

February 5, 2026, at 5:30 p.m.

VCC Broadway Campus, Building A, Room 5025

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Meeting ID: 256 129 691 438 41

Passcode: Hf3cV3SQ

Board Members

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

Senior Team & Staff Resources

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

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

Topic	Action	Speaker	Time	Attach	Page
1. CALL TO ORDER/LAND ACKNOWLEDGEMENT/ OPENING REMARKS		M. Rashid / A. Patel	5:45		
2. APPROVAL OF AGENDA/CONSENT AGENDA		M. Rashid	5:50		
2.1 Minutes: Nov 26, 2025, Public Meeting				✓	3
2.2 Board correspondence & Activity					
2.3 News and Events				✓	14
2.4 Education Council Chair's Report				✓	20
2.5 Course Deactivations				✓	22
2.6 Concept Paper: Plumber Foundation Certificate				✓	24
3. INDIGENIZATION AT VCC			6:00		
Indigenous Matriarchal Teachings	Info	J. Williams		--	--

4.	CONSTITUENCY GROUP REPORTS	Info	Constituency Reps	6:15	2	
	4.1 CUPE Local 4627					
	4.2 SUVCC			5 min		
	4.3 VCCFA			each	✓	31
5.	PROGRAMS, TUITION & FEES			6:30		
	5.1 NEW: Automotive Electronics Repair Certificate Program	Info	L. Dannhauer		✓	33
	5.1.1 Tuition	Decision	J. Yu		✓	40
	5.2 NEW: Automotive Parts Service Advising & Collision Estimating Program	Info	L. Dannhauer		✓	43
	5.2.1 Tuition	Decision	J. Yu		✓	50
	5.3 DISCONTINUED: Pre-Health Sciences Certificate	Decision	L. Dannhauer		✓	53
6.	FINANCE AND AUDIT COMMITTEE REPORT		J. Yu	7:00		
	6.1 2025/26 Forecast to Budget	Info			✓	55
7.	GOVERNANCE COMMITTEE REPORT					
	No items		L. Dannhauer			
8.	HUMAN RESOURCES COMMITTEE REPORT			7:15		
	8.1 Chair's Report	Info	S. Kloot		--	--
9.	VCC FOUNDATION		C. Zuo	7:25		
10.	NEW BUSINESS					
	<i>New business approved under Item 2.</i>		M. Rashid	7:35	--	--
11.	NEXT MEETING & ADJOURNMENT					
	Next meeting: March 25, 2026 at 5:30 p.m.	Info	M. Rashid	7:55	--	--



**Board of Governors
Public Meeting
DRAFT MINUTES**

November 26, 2025, at 5:30 p.m.
Room 5025, Broadway Campus

ATTENDANCE

Board Members

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

Senior Team & Staff Resources

- David Wells VP, Academic & Applied Research
- Ian Humphreys VP, Admin & International Development
- Kate Dickerson VP, People Services
- Jane Shin VP, Students & Community Development
- Elmer Wansink AVP, IT & CIO
- Clayton Munro AVP, Student & Enrolment Services
- Tannis Morgan AVP, Academic Innovation
- Jamie Choi ED, Finance & CFO
- Surinder Aulakh ED, Safety, Security & Risk Management
- Charnelle McClure ED, Marketing & Communications
- Clay Little AD, Indigenous Education & Engagement
- Amanda Wiseman EC, President’s Office
- Lucia Zabrieszach EC, VPA’s Office

Ex-Officio

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

Guests

- Frank Cosco President, VCCFA
- Daniel Rohloff President, CUPE Local 4627
- Brynn Joyce Executive Director, SUVCC

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1. CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS

The meeting was called to order at 5:30 p.m. by M. Rashid, who delivered the Land Acknowledgement and provided opening remarks.

The Chair emphasized the importance of financial sustainability as an ongoing priority for VCC, noting that maintaining the College’s core values and ability to serve students and the community will require continued focus and, at times, difficult decisions. She highlighted the Board’s role in engaging in these discussions and noted that further dialogue will continue, including at an upcoming Board retreat.

The President welcomed everyone and provided brief opening remarks. He noted that the provincial government has initiated a post-secondary sector review aligned with British Columbia’s economic and labour-market priorities, including the recently released provincial industrial strategy (Look West).

The President advised that consultation with the sector is expected in the coming months and that institutions should anticipate increased data requests and short-notice engagement. While the outcomes of the review are not yet known, he noted that the review may result in recommendations affecting programs, system

coordination, and broader sector structures. Management will undertake high-level scenario planning and will continue to keep the Board informed as the review progresses. The President noted that the Board has already discussed these matters in camera and will continue the discussion at an upcoming Board retreat. The president also highlighted similar information was shared verbally with VCCFA, CUPE4627 and SUVCC.

2. APPROVAL OF AGENDA & CONSENT AGENDA

MOTION: THAT the VCC Board of Governors approve the November 26, 2025, public meeting agenda; and approve/acknowledge receipt of the following items on the consent agenda:

2.1 Minutes: Sept 24, 2025, Public Meeting

2.2 Education Council Chair's Report

2.3 Education Service Renewal Reports:

Continuing Studies (CS) Office & Registrar.

International Education

2.4 Course Deactivations

2.5 Concept Papers: Automotive Electronics

Repair Certificate; Automotive Parts, Service

Advising and Collision Estimating Certificate

2.6 Board Correspondence & Activity

2.7 News and Events

Moved, Seconded & CARRIED (Unanimously)

3. INDIGENIZATION AT VCC

Clay Little highlighted the ongoing empowerment and shared responsibility at Vancouver Community College with a focus on relevance and meaningful student participation, particularly in the downtown area. We acknowledged the intergenerational impacts of residential schools and emphasized the “four Rs”- Respect, Relevance, Reciprocity, and Responsibility, as core principles supporting Indigenous well-being. VCC's efforts to integrate Indigenous language, knowledge, and worldviews align with the Truth and Reconciliation Commission's 94 Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

Reciprocity was described as a lifelong learning process, informed by concept of listening “with our heart.” VCC continues to foster reciprocal relationships through collaboration with Indigenous communities, student representation, culturally responsive teaching, and community engagement. The Story Booth initiative was noted as an important tool for sharing Indigenous stories, and the need for education systems to reflect Indigenous perspectives was reinforced.

Student success supports were identified as key priorities, including academic assistance in Indigenous gathering spaces, food security partnerships such as the ICE food card, emergency funds, and peer support programs like Student Cousins. Additional supports include cultural activities, elder involvement, one-to-one advising, and resources such as the Indigenous Ally Toolkit and further readings on UNDRIP, the 94 Calls to Action, and Indigenous-specific racism in BC.

4. CONSTITUENCY REPORTS

4.1 CUPE Local 4627

Touched base on the news from the province and to make the local more centralized by communication directly with the administration and HR (person to person).

4.2 Student Union of Vancouver Community College (SUVCC)

No updates.

4.3 Vancouver Community College Faculty Association (VCCFA)

Raised concerns about the provincial government's response to the ongoing Post-Secondary education crisis in BC citing recent initiatives as inadequate and lacking a coherent long-term vision for the sector. VCCFA highlighted the current funding crisis is a result of successive provincial governments allowing the situation to deteriorate over time without meaningful or timely intervention.

VCCFA emphasized the need for broader and more sustainable revenue solutions. They described the institution's financial position as critical, noting the significant deficit at the midpoint of the fiscal year.

Significant workforce reductions were highlighted as a major consequence of the financial crisis with no relief from government expected. This has already impacted academic programming for domestic students, with concerns about further negative effects continuing into 2026.

5. PROGRAMS, TUITION & FEES

5.1 REVISED: Information Technology Operations, Administration, and Security Post-Degree Diploma (ISSA PDD) Program and Tuition

On the advice of Education Council, the Board of Governors approved the renaming of the Network Technology Administration and Security Post-Degree Diploma to the Information Systems Security and Administration Post-Degree Diploma.

The name change reflects updated program focus and industry terminology within the information technology and cybersecurity sectors and supports alignment with employer expectations and labour market demand.

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

Moved, Seconded & CARRIED (Unanimously)

5.1.1 REVISED program: Accelerated Approval: Network Technology Administration & Security Post-Degree Diploma

On the advice of Education Council, and pursuant to the accelerated program change process under Policy 409 (Program Development and Approval), the Board of Governors approved the implementation of the revised Information Systems Security and Administration Post-Degree Diploma.

The revised program replaces the former credential and has been updated to align with current industry trends and labour market needs in information technology and cybersecurity. Revisions include enhanced focus on network and systems administration, virtualization, cloud platforms, and security fundamentals.

Admissions requirements and program classification were updated to align with applicable CIP (Classification of Instructional Programs) and NOC (National Occupational Classification) standards. The program was streamlined from 62 to 42 credits to improve curricular focus, align with employer expectations, and support post-graduation work permit pathways. Education Council confirmed strong labour market alignment, no duplication with other VCC technology programs, and alignment with VCC's technology education priorities.

MOTION: THAT, on the recommendation of the President, and on the advice of Education Council, the Board of Governors approves the revised Network Technology Administration & Security Post-Degree Diploma (now titled, Information Systems Security and Administration Post-Degree Diploma) credential and program implementation.

Moved, Seconded & CARRIED (Unanimously)**5.1.2 Tuition: Network Technology Administration & Security Post-Degree Diploma**

On the recommendation of the Finance and Audit Committee, and in conjunction with the accelerated approval of the revised program, the Board of Governors approved tuition for the Information Systems Security and Administration Post-Degree Diploma, effective August 1, 2026.

The revised tuition reflects a recalculation based on the reduction of program credits from 62 to 42 and remains within established tuition increase parameters for both domestic and international students. Comparative analysis with similar programs at other institutions was reviewed, confirming that the revised tuition positions the program competitively within the sector.

MOTION: THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the tuition for the Information Systems Security and Administration Post-Degree Diploma, effective August 1, 2026.

