



Vancouver Community College Board of Governors
Public Meeting Agenda
May 27, 2020 at 5:30 p.m

Via Zoom Video:

<https://vcc.zoom.us/j/69232153355?pwd=T0lWQjJvcHdFSVYk1OERYVnFJaEFidz09>

Via Zoom Phone:

+1 778 907 2071 OR +1 647 374 4685

Meeting ID: 692 3215 3355

Password: 748297

ATTENDANCE

Board Members

Joey Hartman (Chair, Board/HR Committee)
Libby Davies (Vice Chair)
Garth Manning (Chair, Governance)
Mike Tourigny (Chair, Finance & Audit)
Armor Valor Corrales
Chloe Lau
Erin Klis
Mahin Rashid
Nadia Belokopitov
Navreet Kaur Thind
Rene John Nicolas
Shobha Rajagopalan
Seung Oh
Sue Hammell

Staff Resources

Jamie Choi CFO (Interim)
Clodine Sartori VP, People & Culture (Acting)
David Wells VP, Academic & Applied Research
Ian Humphreys VP, Administration
Elmer Wansink AVP, IT & Chief Information Officer
Jane Shin AVP, Student Success
Karen Wilson ED, Marketing & Communications
Brett Griffiths Dean, Trades, Technology & Design
Claire Sauvé Dean, Continuing Studies (Interim)

Guests

Taryn Thomson President, VCC Faculty Association
Chris Joyce President, CUPE Local 4627
Sydney Sullivan Exec. Director, Student Union of VCC

Ex-Officio

Ajay Patel President & CEO (Interim)
Elle Ting Chair, Education Council

Board Secretary

Deborah Lucas

**VCC recognizes and acknowledges the Musqueam, Squamish and Tsleil-Waututh people,
on whose traditional and unceded territories we live, learn and work.**

Item	Topic	Action	Speaker	Time	Attach	Page
1.	CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS		J. Hartman/ A. Patel	5 min	--	--
2.	APPROVAL OF AGENDA/CONSENT AGENDA					
	<i>"THAT the VCC Board of Governors approve the agenda and approve/ acknowledge receipt of the following items on the consent agenda."</i>	Decision	J. Hartman	2 min		
	2.1 Minutes – Mar 25, 2020 Public Board Mtg				✓	3
	2.2 Board correspondence				✓	8
	2.3 News & Events				✓	9
	2.4 2020/21 Board of Governors Mtg Schedule				✓	12
	2.5 VCCFA Report				✓	13

3.	ACTION TRACKER					
	No items to bring forward from Mar 25, 2020	Info	J. Hartman	1 min	--	--
4.	COVID-19 UPDATE	Info	A. Patel	5 min	--	--
5.	CONSTITUENCY GROUP REPORTS					
	5.1 CUPE Local 4627	Info	Constituency	5 min	--	--
	5.2 VCCFA		Reps	each	✓	13
	5.3 SUVCC				--	--
6.	EDUCATION COUNCIL REPORT					
	6.1 EdCo Chair Report	Info	E. Ting	5 min	✓	15
	6.2 Revisions to 2020-23 Academic Plan	Decision	E. Ting	5 min	✓	19
	6.3 2021-22 Academic Schedule	Decision	E. Ting	5 min	✓	55
	6.4 Credential - Addictions Counselling Advanced Certificate	Decision	E. Ting	5 min	✓	61
7.	FINANCE AND AUDIT COMMITTEE REPORT					
	7.1 Chair's Report	Info	M. Tourigny	5 min	--	--
	7.2 Financial Performance – Period End Mar 31, 2020	Info	M. Tourigny	5 min	✓	68
	7.3 2019/20 Audited Financial Statements	Decision	M. Tourigny	10 min	✓	74
	7.4 Tuition - Addictions Counselling Advanced Certificate	Decision	M. Tourigny	5 min	✓	101
	7.5 Tuition - Electronics Repair Technology Diploma	Decision	M. Tourigny	5 min	✓	104
8.	GOVERNANCE COMMITTEE REPORT					
	8.1 Chair's Report	Info	G. Manning	5 min	--	--
9.	HUMAN RESOURCES COMMITTEE REPORT					
	9.1 Chair's Report	Info	J. Hartman	5 min	--	--
10.	NEW BUSINESS	Info	J. Hartman	5 min	--	--
11.	NEXT MEETING & ADJOURNMENT					
	Next meeting: Jun 24, 2020	Info	J. Hartman	1 min	--	--



