where possible. General ILL guidelines will be posted on the Library website and shared through relevant resource sharing networks.

References and Resources

Definitions

Term	Description
Alums	Graduates or former students of the College.
Community Borrowers	Members of the public who have purchased a library card for a yearly fee. Retired VCC employees and other categories of special borrowers may receive a free community borrower card.

Term	Description
Interlibrary Loan (ILL)	The cooperative exchange of items among libraries, in response to specific user requests.
Library Privileges	The rights and responsibilities of Library users, including how many items can be borrowed, loan periods, fine rates and use of all services. These will differ by category of user (e.g. students and employees have different loan periods for a book).
Library Resources	All Library material that can be borrowed or used on site by a Library user (including print materials, online resources, equipment, computers, services, group study rooms and facilities).
Print Materials	Physical items such as books, journals, and newspapers.

Related VCC Policies

VCC Policies	Policy Number
Academic Integrity	325
Appropriate and Responsible Use of Educational and Information Technology	505
Archives	521
Copyright	510
Freedom of Information and Protection of Privacy	501
Lending and Borrowing College Equipment	416
Minors on Campus	223
Prevention of Harassment, Discrimination, and Bullying	201
Selection of Library Materials	511
Standards of Employee Conduct & Conflict of Interest	202
Student Non-Academic Conduct	324

Related Resources

- [College and Institute Act](#), RSBC 1996, c 52
- [Copyright Act](#), RSC 1985, c C-42
- [Freedom of Information and Protection of Privacy Act](#), RSBC 1996, c 165