Domestic: \$12,145 (average of \$289.16 per credit)

International: \$30,715 (\$731.33 per credit)

Moved, Seconded & CARRIED (Unanimously)**5.2 REVISED: American Sign Language and Deaf Studies Certificate Program and Tuition**

On the advice of Education Council, the Board of Governors reviewed and approved a revised American Sign Language and Deaf Studies Certificate designed to be shorter, more focused, and more accessible for students.

The revised certificate reduces program requirements from 56 to 31.5 credits, allowing completion in two academic terms. The revised curriculum places primary emphasis on American Sign Language, better supporting students pursuing ASL for community-based work, service roles, or personal interest.

Coursework leading toward the Sign Language Interpretation Diploma has been restructured and moved to optional bridging courses, creating two clear pathways for students: completion of the certificate or progression to interpreter training at a later stage. Education Council approved the revised certificate in September 2024, with the related bridging courses approved in March 2025. The item was brought forward to the Board following completion of the Ministry's tuition review.

MOTION: THAT, on the advice of Education Council, the Board of Governors approve the implementation of the revised American Sign Language and Deaf Studies Certificate program and the creation of 10 new courses in the Program Content Guide

Moved, Seconded & CARRIED (Unanimously)**5.2.1 Tuition: American Sign Language and Deaf Studies Certificate Program**

The Board reviewed tuition for the revised American Sign Language and Deaf Studies Certificate, including the application of the annual 5% tuition increase to the international phase of the program. Clarification was provided regarding the inclusion of later phases and the timing of future tuition increases. It was confirmed that tuition is set at the point of initial program intake, with subsequent domestic and international adjustments applied in accordance with program start dates.

The Board discussed the program's financial impact, noting an estimated annual cost to the institution based on projected enrolment of 32 domestic students, and a goal of reducing this net cost by approximately half over time. It was noted that each domestic student currently represents a net cost to the institution.

Board members raised questions regarding tuition application, cost assumptions, enrolment strategies, and potential cost reduction measures. The Board emphasized the importance of ongoing monitoring of enrolment trends, tuition impacts, and program costs to support the program's long-term sustainability.

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

Domestic: \$6,596 (\$209.41 per credit)

International: \$20,295 (\$644.28 per credit)

Moved, Seconded & CARRIED (Unanimously)

5.3 NEW: Refrigeration and Air Conditioning Mechanic Foundation Certificate

On the advice of Education Council, the Board of Governors approved a new Refrigeration and Air Conditioning Mechanic Foundation Certificate, developed in response to strong labour market demand and a documented shortage of trained technicians in British Columbia.

The foundation-level program aligns with SkilledTradesBC curriculum requirements and is designed to provide essential hands-on skills for entry-level employment, with clear pathways into apprenticeship training and eventual Red Seal certification. The program consists of 12 new courses and is intended for domestic learners, including individuals entering high-demand trades, those seeking employment in entertainment-related fields, and career changers.

Education Council confirmed clear industry and student demand and unanimously supported the program's launch. The program will be introduced under provisional status, during which an ad hoc committee will provide oversight and support during the initial year of implementation, with the intention of advancing toward the full apprenticeship pathway in the future.

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

Moved, Seconded & CARRIED (Unanimously)

5.3.1 Tuition: Refrigeration and Air Conditioning Mechanic Foundation Certificate

The Board reviewed tuition for the new Refrigeration and Air Conditioning Mechanic Foundation Certificate. On the recommendation of the Finance and Audit Committee, domestic tuition was approved at a level intended to ensure program sustainability in the absence of base provincial or SkilledTradesBC funding at program launch.

It was explained that the tuition model incorporates the full cost of program delivery, including facilities, instructional resources, student support, and indirect institutional costs. This approach allows the College to deliver the program sustainably and provides flexibility to reduce student costs through entrance grants should external funding become available in the future, as has occurred in other foundation programs.

MOTION: THAT, on the recommendation of the Finance and Audit Committee, for the new Refrigeration Air Conditioning Mechanic Foundation program, the Board of Governors approves the following tuition effective January 2026.

Domestic tuition of \$10,678.68 (\$292.57 per credit)

Moved, Seconded & CARRIED (Unanimously)

5.4 NEW: Wind Turbine Technician Certificate

On the advice of Education Council, the Board of Governors approved the creation of a new Wind Turbine Technician Certificate, consisting of 10 courses as outlined in the program content guide.

The program will be delivered through the Centre for Clean Energy and Automotive Innovation and is designed to prepare students for employment as wind turbine technicians. It was noted that there are limited training options for this occupation in British Columbia, particularly in the Lower Mainland, and that the program addresses a clear labour market gap.

The curriculum includes training in safety procedures, mechanical and electrical maintenance, troubleshooting, and the interpretation of technical documentation. Education Council reviewed the program on September 9 and provided unanimous support. The program will be launched under provisional status, with an ad hoc committee established to support implementation during the initial phase.

In discussion, clarification was provided regarding the program's delivery location. It was noted that training will incorporate field-based learning through site visits to operational wind turbine facilities, as well as hands-on instruction using smaller-scale or micro wind turbines. Industry connections, including opportunities in the Fraser Valley, northern Vancouver Island, and other regions, were identified as supporting experiential learning.

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

Moved, Seconded & CARRIED (Unanimously)

5.4.1 Tuition: Wind Turbine Technician Certificate

On the recommendation of the Finance and Audit Committee, the Board of Governors approved domestic tuition for the Wind Turbine Technician Certificate, effective August 1, 2026.

MOTION: THAT, on the recommendation of the Finance and Audit Committee, for the new Wind Turbine Maintenance Technician Certificate program, the Board of Governors approves the following tuition effective August 1, 2026.

Domestic tuition of \$9,544.40 (\$381.78 per credit)

Moved, Seconded & CARRIED (Unanimously)

5.5 DISCONTINUANCES: Continuing Studies

On the advice of Education Council, the Board of Governors approved the discontinuance of selected Continuing Studies programs, as outlined in the decision note provided in the agenda materials.

It was noted that this item was presented as a program clean-up, as several of the listed programs have not undergone renewal and updated or revised versions of many programs have already been approved and brought forward at previous meetings. No substantive questions were raised.

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

- Addictions Counselling Skills Advanced Certificate

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

Moved, Seconded & CARRIED (Unanimously)

5.6 DISCONTINUED: School of Arts & Sciences: ABE Graduation Program Certificate & ABE Intermediate Program Certificate

On the advice of Education Council, the Board of Governors approved the discontinuation of the ABE Graduation Program Certificate and the ABE Intermediate Program Certificate, effective January 1, 2026.

It was noted that this item was presented as a routine program clean-up, as the programs have not been part of recent renewal processes and revised or replacement offerings have already been approved and brought forward at previous meetings. No questions were raised.

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

Moved, Seconded & CARRIED (Unanimously)

5.7 DISCONTINUED: VR/AR Design & Development Diploma

On the advice of Education Council, the Board of Governors approved the discontinuation of the VR/AR Design & Development Diploma, effective January 1, 2026.

It was noted that this item was presented as a routine program clean-up, as the program has not undergone recent renewal and revised or alternative offerings have already been approved and brought forward at previous meetings. No questions were raised.

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

Moved, Seconded & CARRIED (Unanimously)

5.8 DISCONTINUED: Applied Technology for the Visually Impaired Certificate & Office Administration for the Visually Impaired

On the advice of Education Council, the Board of Governors approved the discontinuance of the Applied Technology for the Visually Impaired Certificate and the Office Administration for the Visually Impaired Certificate, effective January 1, 2026.

It was noted that this item was presented as a routine program clean-up, as the programs have not undergone recent renewal and revised or alternative offerings have already been approved and brought forward at previous meetings. No questions were raised.

MOTION: THAT, on the advice of Education Council, the Board of Governors approves the discontinuance of the Applied Technology for the Visually Impaired Certificate and Office Administration for the Visually Impaired Certificate effective January 1, 2026.

Moved, Seconded & CARRIED (Unanimously)**5.9 Tuition: Construction Electrician Apprenticeship courses**

On the recommendation of the Finance and Audit Committee, the Board of Governors approved tuition for the Construction Electrician Apprenticeship courses, effective January 1, 2026.

It was noted that this item represents the apprenticeship pathway associated with the Construction Electrician program previously approved at the foundation level. Students may enter the trade either through the foundation program or by starting directly in an industry-based apprenticeship, which follows a compressed delivery model combining periods of paid work with blocks of technical training, typically delivered in ten-week segments.

It was explained that the apprenticeship courses may be offered through a modernized apprenticeship pathway as well as through a standardized delivery format. It was also noted that tuition may be reduced in the future should additional SkilledTradesBC funding become available.

In response to questions, clarification was provided that completion of all required technical training courses, together with the prescribed work-based training hours, is required for qualification as an electrician in British Columbia. It was further confirmed that the anticipated apprenticeship intake will begin in September 2026, aligning with the completion of the foundation program and supporting a clear transition pathway for students.

MOTION: THAT, on the recommendation of the Finance and Audit Committee, for the new Construction Electrician Apprenticeship courses, the Board of Governors approves the following tuition effective January 1, 2026.

Domestic tuition of \$4,066.76 (\$246.47 per credit)

Moved, Seconded & CARRIED (Unanimously)**5.10 Tuition: Sign Language Interpretation Diploma (International)**

On the recommendation of the Finance and Audit Committee, the Board of Governors approved a new international tuition rate for the Sign Language Interpretation Diploma, effective September 1, 2026.

It was explained that this tuition approval was required to accommodate an international student who has completed American Sign Language studies and wishes to enter the existing Sign Language Interpretation program, for which an international tuition rate had not previously been established. The Board was advised that the program is currently undergoing renewal and will return to the Board for full review at a later date; however, establishing this tuition rate was necessary on an interim basis to respond to student needs.