VANCOUVER COMMUNITY COLLEGE BOARD OF GOVERNORS
DRAFT PUBLIC MEETING MINUTES

March 25, 2020

5:30 p.m. Zoom Video/Telephone Conference

ATTENDANCE

Board Members

Joey Hartman (Chair, Board/HR Committee)
 Libby Davies (Vice Chair)
 Garth Manning (Chair, Governance)
 Mike Tourigny (Chair, Finance & Audit)
 Armor Valor Corrales
 Chloe Lau
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Clodine Sartori	VP, People & Culture (Acting)
David Wells	VP, Academic & Applied Research
Elmer Wansink	AVP, IT & Chief Information Officer
Jane Shin	AVP, Student Success
Karen Wilson	ED, Marketing & Communications

Guests

Taryn Thomson	President, VCC Faculty Association
Chris Joyce	President, CUPE Local 4627
Sydney Sullivan	Exec. Director, Student Union of VCC

Board Secretary

Deborah Lucas

Ex-Officio

Ajay Patel	President & CEO (Interim)
Elle Ting	Chair, Education Council

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1. CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS

- J. Hartman called the meeting to order at 5:39 p.m., presented the land acknowledgement and opening remarks:
 - Thanked the Emergency Operations Centre (EOC) committee, staff, faculty and students for supporting the transition to online operations. Acknowledged essential services staff who are onsite, including but not limited to Security, Facilities, IT and Financial Services.
 - The 2020/21 Ministry Mandate Letter has been received by the Board and posted publicly on VCC.ca.
 - On Feb 28, 2020, Premier Horgan & Minister Mark announced the BC Access Grant at VCC's Annacis Island Campus. Board member, A. Corrales, attended on behalf of the Board. As requested by student groups, this grant will be available to students at the beginning of their studies to help with up-front tuition costs, rather than at the end. The SUVCC was acknowledged for continuing to campaign on behalf of students.
- A. Patel:
 - Thanked the Board, EOC committee and VCC community for their support through the COVID-19 pandemic. He acknowledged all areas of the College for the speedy transition to online learning and work from home operations.
 - Welcomed to VCC, Dr. Ian Humphreys to the role of VP Administration effective Apr 1 and Sladjana Borovcanin as the College's new Director of Facilities Management, effective Mar 2.

2. APPROVAL OF AGENDA AND CONSENT AGENDA

MOTION: THAT the VCC Board of Governors approve the Mar 25, 2020 agenda and approve/acknowledge receipt of the following items on the consent agenda:

2.1 Minutes – Feb 19, 2020 Public Board Meeting

2.2 Board Correspondence

Moved, Seconded & CARRIED (Unanimously)

3. ACTION TRACKER

No actions to report.

4. CONSTITUENCY GROUP UPDATES

4.1 CUPE Local 4627

- No report.

4.2 Vancouver Community College Faculty Association (VCCFA)

- Due to the change in meeting format and for the purpose of further preparation, the VCCFA postponed a short presentation by Adult Basic Education (ABE) staff and students on the subject of layoffs. Another opportunity will be pursued.

4.3 Student Union of Vancouver Community College (SUVCC)

- Executive Director, S. Sullivan addressed the Board and expressed appreciation for the support the College continues to provide students, giving them the tools & resources to work-through the COVID-19 crisis.
- It is the SUVCC's view that the level of contingency funds in the 2020/21 budget is low, given the current situation and uncertainty of international and domestic enrolment. There is concern that increased international tuition will be used to bridge the gap. The SUVCC would like to continue discussion regarding jurisdiction for international tuition approval.

CHAIR'S NOTE:

J. Hartman addressed the Board and stated that decisions on budget and planning matters are to be made with the understanding that COVID-19 pandemic impact assessments will likely result in adjustments. While VCC is in flux, decisions under agenda items 5 and 6 could be revisited.

5. EDUCATION COUNCIL (EdCo)

5.1 Chair's Report

- EdCo Chair, E. Ting, addressed the Board and referenced the report included in the meeting materials.
- As the result of the recent by-election, EdCo has filled all seven vacancies and orientation for the new members has commenced.
- EdCo will be engaging with both VCC leadership and the Academic Governance Council (AGC) to explore efficiencies in the current practice of presenting the Enrolment Plan and Academic Plan and annual budget to EdCo at the same time. With all three documents informing each other and the tight timeline for review and recommendation, accommodating fulsome enquiry and discussion is challenging.

5.2 2020/21 Enrolment Plan

- E. Ting presented the 2020/21 Enrolment Plan, included in the materials, as well as referencing the Addendum sent by email and drafted by D. Wells. The Addendum corrected numbers for ABE Lab, College Foundation Maths and Science, Access to Careers Education, Basic Education. It was confirmed there are no new intakes in Heavy Duty/Commercial Transport in 2020/21, since the International Heavy Mechanical Trades run only one cohort every 18-24 months.

- The 2019-20 Actual FTE data is up to Feb 28, 2020. The 2020-21 budgeted FTE data is generated by Finance, using projected totals where the freeze/census date of the section falls within the fiscal year.