A clarifying question was raised to confirm that the decision applied to establish international tuition for this intake, which was affirmed. No further questions were raised.

MOTION: THAT, on the recommendation of the Finance and Audit Committee, for the Sign Language Interpretation Diploma program, the Board of Governors approves the following tuition effective September 1, 2026.

International tuition of \$38,565.80 (\$644.28 per credit)

Moved, Seconded & CARRIED (Unanimously)

6. FINANCE AND AUDIT COMMITTEE (FAC) REPORT

6.1 2025/26 Forecast to Budget

The Board received the Finance and Audit Committee (FAC) report, following the Committee's meeting on November 13, including an update on the 2025/26 August Forecast to Budget, as presented in the agenda materials.

The report summarized financial results based on six months of actual data and six months of forecast. It was noted that VCC is projecting an operating deficit of approximately \$3.8 million for the 2025/26 fiscal year, with total revenue forecast at \$172.8 million, slightly above budget but significantly lower than the prior year. International tuition revenue continues to decline, while domestic tuition revenue shows a modest increase.

Attention was drawn to year-over-year operating revenue declines; however, it was noted that mitigation strategies and institutional actions have reduced the overall financial impact and positioned the College more favourably than initially anticipated. Total expenses are forecast to be above budget, primarily due to higher salary and benefit costs associated with contractual obligations, delayed workforce adjustments, unbudgeted enrolment increases, and increased faculty sick leave.

The Committee noted ongoing strategic efforts, including program refreshes, labour-market alignment, and cost controls, which continue to support institutional financial resilience. Board members expressed appreciation for the work of the executive team, faculty, and staff in managing financial pressures and emphasized the importance of continued alignment between the Board and administration.

No questions were raised. It was noted that further updates, including additional clarity from the provincial government and a revised forecast, will be brought forward to the January Finance and Audit Committee meeting.

7. GOVERNANCE COMMITTEE (GC) REPORT

7.1 NEW: Contract Administration (132) Policy and Rescinding of Related Policies

On the recommendation of the Governance Committee, with advice from Education Council, the Board of Governors considered and approved a set of related motions concerning contract administration policies.

The Board approved the new Contract Administration Policy (132) and associated procedures, as presented. It was explained that the new policy consolidates and replaces key elements of the former Educational Affiliations Policy (407) and Education Service Contract Policy (406) into a single, comprehensive framework. The policy establishes a clear and consistent approach to the creation, review, approval, and execution of all non-procurement contracts, strengthening oversight, risk management, and clarity of roles and signing authorities across educational, revenue-generating, and other significant contracts.

The Board further approved the rescission of the Educational Affiliations Policy (407) and procedures, effective upon approval of the Contract Administration Policy (132). The Board also approved the rescission of the Education Service Contract Policy (406) and procedures, subject to receipt of a formal motion from Operations Council, and effective upon approval of Policy 132. It was noted that Operations Council is scheduled to consider the required motion at its next meeting, and that this sequencing allows implementation of the new policy without delay.

The Governance Committee confirmed its support for bringing these items forward.

MOTION: THAT, on the recommendation of Governance Committee, with advice from Education Council, the Board of Governors approve, in the form presented at this meeting, the Contract Administration (132) policy and procedures.

THAT, on the recommendation of Governance Committee, the Board of Governors jointly approve rescinding the Educational Affiliations (407) policy and procedures, effective once the Contract

Administration (132) policy is approved.

THAT, on the recommendation of Governance Committee, the Board of Governors approve rescinding the Education Service Contract (406) policy and procedures, pending Operations Council's formal motion, effective once the Contract Administration (132) policy is approved.

Moved, Seconded & CARRIED (Unanimously)

7.2 REVISED: Admissions (301) and Flexible Admissions (302) Policies and Procedures

On the recommendation of the Governance Committee, with advice from Education Council, the Board of Governors approved revisions to the Admissions (301) and Flexible Admissions (302) policies and procedures, as presented.

It was explained that the revisions are minor in nature and do not change admission requirements. The primary update introduces clear language requiring applicants to provide complete, accurate, and truthful information as part of the application process. This change aligns the admissions policies with the Tuition and Refund Policy and responds to instances where refund requests were submitted following misrepresentation in applications.

Additional minor revisions were made following Education Council's review, including alignment of Principle #1 with the BC Human Rights Code and the inclusion of language referencing Indigenous identity.

A question was raised regarding the inclusion of Indigenous identity language and whether further consultation would be required. In response, it was noted that the Governance Committee had discussed this matter and that advice from the Dean of Indigenous Initiatives, and potentially Elders, would be sought should concerns arise, with the option to bring forward future amendments if needed.

MOTION: THAT, on the recommendation of the Governance Committee, with advice from Education Council, the Board of Governors approve the revised Admissions (301) and Flexible Admissions (302) policies and procedures, as presented.

Moved, Seconded & CARRIED (Unanimously)

8. HUMAN RESOURCES COMMITTEE REPORT

8.1 Chair's Report

The Board received a brief update from the Human Resources Committee. It was noted that the Committee has not met since the previous Board meeting but is scheduled to meet in the near future.

It was reported that Christy Sparklingeyes continues to serve on the Committee and that Synthia has joined the Human Resources Committee. The Committee will provide a report at the February Board meeting.

9. VCC FOUNDATION UPDATE

The Board received an update from the VCC Foundation and expressed appreciation to Jeffrey Yu for his service as the Board's liaison to the Foundation. It was noted that Colin Zuo has been appointed as the new Board liaison.

The Foundation provided an operational and campaign update. Campaign highlights included fundraising in support of the Simulation Centre, with over \$600,000 secured to date and approximately \$150,000 remaining to reach the campaign goal. Support for Culinary Arts initiatives was also highlighted, including a \$100,000 contribution from the RBC Foundation toward a virtual-reality-related project.

It was reported that the donor pipeline continues to expand across multiple sectors, including automotive and nursing, while acknowledging broader political and economic uncertainty. The Foundation also highlighted the

Asian Culinary Anniversary event held on September 27, which attracted over 100 guests and raised approximately \$58,580, with proceeds supporting student participation in a culinary competition in Macau.

Upcoming fundraising activities were noted, including Giving Tuesday as a key annual campaign, supported by a newly produced video shared with stakeholders.

10. NEW BUSINESS

No updates were shared

11. NEXT MEETING & ADJOURNMENT

M. Rashid thanked everyone for their participation. The next regular public board meeting is scheduled for February 5, 2026, at 4:30 p.m.

The meeting adjourned at 8:02 p.m.



VCC's News & Events Round-Up

November 2025 – January 2026

Prepared for: VCC Board

Prepared by: VCC Marketing & Communications

Submission date: Wednesday, February 4

VCC EVENTS

November

Honourable Hedy Fry – November 12

VCC's downtown campus welcomed the Honourable Hedy Fry, MP for Vancouver City Centre, for a tour of our facilities and programs. She met with VCC leadership for an update on the campus plan, visited the sewing lab, and spoke with students from the Fashion program. Sarah Murray joined the visit to highlight the program's facilities.



Culinary Apprentice – November 14

The 2025 Culinary Apprentice of the Year competition took place at VCC's Downtown campus showcasing impressive talent and dedication. Twelve apprentices, including eight from VCC's Culinary Arts program, prepared three-course bison menus after weeks of training with chef mentors from leading hotels and restaurants. Congratulations to VCC student Zack Bernardo, apprentice at the Fairmont Pacific Rim Hotel, who earned the 2025 Apprentice of the Year Award with a menu that demonstrated precision, bold flavours, and polished presentation.





VCC's News & Events Round-Up

November 2025 – January 2026

Mental Health Week – November 27

The annual Fall into Wellness: Rest and Recharge event brought students, employees, families and community members together at VCC's Broadway campus for an afternoon focused on rest, connection and simple ways to care for our wellbeing. Guests explored resource tables, listened to live music, enjoyed snacks provided by SUVCC, tried Tai Chi, met therapy dogs and took part in activities like hand massages and caricatures from Sarah Draws A Crowd.



Student Awards Ceremony – November 28

VCC recently celebrated our students at VCC's biannual Student Awards Ceremony, held at the Broadway Campus. This event honors students who demonstrate academic excellence, leadership, and meaningful contributions to their communities. It was a joy cheering on students recognized for their hard work, leadership, and the impact they're making in class and in our community. Congratulations to all award and scholarship recipients.



December

Fall Convocation– December 5

VCC welcomed the Class of 2025 to the Fall Convocation at the Queen Elizabeth Theatre. The ceremony celebrated stories of hard work, growth, and the support of family, friends, faculty, and staff. VCC graduates are ready to apply their skills and take on what's next. Congratulations to all our graduates! It's only the beginning and we look forward to your bright future.



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VCC Holiday Market – December 11

VCC hosted its 4th Annual Holiday Market at the Downtown Campus on December 11, 2025, bringing together students, staff, and community members to celebrate the holiday season. The event showcased student-made goods and creative work, highlighting the talent, entrepreneurship, and hands-on learning taking place at VCC.



Minister Sunner – December 16

VCC's Broadway campus welcomed Minister Sunner for a tour of our facilities and programs. She met with VCC leadership and learned about our transportation trades programs and our new Centre for Clean Energy and Automotive Innovation.



January

Welcome Week – January 12-15

VCC International Department hosted a Welcome Day for the international students at both Broadway and Downtown campus. They connected with other students, built new friendships, played fun games,



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enjoyed snacks, and met many VCC service areas and partner service providers that offer additional support to enhance students' study-abroad journeys at VCC.



Roxanne Vandale's Visit- January 13

Roxanne Vandale's journey back to school didn't follow a typical path. At 56, she graduated from VCC with a Certificate in Office Administration and supported fellow students along the way in her role as an Indigenous Cousin, grounded in care, connection, and community. Roxanne walked into VCC's Broadway campus carrying her daughter's red pencil case and took a leap that changed her life. Today, she continues to give back through mentorship, cultural leadership, and by creating the Chelsea Mae Simpson Memorial Award.



VCC IN THE NEWS (HIGHLIGHTS)

Innovation

- **Education News Canada – [A close contest to pick 2025 Culinary Apprentice of the Year](#)**: VCC is featured as a key training institution supporting finalists in the Culinary Apprentice of the Year competition, highlighting the strength of its apprenticeship and industry-aligned programs.
- **Indie Garage – [NAPA Auto Parts Supports Next-Gen Technicians with Major Donation to Vancouver Community College](#)**: This article highlights NAPA Auto Parts' significant donation to VCC's automotive training programs, strengthening hands-on learning and supporting the development of the next generation of skilled technicians.
- **Postsecondary BC – [How VCC is training our next generation of healthcare workers](#)**: This article highlights how Vancouver Community College is training the next generation of healthcare



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workers through hands-on simulation labs and practical, industry-aligned Health Sciences programs that prepare students for real-world clinical environments.

- **The Georgia Straight – [VCC culinary grads take first place at the International Chinese Chef Master Competition](#)**: The story spotlights VCC Culinary Arts graduates winning first place at an international competition, reinforcing VCC's reputation for excellence in culinary training and global industry recognition.

Student & alumni success

- **Canada International Student Magazine – [Culinary Arts at Vancouver Community College: Diverse Training Pathways for International Students](#)**: VCC is featured as a destination for international students, showcasing its diverse culinary training pathways, applied learning model, and industry relevance.
- **Education News Canada – [50 years of VCC's Asian Culinary Arts program—the only one of its kind in North America](#)**: The story celebrates the 50-year legacy of VCC's Asian Culinary Arts program, emphasizing its unique status in North America and its cultural and educational impact.
- **Vancouver Film School (VFS) News – [DigiBC & Netflix partner to offer 3 VFS animation scholarships](#)**: VCC is referenced as part of the broader BC post-secondary ecosystem supporting students through scholarships and pathways into creative and technology sectors.
- **VITA Daily – [Hungry for Change Post-Secondary Student Food Insecurity](#)**: This article highlights VCC's leadership and initiatives addressing student food insecurity, positioning the college as an active advocate for student well-being and equity.
- **Yu Vegan Life – [The 2025 Update on Vancouver's Vegan Restaurants](#)**: VCC is mentioned in connection with Vancouver's evolving vegan food scene, reflecting the influence of VCC-trained chefs and culinary talent on local food culture.

Other

- **BCIT News – [Mental health weighs heavily on Filipino newcomers — and it's hard to talk about](#)**: VCC is referenced alongside other institutions in discussions around newcomer mental health and community support, positioning the college within broader regional efforts.
- **Canada International Student Magazine – [Study Early Childhood Care and Education at VCC for a High-Demand Career in Canada](#)**: The article promotes VCC's Early Childhood Care and Education program, highlighting strong labour-market demand and clear career pathways for graduates.
- **CBC News – [Lesser known, but more affordable cuts of meat for your Christmas holiday dinner](#)**: The video features Tobias MacDonald, a culinary arts instructor at Vancouver Community College, who joins Dan Burritt to share some ideas for more affordable cuts to put on your table for the holidays.
- **Deaf BC – [VCC Game Night](#)**: VCC appears in connection with accessibility and community engagement, highlighting a "Game Night" event on campus hosted by first-year interpreting



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students at the Broadway Campus. The article notes that the students organized this voice-off, family-friendly gathering to support social interaction and inclusion for Deaf and hard-of-hearing learners.

- **Education News Canada – [VCC Asian Culinary team shines gold again on world stage](#):** This article highlights Vancouver Community College's Asian Culinary Arts team winning gold at the International Chinese Chef Master Competition in Macau, demonstrating the global calibre of VCC's culinary training. The achievement underscores the strength and uniqueness of VCC's Asian Culinary Arts program and its impact on student success.
- **Education News Canada – [VCC receives federal funding to build new Oral Health Simulation Lab at Downtown campus](#):** VCC is featured for receiving federal funding to build a new Oral Health Simulation Lab at its Downtown campus. The article highlights how the lab will enhance hands-on training for dental students through advanced simulation technology and support improved clinical skills and patient care.
- **IDP Education – [Diploma in Automotive Repair and Refinishing](#):** VCC's Automotive Repair and Refinishing diploma is profiled as a career-focused program for international students, emphasizing hands-on training and employment outcomes.

UPCOMING EVENTS

- **February 18 – Lunar New Year Celebrations:** On February 18, 11:00 a.m. - 1:00 p.m., at the Atrium in the Downtown campus, Students & Community Development in collaboration with VCC International Education and the Students' Union of Vancouver Community College (SUVCC) are pleased to host this annual event. We can find delicious spring rolls, fortune cookies, games, and lucky red pockets.
- **March 5 - Flourish 2026:** On Thursday, 7:00 p.m.-10:00 p.m. at the Event Space in the Broadway campus, hosted by the ever-engaging Fred Lee, Flourish offers a taste of VCC's finest, from dishes crafted by talented alumni and Michelin star chefs to the innovations shaping VCC classrooms.
- **March 24 – Eid al-Fitr Celebration:** On Tuesday from 11:00 a.m. – 1:00 p.m., at the Event Space in the Broadway campus, Students & Community Development in collaboration with VCC International Education and the Students' Union of Vancouver Community College (SUVCC) are pleased to host this annual event. Eid al-Fitr celebration will be filled with delicious snacks and refreshing drinks.

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

PREPARED BY: VCC Marketing & Communications
 DATE: February 4, 2026 (Last report issued November 24, 2025)



INFORMATION NOTE

PREPARED FOR:	Board of Governors
DATE:	February 5, 2026
ISSUE:	Education Council Chair Report to Board of Governors

EDUCATION COUNCIL CHAIR ELECTIONS

The elections for EdCo chair, executive, and standing committee chairs were held at the December 9, 2025 meeting. Louise Dannhauer and Emily Logan were re-elected as chair and vice-chair, respectively. Emily Simpson and Andy Sellwood continue to serve on the EdCo executive. All standing committee chairs are continuing in their roles for another year: Todd Rowlatt (Curriculum Committee), Emily Logan (Education Policy Committee), and Andy Sellwood (Education Quality Committee).

EDUCATION COUNCIL MEMBERSHIP

Adrian Lipsett, Dean of Continuing Studies, was appointed to Education Council as of January 2026, replacing Shirley Lew, Dean of Arts & Sciences. We thank Shirley for her thoughtful contributions to Education Council over the last three years.

A by-election is in progress to fill two vacant seats on Education Council (one student and one staff seat). Voting will be open from February 11 to 17, with results announced by February 20, 2026. We look forward to welcoming our new members.

NEW COURSE APPROVALS

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

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

Accordingly, EdCo approved new courses for the revised Fashion Design & Production Diploma at its December 9, 2025 meeting.

- The new course is not a required part of a program or credential.
Education Council approved course DNTL 1108 Dental Radiography Module on January 13, 2026.

PREPARED BY: Louise Dannhauer, Chair, Education Council

DATE: January 27, 2026



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: February 5, 2026

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

BACKGROUND:

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

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

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

The current proposal is to deactivate the following 10 courses, which are no longer taught:

- ACED 0702 Career Decisions & Action Plan
- ACED 0710 Work Experience
- ACED 0750 Student Success
- CCAC 1084 Communications for Health Sciences
- CMPT 1030 Introduction to Game Engines
- CMPT 1040 Introduction to 2D/3D Asset Creation
- CMPT 2030 Industry Practicum
- HAIR 1109 Salon and Spa Business 1
- HAIR 1216 Salon and Spa Business 2
- MATH 1054 Math for Health Sciences

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approves the deactivation of the 10 courses listed above.

PREPARED BY: Louise Dannhauer, Chair, Education Council

DATE: January 27, 2026



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: February 5, 2026

ISSUE: Concept Paper: Plumber Foundation Certificate

BACKGROUND:

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

The School of Trades, Technology and Design presented the concept paper for the new Plumber Foundation Certificate to Education Council on January 13, 2026.

The concept paper is attached for information.

PREPARED BY: Louise Dannhauer, Chair, Education Council

ATTACHMENT: APPENDIX A – Concept Paper – Plumber Foundation Certificate

DATE: January 27, 2026

New Concept Paper Proposal

Plumber Foundation Certificate

Name of Program:

Plumber Foundation

School/Centre:

Trades, Technology & Design

Credential Level:

Certificate

Anticipated Start Date:

January 2027

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

Contact(s)

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

PART 1: CONCEPT**Purpose and Context**

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

The Plumber Foundation program is designed to prepare students for entry-level employment and apprenticeship in the construction and piping trades. The primary goal is to provide students with the essential knowledge and practical skills required to install, repair, and maintain pipes, fixtures, and other plumbing equipment used for water distribution and wastewater disposal in residential, commercial, and industrial buildings.

Upon successful completion, students will be prepared for the following occupations identified in the B.C. Labour Market Outlook 2025:

- Plumbers (NOC 72300): This is the primary target occupation. Plumbers are listed as a "High Opportunity Occupation" in British Columbia.
- Steamfitters, pipefitters and sprinkler system installers (NOC 72301): Graduates may also find pathways into these related piping trades.
- Gas fitters (NOC 72302): Foundational skills in piping often overlap with entry-level requirements for gas fitting.

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

This program directly aligns with VCC's Strategic Innovation Plan 2022–25 in the following ways:

- **Academic Innovation:** The program meets the priority to "Deliver sustainable programming accessible and responsive to the diverse and changing learner, community, and employer needs". By launching a program for a High Opportunity Occupation (Plumber), VCC is responding directly to labour market demands in the construction sector.
- **Engaged Communities:** The program supports the goal to "Foster meaningful relationships and strategic partnerships" by preparing graduates who can immediately contribute to local construction and infrastructure projects, strengthening VCC's ties to industry.
- **Indigenization by Decolonization & Reconciliation:** The program structure will support "Indigenous-focused program delivery" and "Priority enrolment" initiatives to reduce barriers for Indigenous learners entering the trades, aligning with VCC's commitment to "improve educational and career outcomes for Indigenous people in B.C."