MOTION: THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, the 2020-2021 Enrolment Plan.

Moved, Seconded & CARRIED (Unanimously)

5.3 Academic Plan 2020-23

- The 2020-2023 Academic Plan is a transitional document, as the College moves from the Integrated College Plan (ICP) to the Academic Master Plan (AMP) and Strategic Innovation Plan (SIP). Including the Campus Master Plan (CMP), they all speak to one another, e.g. facilities accommodations for curriculum development and campuses of the future.
- The Academic Plan focuses on two of the five Key Success Drivers (KSDs) from the ICP: educational quality and business development. Its priority is the next 3-years. The remaining three KSD's (operational excellence, financial stability, and reputational management) are addressed in the SIP, which is a high-level 10-year planning document.

MOTION: THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at the meeting, the 2020-23 Academic Plan.

Moved, Seconded & CARRIED (Unanimously)

6. FINANCE AND AUDIT COMMITTEE REPORT

6.1 Chair's Report

- Finance and Audit Committee (FAC) Chair, M. Tourigny, addressed the Board. FAC met on Mar 11, 2020 and under its purview, approved the following items:
 - VCC enter into a Request For Proposals (RFP) process to award a 5-year contract for an online registration system for Continuing Studies.
 - VCC enter into an Invitation to Tender (ITT) process for Rooftop Day Care Playground Renewal Project at VCC's Broadway campus.
- FAC reviewed the Financial Performance and approved, for recommendation to the Board, the 2020/21 Operating and Capital budgets.

6.1 Financial Performance (Period End Jan 31, 2020)

- The Financial Performance Report for the period ended Jan 31, 2020 was presented in the meeting materials.
- Total revenue for the period is \$101M. (\$2.2M above budget). VCC is projecting a year-end net surplus of \$350K.

6.3 Capital Budget 2020/21

- FAC approved the 2020/21 Capital Budget for recommendation to the Board. Funded through VCC internal capital, a budget of \$3.0M will be allocated for facilities improvements e.g. furniture and equipment, classroom enlargement and IT projects not covered under the tech refresh leasing program.

MOTION: THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the \$3.0 million 2020/21 Capital Budget, as presented at the March 25, 2020 meeting.

Moved, Seconded & CARRIED (Unanimously)

6.3 Operating Budget 2020/21

- After initial review in Jan 2020, FAC approved the final draft of the 2020/21 Operating Budget for recommendation to the Board. The budget assumptions, Statement of Operations and 2020/21 budget vs 2019/20 forecast were presented as supporting documents.
- The budgeted contingency does not take into consideration potential impacts from COVID-19, which could include a significant reduction in tuition revenue; which at this point is still challenging to estimate. To increase the contingency fund, VCC would need to increase revenue or decrease expenses.

MOTION: THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the \$3.0 million 2020/21 Capital Budget, as presented at the March 25, 2020 meeting.

Moved, Seconded & CARRIED (Unanimously)

7. GOVERNANCE COMMITTEE REPORT

7.1 Chair's Report

- Governance Committee met on Mar 6, 2020 and welcomed new members S. Hammell and A. Corrales.
- At the request of the Admin Policy Committee (APC), Governance Committee advised them that the approval body for the revised policy D.4.2. Student Complaints, should be the Board. Given the Board's governance function, in terms of oversight of the president, this will eliminate an actual or perceived conflict of interest, in the event the respondent is the president.
- The process for the 2020 Board Evaluation was established and presented to the Board. The annual survey is scheduled to be deployed Apr 2020, however, the timeline is flexible and dependant on available staff resources.
- The Committee will commence a review of policy A.1.1 Board Meetings, with the view of rescinding it and amending G.2.0 Board Governance Bylaw to include matters for discussion In Camera, Special Board meetings and other amendments to the bylaw, identified through the review process. The Board Chair will attend the next meeting on May 6, 2020, for the initial discussion around board meeting structure, governance best practices and board fiduciary responsibilities.

8. HUMAN RESOURCES COMMITTEE REPORT

8.1 Chair's Report

- The Human Resources Committee are finalizing the details related to the permanent President position.

9. OTHER BUSINESS

9.1 COVID-19 Update

- A. Patel, S. Aulakh and Senior Team presented an update on COVID-19. The messaging from the Ministry is that BC's Post Secondary Education (PSE) institutions are open and will continue to provide quality learning even though it maybe through alternative delivery methods. PSE's are expected to leverage their strengths and talents to support a provincial response to the pandemic. PSE's are well positioned to shape and build BC.
- A. Patel commented that VCC must prepare for what is coming, prioritising health and safety, but meeting the needs of the college community. He expressed appreciation for the collaborative efforts of staff, faculty and students and thanked S. Aulakh the Board for their support.
- S. Aulakh briefed the Board on the work of the Emergency Operations Centre (EOC).
- There is currently no data on international students who may have left Canada and modifications to international program delivery is still being determined.
- VCC will commence collecting assessment and impact data, to project the medium to long-term impact. Additional government restrictions are to be announced, which will likely continue into May.