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

This program complements existing trades training within the School of Trades, Technology, and Design. It creates potential interdisciplinary opportunities with VCC's Drafting programs (e.g., interpretation of mechanical and plumbing blueprints) and creates a robust suite of construction-related trades alongside existing offerings (e.g., Construction Electrician, Refrigeration and Air Conditioning Mechanic). It utilizes shared shop resources and safety training modules common to VCC trades programs.

Needs Assessment

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

The program addresses the need for pre-apprenticeship training for individuals who do not yet have an employer sponsor. It provides the "Foundation" level training (equivalent to Level 1 Apprenticeship technical training) required to enter the workforce with credited hours and technical safety knowledge. This is critical for assessing aptitude and ensuring safety before students enter active construction sites. There is currently a waitlist of over 2 years at BCIT for this program.

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

The B.C. Labour Market Outlook 2025 provides strong evidence of demand:

- High Opportunity Occupation: Plumbers (NOC 72300) are explicitly listed as a High Opportunity Occupation (HOO) for the 2025-2035 period.
- Job Openings: There are 2,900 projected job openings for Plumbers in B.C. between 2025 and 2035.
- Replacement Demand: 1,730 of these openings are due to replacement (retirements), indicating a steady need to train new workers to replace an aging workforce.
- Industry Growth: The Construction industry as a whole is projected to generate 87,300 job openings over the next decade.
- Infrastructure Investment: The LMO notes that the provincial government's focus on "affordable housing, transportation infrastructure and green building initiatives will continue to fuel demand in this sector".

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

Demand for trades foundation programs remains strong due to the competitive wages and "High Opportunity" status of the plumbing trade. The LMO notes that occupations like Plumbers fall under TEER 2 (College or apprenticeship of two or more years), which appeals to students seeking practical, high-value credentials without a 4-year degree. The "Trades, transport and equipment operators" category is expected to see 168,300 job openings, ensuring students see a clear career trajectory. There is currently a waitlist of over 2 years at BCIT for this program.

Competitive Analysis

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

- Institutions: British Columbia Institute of Technology (BCIT), Kwantlen Polytechnic University (KPU), and University of the Fraser Valley (UFV) offer Plumbing Foundation programs.
- Comparison: These programs generally follow the Harmonized curriculum mandated by SkilledTradesBC. VCC's program will differentiate itself through its central urban location (Downtown/Broadway access), its specific focus on "Justice, Equity, Diversity & Inclusion" in trades training, and smaller cohort sizes designed for greater instructor support.

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

Yes, there is a plumbing articulation group with BCCAT

Student Profile

9. Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from

other institutions)? Are there other characteristics applicants should have that you identify as important?

- Primary Target: Recent high school graduates and young adults (aged 17–29) entering the workforce for the first time.
- Secondary Target: Career changers and older workers seeking stable employment in High Opportunity Occupations.
- Characteristics: Applicants should possess mechanical aptitude, physical fitness, and strong foundational math skills

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

Recruitment will leverage VCC's Brand initiatives to build a strong college presence. Strategies include:

- Highlighting the "High Opportunity" status of the trade.
- Utilizing VCC's "Indigenous student ambassadors" to recruit within Indigenous communities.
- Promoting the program to women and equity-deserving groups as a pathway to high-paying, stable careers.

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

Construction trades are traditionally male-dominated. The program aligns with VCC's priority for Empowered People and Inclusive Culture.

- Address Barriers: By reviewing curricula for "greater inclusion of diverse ways of knowing and being" and creating "culturally aware and inclusive" learning spaces
- Specific Actions: The program will actively encourage enrolment from women, Indigenous peoples, and immigrants, groups that the LMO notes are key sources of new labour supply.

Quality

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

- SkilledTradesBC: The program will be designated as a recognized Foundation program
- Technical Safety BC: Relevant gas-fitting components will align with provincial safety standards.

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

Faculty will be Red Seal Certified Plumbers with significant industry experience. If current faculty within the School of Trades do not hold this specific credential, VCC will recruit new instructors who meet the qualifications.

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

As a Foundation program, the curriculum will be heavily lab-based (experiential learning).

Admission, Delivery, and Design

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

- Length: Approximately 21 weeks (standard for Plumbing Foundation in B.C.).
- Intakes: 2 intakes per year (Fall and Spring).
- Students: 24 students per intake (based on shop safety ratios).

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

- To Program: High school graduates, or students from VCC's Academic Upgrading.
- From Program: Graduates receive credit for Level 1 Apprenticeship and approximately 375 hours of work-based training credit. They can seek employment as Apprentice Plumbers (NOC 72300).

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

- In-person: Primary delivery method due to the hands-on "Technical" skills required (equipment maintenance, installation, repair).
- Blended: Potential for theory components to be delivered online to support "Technology" infrastructure goals.

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

No. This is a cohort-based Foundation program with a single entry and exit point leading to a Certificate.

Operational Needs

19. Are there any large costs expected as part of the delivery or development of this program? Have you started discussing potential needs with the appropriate area? Consider the following areas in particular: Facilities: new classrooms/labs/computer labs,

significant renovations, space for instructors/staff, weekend delivery, etc.; IT: new hardware (e.g. computer lab), software or licenses, etc.; People Services: need for new instructor or program support staff, etc.; Library: research intensive program that requires significant library resources (databases, journals, etc.); Marketing: information about planned program and anticipated implementation date so the new program becomes part of their workplan.

- Facilities: Some capital is required to fit out a plumbing shop with piping stations, soldering booths, and drainage mock-ups. This aligns with the "Campuses of the Future" priority to design spaces optimized for success.
- People Services: Recruitment of Red Seal certified instructors.

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

The program and curriculum are set by Skilled Trades BC. There would be limited curriculum development time required to start this program.

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

- Curriculum development funds to align VCC materials with the SkilledTradesBC Harmonized Model.

Phase In/Phase Out Plan

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

N/A - This is a new program proposal.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Tuition and fees are funding sources, see attached costing.



VCCFA - Report to the Board Meeting February 2026

Another year of layoffs?

Another group of Regular Faculty received advance notice of layoff this month.

Since January of 2025, this is the fourth time we have had significant numbers of layoffs on a single day. We estimate that in total the layoffs represent over 80 fte job losses. These are people who have worked at VCC for years and have—with their families—become accustomed to their income and benefits helping them get by in this most expensive place. And they are being torn from their jobs. The jobs had/have provided a special role both for them and for society. They were playing key parts in helping students in their own personal and societal journeys.

It's important to note that before layoffs are issued in a teaching/service area, all the term faculty in that area know that they cannot expect to get another term appointment any time soon, or perhaps ever. They do not get formal layoffs and are cut off of any benefits immediately. Most of them have invested years on their own training and in working for VCC.

We understand the unfortunate necessities that are driving these layoffs and that most of them are outside the College's immediate control. In fact, we believe we have found a lot of common ground with Ajay in his and our representations to the Avison Report process.

What we don't understand is the near constant inclination of People Services to ensure that their interpretation of the Collective Agreement is effected to the last nickel. As soon as possible, people are cut off from qualifying for benefits, cut off from qualifying for PD time, their rights to recall work are restricted as much as possible; and they are cut off from any sense of having belonged to a college community. When there is any point of ambiguity in the interpretation of the Collective Agreement, we know that PS will insist on an interpretation that saves a relatively small amount of money for the College. There is little or no sign conveyed of regret that this is happening.

In some respects, the fact that the Collective Agreement regulates work to the degree it does is used as a shield against behaving in a more humane, generous manner as the person's career hopes and plans are ended.

If this was happening in all areas of the College, it perhaps would not grate as much. However, we've been told to expect another, fifth, and larger round of layoffs before the fall semester starts. Okay, we will deal with that but fair is fair, if these are the cards we've been dealt, we have to look around for commensurate "savings" being pursued in other parts of the College operation.

We don't enjoy pointing this out, but in the last few years there's been a very large increase in the number of excluded employees whose annual incomes are each higher or significantly higher than those of faculty. We estimate their number as being about six dozen. As total faculty job losses add up into the hundreds, amounting to perhaps 20% of our former capacity, we do not see anything close to commensurate cuts being made in these higher cost areas.

This is especially grating in light of the precise, constant efforts to cut relatively low-cost rights for faculty under layoff and recall.

Not so fun-fact

The audited financial statements of Douglas, Langara and VCC for the last 7 fiscals show cumulative surplus totals of approximately \$100, \$31 and \$0.7 million respectively.

Frank Cosco,
VCCFA President



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: February 5, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Program: Automotive Electronics Repair Certificate

BACKGROUND:

The School of Trades, Technology and Design is proposing a new program: the Automotive Electronics Repair Certificate. The program is aimed at domestic students and part of the suite of programs developed for the new Center for Clean Energy and Automotive Innovation.

The program is designed to train qualified technicians in the diagnosis and repair of electronic systems used in electrified vehicles, including battery electric, hybrid and fuel cell electric vehicles. The program builds on VCC's established electronics curriculum, sharing foundational courses in Term 1, allowing students to potentially transfer between programs. Five new courses were developed to complete this new program specialty, focusing on specific auto components as well as Python programming, the key programming language for automotive electronics.

While general electronics programs are available at other institutions and provide valuable foundational knowledge, this offering is unique in BC as it specifically targets automotive electronics repair at the component level. The program offers hands-on high-voltage battery and motor repair training not available elsewhere and integrates programming skills specific to automotive diagnostics.

Automotive Electronics Repair Certificate graduates will be able to meet the following program learning outcomes:

- Diagnose and repair electronic systems in electrified vehicles at an entry-level
- Conduct safe servicing and reconditioning of high-voltage battery systems, drive electronics, and EV control components in accordance with industry protocols.