- To be fully informed, VCC has connected with many sources e.g. Public Health Office, Post Secondary Employers Association, different Health Authorities, Immigration, Refugees and Citizenship Canada, College & Institutes Canada, BC Colleges.
- An emergency relief fund has been established to support students facing financial challenges at this time. Both international and domestic can apply. Student Services are working with the SUVCC to determine what other supports are needed. Recognising the need for more mental health supports, the Ministry will be providing information on additional resources.
- VCC is currently responding to a request to open the downtown campus, to provide services to the downtown eastside community.
- The Board appreciates the work conducted by Management, the EOC, staff and faculty in keeping operations running and providing support services.
- A. Corrales acknowledged VCC alumni and students who are working on the frontline during the pandemic.

10. NEXT MEETING & ADJOURNMENT

- The next Board of Governors Public Board meeting is on May 27, 2020. With no further business, the meeting adjourned at 7.11 p.m.

APPROVED AT THE MAY 27, 2020 PUBLIC BOARD MEETING

Joey Hartman
Board Chair
VCC Board of Governors



Board of Governors Public Meeting
May 27, 2020

BOARD OF GOVERNORS CORRESPONDENCE

DATE	FROM	DETAIL
16 Apr, 2020	Shantal Ivits, Department Head, Basic Education, VCC	Adult Literacy and concerns regarding the future of Basic Education programs at VCC.
17 Apr, 2020	SEIU Local 2 (Service Employees International Union)	"From Invisible to Essential" campaign.
27 Apr, 2020	Minister & Deputy Minister - Advanced Education, Skills & Training	Board of Governors appointments. Renewed terms: J. Hartman, M. Tourigny, S. Hammell, S. Oh, N. Belokopitov
28 Apr, 2020	Students Union of VCC	Letter of support for Adult Basic Education (ABE) programs at VCC.
30 Apr, 2020	Ministry of Finance, Crown Agencies and Board Resourcing Office	Notification that May 19, 2020 Governing in Public Interest event is postponed to Spring 2021.
7 May, 2020	Minister of Advanced, Education, Skills & Training	COVID-19 – Province's Startup Plan.



VCC NEWS May 2020

- [Making our community proud this National Nursing Week](#) – VCC News (May 12)
This year in Canada, National Nursing Week is celebrated May 11-17. During this unprecedented National Nursing Week, we would like to acknowledge all the **VCC** nursing faculty and students in the current BScN and PN programs.
- [Students impacted by COVID-19 find financial help through VCC](#) – VCC News (Apr 29)
Vancouver Community College (VCC) Practical Nursing students Hasini Pathirana and her husband, Jay, knew things were getting desperate when they were only eating bread for their daily meals. Both found some relief after receiving financial assistance through VCC's COVID-19 Emergency Bursary Fund.
- [VCC receives Rick Hansen Foundation Accessibility Certification™](#) – VCC News (Apr 22)
Vancouver Community College (VCC) is pleased to announce that our Building B at the Broadway campus is now officially certified through the Rick Hansen Foundation Accessibility Certification™ (RHFAC) program, which recognizes meaningful access for people of all abilities.
- [Double your support for VCC students on Giving Tuesday Now](#) – VCC News (Apr 21)
Vancouver Community College (VCC) students are doing their part to keep our community safe during the COVID-19 pandemic.

VCC IN THE NEWS: HIGHLIGHTS

- [Vancouver Community College is helping educators across Canada adapt to online learning](#) – The Georgia Straight (May 14) Even before the pandemic, e-learning and the use of online resources was rising in popularity among students and faculty members... To ease this transition, **Vancouver Community College** (VCC) developed the Facilitating Learning Online Fundamentals course for instructors at public and private schools across Western Canada.
- [VCC continuing studies offers courses that you can complete at home](#) – The Georgia Straight (May 14) Many students have had to put their education plans on hold due to pandemic-related college and university closures but **Vancouver Community College** (VCC) offers a valuable solution. VCC continuing studies has a diverse selection of online courses that students can take through the spring and summer.
- [VCC culinary arts chef Tobias MacDonald explains how program has adapted to the new reality](#) – The Georgia Straight (May 13) **Vancouver Community College's** culinary arts program has earned a reputation as one of the best training grounds for B.C. chefs. Grads have gone on to work at such respected places as Fairmont Hotels, Earls Kitchen and Bar, Pan Pacific Hotel Vancouver, and Hawksworth Restaurant, among many others.

- [Vancouver fashion programs design their own take on virtual learning](#) – The Georgia Straight (May 13) Whether it's learning to feel the difference between textile fibres or to steer an industrial sewing machine, fashion education comes with a hands-on element. Over at **Vancouver Community College's** fashion design and production program, coordinator Andrea Korens explains how shifts in the industry prepared her team well for the changes that are happening now.
- [COVID-19: Food educators, chefs pumping out thousands of meals for people in need](#) – Vancouver Sun (Apr 28) There is no shortage of hungry people to feed in a city hobbled by the COVID-19 lockdown... Chef David Robertson is donating his time to prepare free meals for seniors who cannot safely leave their homes... They are working in collaboration with the City of Vancouver, **Vancouver Community College** and Whole Way House.
- [COVID-19: 3 new efforts feed people in need while bringing together local farmers, nonprofits, restaurants and more](#) – The Georgia Straight (Apr 30) Vancouver businesses and organizations are banding together to provide nutritious meals to people living in the Downtown Eastside and other vulnerable citizens in response to the COVID-19 pandemic... With the help of volunteers and through partnerships with the City of Vancouver, **Vancouver Community College**, and Whole Way House, the company is prepping and delivering 1,500 to 1,800 meals per week to SRO housing and DTES residents, seniors who can't safely leave home, and many other people throughout the city.

VCC GOVERNMENT RELATIONS

- Minister Mark, Ajay Patel and David Wells toured food prep at the Downtown Campus on April 7 in response to the COVID-19. With the help of volunteers, VCC staff and through partnerships with the City of Vancouver and **Vancouver Community College**, we have prepped and delivered 50,000 meals per week to SRO housing and DTES residents, and seniors.
- [Free, 24/7 counselling service now available for B.C. post-secondary students](#) – VCC News (Apr 16) The Government of B.C. has launched Here2Talk, a new mental-health counselling and referral service for post-secondary students... Learn about more emergency resources and supports for students by visiting **VCC's** COVID-19 information page.
- [New government programs support student summer jobs during COVID-19](#) – VCC News (Apr 23) On Wednesday, April 22, the Government of Canada announced new measures to help post-secondary students and recent graduates access jobs and financial support during the COVID-19 pandemic... For ongoing updates on resources and supports available to **VCC** students, visit **VCC's** COVID-19 information site.

VCC IN THE NEWS: STUDENT SUCCESS

- [VCC jewellery student donates small business profits to food bank](#) – VCC News (May 5) The moment **Vancouver Community College (VCC)** international student Mariana Carneiro saw people struggling to meet their basic needs due to COVID-19, she started thinking of ways to help.

- [VCC grad combines childcare and ASL skills to support the fight against COVID-19](#) – VCC News (May 14) Like many people around the world, child care assistant Jordyn Mitchell saw her workplace change dramatically due to the COVID-19 pandemic. Jordyn graduated from **Vancouver Community College (VCC)** in 2019 as an American Sign Language (ASL) interpreter and was the recipient of the Lieutenant Governor's Silver Medal for academic excellence and community service.

UPCOMING EVENTS:

- Experience VCC, VCC's largest student recruitment event goes online, June 17
- Student Awards, more than 200 students have received awards and will take part in an online ceremony to honour their hard work.

PREPARED BY: Karen Wilson, Executive Director, Marketing & Communications

DATE: May 20, 2020



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: May 27, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
2020/21 Board of Governors Meeting Schedule

The 2020/21 Board of Governors meeting schedule is being presented for approval as an item under the May 27, 2020 Consent Agenda.

- The schedule meets the requirements of the College and Institute Act.
- The dates align with Ministry of Advanced Education, Skills and Training 2020/21 reporting deadlines.
- Upon approval, the public meeting dates will be posted on VCC.ca for general information.
- Standing Committee dates are confirmed after approval of public schedule.
- In the event a public meeting is held in an alternative format e.g. video conference, a notice will be posted on the Board of Governors page on VCC.ca.