- Use electronic testing equipment and diagnostic tools to interpret data, identify faults, and verify completed repairs to meet manufacturer specifications.
- Adhere to high-voltage safety procedures, shop regulations, and environmental standards specific to electrified vehicle repair.
- Demonstrate professionalism, effective communication, and attention to detail in interactions with clients, coworkers, and supervisors during repair tasks.
- Collaborate effectively as a team member in technical service environments such as EV repair shops, dealership service departments, or manufacturing support facilities.

DISCUSSION:

The proposal was reviewed by Curriculum Committee on November 18, 2025 and Education Council on December 9, 2025. Education Council unanimously approved the new curriculum.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the new Automotive Electronics Repair Certificate credential, creation of five courses as identified in the program content guide, and program implementation.

PREPARED BY: Louise Dannhauer, Chair, Education Council

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the Automotive Electronics Repair Certificate

DATE: January 27, 2026



Automotive Electronics Repair Certificate

Program Content Guide

Effective Date: September 2026

Purpose

This program is designed for individuals who wish to become qualified technicians in the diagnosis and repair of electronic systems used in electrified vehicles, including battery electric vehicles (BEVs), plug-in hybrid electric vehicles (PHEVs), hybrid electric vehicles (HEVs), mild hybrids, and fuel cell electric vehicles (FCEVs). The program emphasizes high-voltage battery servicing, electronic diagnostics, and safety procedures unique to these technologies. Graduates are prepared for entry-level roles in EV repair shops, service departments of dealerships, or North American car manufacturing and assembly plants, as well as service providers supporting the growing electric vehicle market.

Admission Requirements

- English 11 (Composition 11) with a minimum 'C' grade or equivalent
- Workplace Math 11 with a minimum 'C' grade or equivalent
- Physics 11 with a minimum 'C' grade or equivalent

OR

Departmental approval based on relevant experience

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. Students may complete up to twelve (12) credits through PLAR and/or transfer credit. Tuition and fees will still apply.

- Methods of assessment will include: Actual service records, technical documents, diagnostic logs, or artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the course assignments.
- An essay in which the applicant describes the development of their technical thinking and professional practice in relation to the themes, issues, and concepts of the course (e.g., safety, diagnostics, repair processes, and system integration).
- A successful interview with the department to confirm applied knowledge and safety practices.
- If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations.

See Policy 316 Prior Learning Assessment and Recognition for more information.

Program Duration & Maximum Time for Completion

This is a one-year certificate program delivered over two academic terms. Students are expected to complete the program within one year of full-time study. The maximum time permitted for program completion is three years.

Program Learning Outcomes

- Diagnose and repair electronic systems in electrified vehicles at an entry-level
- Conduct safe servicing and reconditioning of high-voltage battery systems, drive electronics, and EV control components in accordance with industry protocols.
- Use electronic testing equipment and diagnostic tools to interpret data, identify faults, and verify completed repairs to meet manufacturer specifications.
- Adhere to high-voltage safety procedures, shop regulations, and environmental standards specific to electrified vehicle repair.
- Demonstrate professionalism, effective communication, and attention to detail in interactions with clients, coworkers, and supervisors during repair tasks.
- Collaborate effectively as a team member in technical service environments such as EV repair shops, dealership service departments, or manufacturing support facilities.

Instructional Strategies, Design, and Delivery Mode

Instructional time is divided between classroom activities and practical workshop experiments. Classroom activities consist of lectures, simulations, demonstrations, audio-visual presentations, and hands-on exercises that provide practical working knowledge of the concepts discussed.

Extensive workshop experience is provided to reinforce theoretical concepts, develop hand skills, and build familiarity with diagnostic tools, high-voltage safety procedures, and electronic systems used in electrified vehicles.

During the first week of instruction, students will be given an orientation to the program, safety protocols, and the facilities of the College.

Evaluation of Student Learning

For each course in the program, a number of exams and formal lab projects will be undertaken by the students. The exact number of exams and lab projects will depend on the length and nature of each course and are specified in the Course Outline.

As the students are being trained for employment, professional attitude, attendance, practical skills, troubleshooting ability, and repair performance will impact their lab grades.

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

Program Considerations

- Program tasks require use of materials or chemicals that may aggravate respiratory or skin conditions
- Program tasks require handling of equipment and materials that may be heavy
- Program environment includes exposure to noise and vibration in lab/workshop environments
- Program tasks require use of fine motor skills and coordination
- Program tasks require differentiating colors for wiring and detailed visual assessments in automotive and technical work
- Program tasks require depth perception for precision work

Courses

Course #	Course Name	Credits
ELRT 1001	Alternating Current (AC) Basics	3.0
ELRT 1002	Direct Current (DC) Circuit Analysis	3.0
ELRT 1003	Power Supply Fundamentals	3.0
ELRT 1004	Technical Skills 1	5.0
ELRT 1005	Introduction to Lean Six Sigma	1.0
ELRT 1110	Automotive Electronic Control Module Repair	3.0
ELRT 1120	Python Programming for Automotive Repair	3.0
ELRT 1130	EV Electronics Lab	3.0
ELRT 1140	Electric Vehicle Motor Rebuilding	3.0
ELRT 1150	Automotive High Voltage Battery Repair	3.0

Total Program Credits: 30.0

*New Courses

Transcript of Achievement

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

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

Grading Standard

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

Grade Point Average (GPA)

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

VCC Education and Education Support Policies

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



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: February 5, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
TUITION: New Automotive Electronics Repair Certificate Program

BACKGROUND:

The School of Trades, Technology and Design has developed a new Automotive Electronics Repair Certificate to meet the evolving needs of the automotive industry as it shifts toward electrification. This 1-year (2-term), 30-credit program is designed to prepare students for qualified technician roles in diagnosing and repairing electronic systems used in electrified vehicles, including battery electric (BEV), plug-in hybrid (PHEV), hybrid (HEV), and fuel cell electric vehicles (FCEV).

The program addresses a critical labour market need for specialized skills in high-voltage battery servicing, electronic diagnostics, and safety procedures unique to these technologies. Graduates will be prepared for entry-level positions in EV repair shops, dealership service departments, and North American car manufacturing and assembly plants.

Unlike traditional automotive training, which often treats EV technology as an add-on, this curriculum is dedicated entirely to electronic systems, covering topics such as DC circuit analysis, power supply fundamentals, Python programming for automotive repair, and rebuilding electric vehicle motors.

DISCUSSION:

In recommending a tuition fee for this program, a competitive analysis was conducted to review the pricing of similar offerings in the region. The analysis reveals that VCC's program is unique in the public post-secondary landscape as a comprehensive, entry-level certificate.

Most public institutions in British Columbia offer EV skills as short micro-credentials or individual courses designed for existing mechanics to upskill, rather than as a standalone foundation program for new entrants. For example, College of the Rockies and Okanagan College offer short courses with tuition scaling accordingly.

The following table summarizes the findings:

Institution	Program	Program Hours	Estimated Tuition & Fees
BCIT	Automotive Service Technician & Ops. Diploma	728 hours	\$10,245
Okanagan College	Battery Electric Vehicle Technology (BEVT 101)	40 hours	\$1,030.00
College of the Rockies	Electric Vehicle Maintenance Technology	40 hours	\$799.00
Vancouver Community College (Proposed)	Automotive Electronics Repair Certificate Program	680 hours	\$11,453.27

Note: Costs are based on the most recent publicly available data and include mandatory ancillary/student fees for domestic students. They do not include additional expenses like books or tools unless specified.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approved tuition for the new Automotive Electronics Repair Certificate Program, effective September 2026.

\$11,453.27 (domestic)

ATTACHMENTS: Program Costing Template- 2026-27 Program Costing Template- AutomotiveElectronicsCertv3

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

Vancouver Community College
Tuition Effective Date: August 1 2026

Program Name Automotive Electronics Repair

Program Start Date September 2026

	Proposal 1
	New program
Tuition per credit per student - International	\$731.33
Tuition per student - International	\$21,939.89
Tuition per credit per student - Domestic	\$381.78
Tuition per student - Domestic	\$11,453.27
No. of Intakes	2
No. of students per intake - Domestic (projected)	24
No. of students per intake - International (proj)	0
Total students (with X FTE attrition) - Domestic	46
Total students (with X FTE attrition) - International	0
Duration - instructor months	14
Program Duration (months)	8
Duration - instructional programming days	272
Department head release days	25
Duty days per year	180
Instructor FTE required per intake	1.65
Number of credits	30
Support Staff FTE	0.50
Operational costs	15,000

Revenue

Projected Tuition revenue -Domestic	\$	538,304
Projected Tuition revenue - International	\$	-
Projected Tuition revenue -Other Fees	\$	18,631
Total revenue (projected)	\$	556,935

Instructor

Salary (step 1)	\$	195,662
Benefits (28%)	\$	54,785
Total instructor costs	\$	250,448

Support Staff

Salary (Step 5)	\$	35,569
Benefits (30.5%)	\$	10,849
Total support staff costs	\$	46,418

Total labour cost

\$ 296,866

Operational costs

Operational Expenses	\$	15,000
Capital/Technology/Equipment	\$	-
Curriculum Renewal	\$	18,000
Intl Student Agency Fees	\$	-
Total operational costs	\$	33,000

Indirect student support

Indirect student support	\$	197,920
Total indirect student support	\$	197,920

Total expenditures

\$ 527,785

Net contribution to VCC overhead / (Deficit)

\$ 29,149



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: February 5, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
 New Program: Automotive Parts, Service Advising and Collision Estimating Certificate

BACKGROUND:

The School of Trades, Technology and Design is proposing a new program: the Automotive Parts, Service Advising and Collision Estimating Certificate. The program is aimed at domestic students. Graduates will be prepared for customer-facing roles in the automotive industry, including parts technician, service advisor, warranty administrator, and collision estimator. Students will acquire foundational technical knowledge of automotive systems, customer service skills, and business process expertise, enabling them to succeed in dealership, repair, and collision environments.