<u>2020</u>	<u>2021</u>
Sep 30	Feb 10
Nov 25	Mar 31
	May 27
	Jun 30

Time: 4:30-5:30 p.m In Camera Meeting (Room 420) *Board Members Only*
5:30-7:30 p.m Public Meeting (Room 420)

Location: VCC Downtown Campus
250 West Pender Street
Vancouver V6B 1S9

PREPARED BY: Deborah Lucas, Executive Assistant, Board of Governors

DATE: May 21, 2020



Report to the VCC Board of Governors

May, 2020

Prepared by Taryn Thomson, VCCFA President

Thank you, VCC faculty

Faculty have worked and continue to work extremely hard. The faculty we speak to tell us they have never worked as hard as they are working right now. The transition to online delivery was swift and challenging. I can tell you from experience that putting a course online, a phrase that we hear said rather glibly, as if it were as easy as making a sandwich, is not easy. It takes time and effort, creativity and thought. Of course, faculty don't want students to have a mediocre experience. They want students to encounter the same quality they are used to at VCC. Faculty have been burning the midnight oil. Add to this the general stress of living right now and sharing home office space with other family members, and you have an intensely stressful situation. VCC faculty are consummate professionals and they have risen to the challenges with grace, humor and intelligence. They deserve so much more than our heartfelt thanks.

Bargaining

We are trying to work with the college to bring bargaining to a close. We admit to feeling disappointed at both the tone and content we find at the table, particularly in light of how hard faculty are working.

ABE Layoffs

We are disappointed that the ABE layoffs are going ahead as planned. I am including the excellent letter composed by the Basic Education faculty and directed to you. I know that you have seen this letter before, but it so perfectly encapsulates what is at stake with these cuts and how the most marginal among us will be affected. Cutting faculty is never just about job losses. These cuts that will affect nearly half a dozen faculty are unnecessary and in the face of Covid 19, downright cruel. However, it is not just the faculty who will be affected, but the people they teach: Indigenous students, students with disabilities, refugees, workers injured on the job who need to upgrade skills in order to change careers, women who have raised their kids or who are still raising them and want to upgrade in order to provide a better life for their families.

We maintain that these cuts are not necessary. Indeed, we could say at this time of great uncertainty this programming is even more necessary in this community. These layoffs represent a choice this college is making about who is included here and who is excluded. There is still time for this Board to take a stand for this important programming. We call on you now to do so.



Financial Pressures

We understand that the college has been informed by the BC Government that it must operate under the current fiscal restraints and that no deficit will be allowed. We urge the board to apply pressure to the Government to revisit this line of thinking. How can we get the province moving if institutions are faced with making cuts in order to get out of a financial mess not of its own making? This is an opportunity for VCC. Many people are at home and not able to work. Now might be an ideal time for them to return to school. We need to be here and ready to assist in getting the province moving again. It is time for the province to alleviate the financial strain on colleges by allowing short term deficits or granting us extra funding to help us through this difficult period. We call on the Board to advocate for a removal of these tight financial constraints that are making an already difficult situation even more dire.

Careful, Limited Return to Campus

We appreciate the hard work of the EOC, and we appreciate the cooperative work we have begun to do with the college around our careful and limited return to campus in the coming months. We look forward to continuing to work together to ensure the safety of everyone in the VCC community over the coming months.

Taryn Thomson

VCCFA President



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: May 27, 2020

ISSUE: Education Council Chair Report to Board of Governors

CONCEPT PAPER: INFORMATION TECHNOLOGY OPERATIONS, ADMINISTRATION, AND SECURITY PROGRAM SUITE

The proposed Information Technology Operations, Administration, and Security programs merge the 2018-2019 program renewal work completed in Continuing Studies (CS) for the Network Technology Certificate (NETT) program with a new partnership agreement with the Centre for Arts and Technology (CAT) to create the following series of stackable credentials:

- Information Technology Operations Professional (ITOP) Short Certificate [6 credits]
- Information Technology Operations Professional (ITOP) Certificate [18 credits]
- Network Technology Administration and Security Post-Degree Diploma [62 credits]
- Network Security Advanced Certificate [19 credits]

Set to launch in September 2021, this suite of programs will be delivered on a part-time basis and will serve both domestic and international students. The programs are designed to prepare learners for immediate entry-level employment in information technology (IT) and/or upskill those already employed in the IT sector by providing preparatory training for industry certifications; laddering opportunities that cross over with VCC's Computer Systems Technology (CST) program and potential block transfer into other institutions are also being explored.

CONCEPT PAPER: ACCOUNTING AND MARKETING DIPLOMAS

The proposed Accounting and Marketing diplomas have both been conceived as 60-credit, two-year programs that will be available to both domestic and international students as of January 2021. They share a set of core courses, but each then scaffolds into more specialized education towards the completion of a diploma in either accounting or marketing.

The Accounting diploma will be designed to prepare learners for work as bookkeepers, accounting assistants, auditing clerks, tax preparers, and accounting technicians, with training emphasis being placed on up-to-date accounting software and business analytics. The program will also meet Chartered Professional Accountant (CPA) National Recognition standards¹ by including specific prerequisite courses that learners can use to ladder into further professional CPA education.

¹ CPA National Recognition and Accreditation Standards for Post-Secondary Institutions. 1 January 2020. file:///C:/Users/elle_/Downloads/ENCPANationalRecognitionandAccreditationStandardsforPSIs.pdf. Accessed 20 May 2020.