There is high industry demand for professionals with customer service and communications skills. There are currently no comprehensive certificate programs in B.C. that combine automotive parts, service advising, and collision estimating. Some private training exists in collision estimating software, but offerings are fragmented. This program is unique in integrating all three areas, providing broader employability and more flexible career pathways. The curriculum also aligns with SkilledTradesBC's Parts Technician Level 1.

Automotive Parts, Service Advising and Collision Estimating Certificate graduates will be able to meet the following program learning outcomes:

- Identify and interpret automotive parts, components, and systems using industry-standard resources.
- Provide accurate service recommendations using vehicle history, customer concerns, and manufacturer specifications.
- Communicate effectively with customers, technicians, and suppliers.

- Apply inventory control, procurement, and cataloguing practices in a parts department setting.
- Use dealership management systems (DMS), electronic catalogues, and parts lookup software.
- Interpret service estimates, warranty policies, and repair procedures.
- Demonstrate professional conduct and customer service in a retail/service environment.
- Interpret collision damage and prepare basic estimates using autobody industry standards and software tools.
- Adhere to safety regulations and workplace procedures.

DISCUSSION:

Curriculum Committee reviewed the proposal on December 16, 2025 and commended the program design, particularly noting the focus on communication and customer service.

Education Council unanimously approved the new curriculum at its January 13, 2026 meeting.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the new Automotive Parts, Service Advising and Collision Estimating Certificate credential, creation of 10 courses as named in the program content guide, and program implementation.

PREPARED BY: Louise Dannhauer, Chair, Education Council

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the Automotive Parts, Service Advising and Collision Estimating Certificate

DATE: January 27, 2026



**Automotive Parts, Service
Advising and Collision Estimating
Certificate**

Program Content Guide

Effective Date: September 2026

Purpose

This certificate prepares students for entry-level positions in the automotive industry as Parts Technicians, Service Advisors, and Autobody Estimators. Students gain both hands-on experience and theoretical knowledge in automotive systems, parts and inventory systems, service writing, customer communication, dealership operations, and collision damage estimating.

Emphasis is placed on customer service, safety, technology, and industry best practices. Graduates will be prepared to begin careers in customer-facing and technical support roles, with pathways into supervisory, management, or insurance estimating positions as experience is gained.

Admission Requirements

- Grade 12 graduation, or equivalent
- Composition 12 with a minimum 'C-' grade, or equivalent
- Workplace Math 10 with a minimum 'C-' grade, or equivalent

Department Assessment:

If you are unable to provide either of the above, you can contact the Department Head to make an appointment for a department assessment.

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 65% of the total program credits through PLAR and/or transfer credit. Tuition and fees will still apply. Methods of PLAR assessment vary by course and may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. See Prior Learning Assessment and Recognition policy or contact transfercredit@vcc.ca for more information.

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

Program Duration & Maximum Time for Completion

The program is 8 months in length. Students have a maximum of three (3) years to complete the program.

Program Learning Outcomes

- Identify and interpret automotive parts, components, and systems using industry-standard resources.
- Provide accurate service recommendations using vehicle history, customer concerns, and manufacturer specifications.
- Communicate effectively with customers, technicians, and suppliers.

- Apply inventory control, procurement, and cataloguing practices in a parts department setting.
- Use dealership management systems (DMS), electronic catalogues, and parts lookup software.
- Interpret service estimates, warranty policies, and repair procedures.
- Demonstrate professional conduct and customer service in a retail/service environment.
- Interpret collision damage and prepare basic estimates using autobody industry standards and software tools.
- Adhere to safety regulations and workplace procedures.

Instructional Strategies, Design, and Delivery Mode

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

Evaluation of Student Learning

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

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

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

Students must have a minimum grade of 70% (2.67) to successfully complete each course, and a minimum cumulative grade point average of 2.67 upon completion of all courses to successfully graduate.

Program Considerations

- Program tasks require differentiating colours for safety codes, wiring, and detailed visual assessments in automotive work.
- Program environment involves exposure to:
 - Automotive chemicals, including fuels, oils, lubricants, coolants, and cleaning agents;
 - Dust and airborne particles; and
 - Loud machinery noise, power tools, and equipment vibrations

Courses

Course #	Course Name	Credits
AUTO 1010	Introduction to Automotive Industry	2.5
AUTO 1020	Automotive Systems Fundamentals	2.5
AUTO 1030	Customer Service & Communication Skills	2.5
AUTO 1040	Parts & Inventory Management 1	2.5
AUTO 1050	Safety and Shop Procedures	2.5
AUTO 1135	Service Advising & Repair Order Writing	2.5
AUTO 1145	Parts & Inventory Management 2	3.0
AUTO 1155	Dealership & Warranty Operations	2.5
AUTO 1165	Computer Applications for Parts & Service	2.5
AUTO 1175	Autobody Collision Estimating	2.5

Total Program Credits: 25.5

Transcript of Achievement

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75	Minimum Progression	2.67
F	0-69	Failing Grade - unable to proceed to next Term	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
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: February 5, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL**
 TUITION: New Automotive Parts Service Advising and Collision Estimating Program

BACKGROUND:

The School of Trades, Technology and Design has developed a new Automotive Parts, Service Advising and Collision Estimating Certificate to meet the diversified needs of British Columbia's automotive industry. This 8-month, 25.5-credit program is designed to prepare students for multiple entry-level positions, including Parts Technicians, Service Advisors, and Autobody Estimators.

The program addresses a critical labour market need for customer-facing and technical support roles in the automotive sector. Unlike traditional "under-the-hood" technician training, this curriculum emphasizes customer service, inventory systems (DMS), procurement, and collision damage estimating.

Labour market outlooks for British Columbia indicate stable to moderate demand for automotive service support roles, particularly in the Lower Mainland and Thompson-Okanagan regions. As vehicle complexity increases—specifically with the adoption of electric vehicles—dealerships require staff with specialized knowledge in parts procurement and technical advising. By combining these three distinct skill sets (Parts, Service, Estimating) into a single certificate, VCC offers a unique, comprehensive pathway that aligns with industry demands for versatile employees.

DISCUSSION:

In recommending a tuition fee for this program, a competitive analysis was conducted to review the pricing of similar programs.

The analysis reveals that VCC's program is unique in the public post-secondary landscape. Most public institutions offer these skills as short, separate citations (e.g., "Parts only" or "Advising only") rather than a comprehensive 8-month certificate. The closest direct competitor offering a combined curriculum is in the private sector (Automotive Training Centre).

The proposed tuition positions VCC aggressively against the private sector leader while reflecting the higher value of a combined, 8-month credential compared to shorter public sector offerings.

The following table summarizes the findings:

Institution	Program	Program Hours	Estimated Tuition & Fees
Automotive Training Centre (Private)	Automotive Service Consultant & Collision Estimating	Not publically available	\$9,945.00
Automotive Training Centre (Private)	Automotive Service Operations Specialist	Not publically available	\$11,825.00
Kwantlen Polytechnic Univ. (KPU)	Parts, Warehousing, Logistics & Distribution	600	\$2,900.00
Vancouver Community College (Proposed)	Automotive Parts Service Advising and Collision Estimating Program	545	\$9,926.17

Note: Costs are based on the most recent publicly available data and include mandatory ancillary/student fees for domestic students. They do not include additional expenses like books or tools unless specified.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approved tuition for the new Automotive Parts Service Advising and Collision Estimating program, effective September 2026.

\$9,926.17 (domestic)

ATTACHMENTS: Program Costing Template-Automotive Parts Service Advising and Collision Estimating FINAL 12.12.25

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

Vancouver Community College
Tuition Effective Date: August 1 2026

Program Name Automotive Parts, Service Advising and Collision Estimating
Program Start Date September 2026

	Proposal 2
Scenarios	1 intake
Tuition per credit per student - International	\$731.33
Tuition per student - International	\$19,014.57
Tuition per credit per student - Domestic	\$381.78
Tuition per student - Domestic	\$9,926.17
No. of Intakes	1
No. of students per intake - Domestic (projected)	24
No. of students per intake - International (proj)	0
Total students (with X FTE attrition) - Domestic	24
Total students (with X FTE attrition) - International	0
Duration - instructor months	5
Program Duration (months)	8
Duration - instructional programming days	98
Department head release days	25
Duty days per year	180
Instructor FTE required per intake	0.68
Number of credits	26
Support Staff FTE	0.25
Operational costs	5,000

Revenue

Projected Tuition revenue -Domestic	\$	238,228
Projected Tuition revenue - International	\$	-
Projected Tuition revenue -Other Fees	\$	8,579
Total revenue (projected)	\$	246,807

Instructor

Salary (step 1)	\$	81,032
Benefits (28%)	\$	22,689
Total instructor costs	\$	103,721

Support Staff

Salary (Step 5)	\$	17,785
Benefits (30.5%)	\$	5,424
Total support staff costs	\$	23,209

Total labour cost **\$ 126,930**

Operational costs

Operational Expenses	\$	5,000
Capital/Technology/Equipment	\$	-
Curriculum Renewal	\$	14,560
Intl Student Agency Fees	\$	-
Total operational costs	\$	19,560

Indirect student support

Indirect student support	\$	87,894
Total indirect student support	\$	87,894

Total expenditures **\$ 234,384**

Net contribution to VCC overhead / (Deficit) **\$ 12,423**



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: February 5, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Program Discontinuance: Pre-Health Sciences Certificate Program

BACKGROUND:

The Pre-Health Sciences Certificate program was established in 2017 as a joint initiative between the School of Arts and Sciences and the School of Health Sciences. The intent was to support a broad range of learners, including recent high school graduates exploring career options, mature students pursuing career changes, and individuals waiting for admission into health-related programs.