The Marketing diploma will prepare its graduates for entry-level roles in brand management, traditional and digital marketing, and customer relationship management database administration. Learners will receive hands-on training analyzing data and configuring applications in digital marketing and relationship management; specifically, they will become proficient in using the Salesforce platform and will be prepared for the Salesforce Administrator certification exams upon completion of the diploma program.

Articulation agreements with local degree-granting institutions are being explored for both proposed diplomas that would allow students block transfer into a four-year bachelor's degree in Business or Commerce.

RESPONSE TO THE COVID-19 PANDEMIC

Education Council has actively supported VCC's response to the COVID-19 pandemic and the many needs that have emerged in its wake. In the early days following the campus closures, EdCo held additional meetings on March 18, March 30, and April 6 to facilitate emergency planning and expedite approvals for urgent operational changes (Duolingo English assessment option; revisions to C.1.1 *Grading, Progression, and Withdrawal* policy and procedures to allow reinstatement of aegrotat [AEG] grade).

Education Council and its standing committees also quickly adjusted their own processes to respond effectively to inquiries and to fast-track decisions and approvals when necessary. The compression of timelines in response to the COVID-19 crisis was highlighted in the aforementioned revisions to C.1.1 that restored the aegrotat grade, whereby the need to have that grade option available to students was such that standard consultation practices had to be bypassed to make the required changes in a timely manner. In the context of the pandemic conditions, Education Council and the EdCo standing committees have agreed to the following temporary procedural adjustments:

- The minimum notice requirement for meetings will be reduced from one week to two days (with exceptions for urgent responses required by the ministry or health authorities).
- A two-thirds majority vote will be required to approve changes made outside of standard policies and procedures; quorum remains the same. The rationale is to ensure broader consensus and increased control in situations with very tight timelines.
- Provisional changes made in response to the current crisis will have a (preliminary) end date, where appropriate.
- Changes will be tracked by the EdCo Chair and EdCo Assistant and revisited by Education Council at a predetermined date and/or at the end of the medical crisis.
- Decisions will be made in meetings via videoconference, rather than via email.

Regarding curriculum changes, Education Council approved at its May 12 meeting a provisional, streamlined system for reporting and approving curriculum modifications necessitated by the COVID-19 emergency: these changes to curriculum will be expedited along one of two pathways (for modifying delivery and learning outcomes, respectively). An Information Note that outlines this process in more detail has been distributed to departments and is attached here for the Board's review.

PREPARED BY: Elle Ting, Chair, Education Council

DATE: May 19, 2020



INFORMATION NOTE

ISSUE: Curriculum Changes during the COVID-19 Pandemic

BACKGROUND:

Following guidance from the Provincial Health Officer and the Ministry of Advanced Education, Skills & Training (AEST) in the current COVID-19 pandemic, VCC suspended face-to-face instruction as of March 17, 2020. The transition to alternative delivery methods has made it necessary to adjust courses and programs very quickly to allow for a smooth transition and positive learning experience, but due to the urgency of the situation, following standard governance processes is currently not practicable.

Education Council still has the responsibility to maintain oversight and ensure changes are made in a procedurally sound manner with appropriate consultation and documentation; however, without being able to predict whether the COVID-19 public health emergency will extend into the Fall 2020 and Winter 2021 terms, the college must be prepared to face a period of *“extended transition during continued turmoil.”*¹ As such, VCC’s governance has developed provisional processes that balance responsiveness to the immediate, urgent transition resulting from the temporary suspension of face-to-face instruction with preparation for the gradual return to more “normal” times through the establishment of educational technology infrastructure and its intentional integration into programming.

This note provides a process description of alternative governance requirements put in place to support the current and anticipated curricular changes necessitated by the COVID-19 emergency. This provisional process was approved by Education Council on May 12, 2020.

This process is designed to maintain a holistic, agile approach to reporting and overseeing curriculum changes, despite the uncertainties presented by the current pandemic.

The process has been divided into two pathways:

Pathway 1: Changes to curriculum driven by the need to transition to alternative delivery due to the COVID-19 pandemic.

- Departments and instructors are allowed to make changes to courses and programs without seeking prior governance approval, except for changing or meeting program learning outcomes (see Pathway 2 below).
- These changes should be focused on ensuring students can meet overall learning outcomes and competencies.

¹ Hill, Phil. “Revised Outlook for Higher Ed’s Online Response to COVID-19.” *Phil on Ed Tech*. 31 Mar. 2020. <https://philonedtech.com/revised-outlook-for-higher-eds-online-response-to-covid-19/>. Accessed 8 Apr. 2020.