Despite these intentions, the program has not achieved viable enrolment and has never been offered. The Registrar's Office confirms that no students have been enrolled since inception—only three seat offers were made in 2019, with none in other years. The program has since remained inactive and under review.

Because the program spans two schools, both the Interim Dean of the School of Health Sciences and the Dean of Arts and Sciences reviewed the matter jointly. After consultation with their respective department leaders, all parties support the discontinuance of the program due to sustained lack of enrolment and demand.

DISCUSSION:

Education Council reviewed the proposal at its January 13, 2026 meeting.

As outlined in the procedures for VCC Policy 414 Suspension and/or Discontinuance of Programs, the first step in retiring a program is to formally initiate a suspension of the program. After two years of suspension, a decision on program discontinuance can be made.

In this case, the Education Council Executive supported the approach of moving straight to discontinuance without a prior period of suspension, since the program never ran. Education Council agreed with this approach and voted in favour of the proposal.

RECOMMENDATION:

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

PREPARED BY: Louise Dannhauer, Chair, Education Council

DATE: January 27, 2026



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: February 5, 2026

ISSUE: **2025/26 Forecast to Budget and Procurement Status Update**

2025/26 January 2026 Forecast to Budget Overview

As shown in **Table 4**, Vancouver Community College (VCC) is projecting a deficit of approximately \$4.05 million for the 2025/26 fiscal year, based on nine months of actual results and three months of forecast. Total revenue is forecasted at \$174.7 million, which is \$3.2 million above budget (\$171.4 million) but \$11.7 million lower than the prior year (\$186.4 million). Within this, domestic tuition revenue is projected to exceed the original budget by \$169K, and international revenue is projected to exceed budget by \$810K. **(Table 1, 2 and 3).**

The School of Hospitality, Food Studies and Applied Business domestic tuition revenue is projected at \$57,044 above budget; international tuition revenue is \$266K above budget. While Project Management and Hospitality programs are expected to contribute \$1.4 million in additional international tuition revenue, this increase is offset by reduction of \$1.24 million in Accounting, Marketing, Culinary, and Business Management programs

The School of Trades, Technology and Design's domestic tuition revenue is forecasted to be \$268K above budget, primarily due to higher enrolments in the Electronics, Auto Collision and Hair Design & Skin/Body Therapy programs by \$186K above budget and \$100K from the newly added Electrical Foundation program. However, this increase is partially offset by decrease \$71K in domestic tuition from the CAD & BIM and Digital Media Design program. International tuition revenue is projected to be lower than the budget by \$152K, mainly due to lower enrolment in the Hair Design & Skin/Body Therapy, Auto Technician and Heavy Electronic programs by \$319K. However, the Heavy Duty and Digital Media Design programs are \$121K above budget.

The School of Health and Science domestic tuition revenue is expected to be \$143K below budget, primarily in Healthcare Assistant, Practical Nursing and Dental Tech programs. International tuition revenue is forecasted at \$101K below budget, mostly from Dental Tech program. The School of Arts and Sciences domestic tuition is forecasted at \$17,997 below budget, while international tuition revenue is \$499K above budget. ECCE program domestic tuition is expected to be \$181K below budget, but ECCE international tuition is \$100K above budget, University Transfer (UT) programs are contributing \$297K above budget.

Continuing Studies domestic tuition revenue is forecasted at \$352K above budget from MDRT, Renal Dialysis and Paralegal programs, and international tuition revenue is \$299K above budget from Cyber Security program. Centre for Education Excellence domestic tuition is projected to exceed \$131K from Instructor Diploma program.

Total Expenses are forecasted to be \$178.7 million, which is \$7.3 million above budget (\$171.4 million), and \$7.5 million lower than the prior year (\$186.2 million). The variance above budget is primarily attributable to higher salary and benefit expenses. These costs arise from the College's contractual obligations to provide continued compensation for employees during and following delayed workforce adjustments resulting from reduced international enrolment and due to unbudgeted increase in enrolments, as well as increased faculty sick leave expenses by \$600K..

The January forecast has been updated to reflect January enrolment. However, uncertainty remains regarding potential changes to IRCC policies, which continues to affect planning for certain programs. As a result, January international enrolment has declined further in some areas. Management is closely monitoring the situation and will continue to assess potential impacts.

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

PREPARED BY: Jamie Choi, Executive Director FS & CFO

DATE: January 23, 2026

Summary – Forecast Revenue by School

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

	Current Year 2025/26 Forecast (Apr 2025 - Mar 2026)	Current Year 2025/26 Budget (Apr 2025 - Mar 2026)	Variance (Forecast vs Budget)	Prior Year 2024/25 Actuals (Apr 2024 - Mar 2025)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	2,504,287	2,152,078	352,209	2,536,944	(32,657)
SCHOOL OF ARTS AND SCIENCES	2,089,343	2,107,340	(17,997)	1,839,715	249,629
SCHOOL OF HEALTH	4,882,485	5,026,235	(143,750)	4,519,218	363,267
SCHOOL OF HOSP, FOOD & BUSINESS	1,957,320	1,900,276	57,044	1,716,490	240,830
CENTER FOR EDUCATION EXCELLENCE	779,392	647,734	131,658	1,000,271	(220,879)
SCHOOL OF TRADES, TECH & DESIGN	3,342,850	3,074,660	268,190	3,085,450	257,400
	15,555,678	14,908,323	647,355	14,698,088	857,590

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

	Current Year 2025/26 Forecast (Apr 2025 - Mar 2026)	Current Year 2025/26 Budget (Apr 2025 - Mar 2026)	Variance (Forecast vs Budget)	Prior Year 2024/25 Actuals (Apr 2024 - Mar 2025)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	3,781,912	3,482,406	299,506	8,075,403	(4,293,491)
SCHOOL OF ARTS AND SCIENCES	4,663,403	4,163,663	499,740	3,840,483	822,920
SCHOOL OF HEALTH	2,683,374	2,784,881	(101,507)	2,333,317	350,057
SCHOOL OF HOSP, FOOD & BUSINESS	29,341,160	29,075,103	266,057	51,736,460	(22,395,300)
CENTER FOR EDUCATION EXCELLENCE	0	0	0	5,714	(5,714)
SCHOOL OF TRADES, TECH & DESIGN	10,943,035	11,095,984	(152,949)	12,873,848	(1,930,812)
	51,412,885	50,602,037	810,848	78,865,226	(27,452,341)

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

	Current Year 2025/26 Forecast (Apr 2025 - Mar 2026)	Current Year 2025/26 Budget (Apr 2025 - Mar 2026)	Variance (Forecast vs Budget)	Prior Year 2024/25 Actuals (Apr 2024 - Mar 2025)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	6,286,199	5,634,484	651,715	10,612,347	(4,326,148)
SCHOOL OF ARTS AND SCIENCES	6,752,746	6,271,003	481,743	5,680,198	1,072,548
SCHOOL OF HEALTH	7,565,859	7,811,116	(245,257)	6,852,535	713,324
SCHOOL OF HOSP, FOOD & BUSINESS	31,298,480	30,975,379	323,101	53,452,950	(22,154,470)
CENTER FOR EDUCATION EXCELLENCE	779,392	647,734	131,658	1,005,984	(226,592)
SCHOOL OF TRADES, TECH & DESIGN	14,285,886	14,170,644	115,242	15,959,298	(1,673,412)
	66,968,562	65,510,360	1,458,202	93,563,313	(26,594,751)

**Statement of Operations – Comparison to Budget and Prior Year
2025/26 Forecast with Nine Months Actual (Ended December 31, 2025) and Three Months Forecast**

Table 4:

(In \$ Thousands)	Current Year 2025/26 Forecast (9 + 3)	Current Year 2025/26 Budget	Forecast vs Budget	Comments	Prior Year 2024/25 Actuals	Current Year Forecast vs Prior Year Actuals
Province of B.C. Grants & Contributions	81,697	80,723	474	Includes BC Gov't Grants & Contributions. Additional Tech Funding \$284K and HCA funding \$120K.	58,396	23,301
Future Skills Grant	147		147		346	(199)
Tuition and student fees	70,357	69,451	906	Table 1, 2 & 3	98,424	(28,067)
Other Grants & Contract Services	1,113	626	487	ECE \$226K increased, unbudgeted Administrative Accounting and Bookkeeping \$271K added	7,047	(5,935)
Sales of goods and services	5,408	5,501	(93)		5,954	(546)
Miscellaneous income	3,306	3,177	130		3,347	(41)
Donation income (Foundation Related)	1,384	800	584	Additional bursaries/scholarships awarded	962	423
Amortization of deferred capital contribution	8,307	7,339	968	Increased due to addition of restricted capital	7,405	903
Interest income	2,993	3,848	(855)	Decreased due to reduced cash balance	4,594	(1,601)
REVENUES	174,712	171,464	3,248		186,474	(11,762)
SALARY AND BENEFIT EXPENSES	129,171	122,431	(6,740)	Salary and benefit costs increased due to the college's contractual obligations to provide continued compensation for employees during /following delayed workforce adjustments and due to unbudgeted increase in enrolments \$5.5 M; faculty sick leave and associated benefit costs increased \$600K; additional severance for September workforce adjustment \$500K	134,416	5,245
Supplies and general expenses	14,207	14,139	(67)		14,903	696
Bursary/Scholarship	1,384	800	(584)	Additional bursaries/scholarships awarded	962	(423)
Professional fees	12,323	12,335	12		14,570	2,247
Building and telecom	7,860	8,053	193		8,118	258
Cost of Goods Sold	3,442	3,601	159		3,630	188
Depreciation Expense	10,376	10,104	(272)		9,683	(693)
OPERATING EXPENSES	49,592	49,033	(559)		51,866	2,274
TOTAL EXPENSES	178,764	171,464	(7,300)		186,283	7,519
NET SURPLUS (DEFICIT)	(4,051)		(4,051)		192	(4,243)