- Guidelines provided by regulatory, accrediting, or governing bodies (such as the Industry Training Authority) can be followed without internal VCC governance approval.
- A summary of changes must be sent to Education Council for information. The summary can be sent as soon as reasonable; in some cases, this will be after the start date of the program. This chronology of changes will record the College's teaching approach and facilitate future debriefing that will take place after the COVID-19 health emergency has ended.
- Changes are considered temporary and are only in effect during program/course offerings during the COVID-19 pandemic. The summary of changes sent to EDCO should include dates.
- It is the responsibility of instructors and department leaders to inform students as soon as possible about changes to courses or programs (including evaluation plans, sequencing of courses, and teaching modes). Whenever possible, changes to courses should be established in the syllabus at the start of a class. Given the likelihood of conditions changing, Education Council authorizes reasonable changes to be made that are required on short notice (such as the availability of lab or clinical opportunities).

Pathway 2: Changes to program learning outcomes (PLOs) for cohort-based programs; changes to course learning outcomes (CLOs) for non-cohort-based courses; and the granting of credentials based on *substantial completion*.

- Changes to program learning outcomes (and some course learning outcomes) require approval from Education Council. These changes will receive expedited review by Education Council.
- For courses that are not primarily part of a program (e.g. University Transfer), and in cases where course learning outcomes cannot be met in that course, changes to course learning outcomes must be approved by Education Council. However, alternate options for delivery (such as delaying a lab component) are acceptable and fall under Pathway 1 above.
- Substantial completion: Programs awarding credentials to students based on substantial completion of the program must submit a description of how substantial completion has been determined for expedited approval by Education Council. Consultation with external stakeholders/Program Advisory Committees is recommended. Programs whose regulatory, accrediting, or external governance bodies (such as the ITA) have provided guidelines for substantial completion are exempt from this requirement but must report these guidelines under Pathway 1.

PREPARED BY: Elle Ting, Chair, Education Council

DATE: May 14, 2020



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: May 27, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
2020-2023 Academic Plan

BACKGROUND:

The 2020-2023 Academic Plan is a recent memory for this Board, having been presented only two months ago. However, due to a version control problem during the last round of document revisions, the plan that came to Education Council and the Board of Governors in March was missing information for Computer-Aided Design and Building Information Modelling (CAD/BIM); a March 30, 2020 email from Mr. Brett Griffiths, the Dean of the School of Trades, Technology, and Design, alerted Education Council of the omissions, and the document was promptly revised to include the missing details from CAD/BIM.

As previously noted, the Academic Plan has been designed as a living document, so changes and edits are to be expected; however, in this case, as existing information was mistakenly excluded from the version that was presented to Education Council and the Board of Governors, it is in the interest of full transparency to present the revised, complete document for review and approval.

DISCUSSION:

The revised version of the 2020-2023 Academic Plan was discussed at Education Council's April 14, 2020 meeting, and Mr. David Wells (VP Academic and Applied Research) and Mr. Brett Griffiths provided an overview of the additional information. Education Council had no questions or concerns regarding the revised plan.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, the revised 2020-2023 Academic Plan.

ATTACHMENTS: APPENDIX A – 2020-2023 Academic Plan (Revised)

PREPARED BY: Elle Ting, Chair, Education Council

DATE: May 13, 2020

VANCOUVER COMMUNITY COLLEGE
2020-2023 ACADEMIC PLAN

***Revised version including updates to the
School of Trades, Technology & Design**

APPENDIX A

OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
Goal 1.1 – Deliver a superior student educational experience				
1.1.1 Conduct needs assessment and determine viability and potential of NEW programs that meet community need, provide pathways, take into consideration the labour market skills gap, and are relevant	Health Sciences	<ul style="list-style-type: none"> Explore opportunity for Practical Nurse Refresher program Develop Health Care Assistant Diploma for international students 	<ul style="list-style-type: none"> Explore development of a post degree diploma in health 	<ul style="list-style-type: none">
	Hospitality, Food Studies & Applied Business	<p>Culinary Arts:</p> <ul style="list-style-type: none"> Apprenticeship upgrade. Possible new programming around agri food production. Continuous Professional Development programs for working chefs <p>Asian Culinary Arts:</p> <ul style="list-style-type: none"> Expand Curriculum Offer Level II and III apprenticeship through Asian Culinary <p>Project Management:</p> <ul style="list-style-type: none"> New Certificate in Project Management Program for domestic students <p>Applied Business:</p> <ul style="list-style-type: none"> Implement new Administrative Assistant programs. <p>CBM</p> <ul style="list-style-type: none"> Solicit feedback from industry (practicum providers) on what they feel is a business need not currently being addressed, and tailor CBM program accordingly <p>Baking and Pastry</p> <ul style="list-style-type: none"> Concept paper for diploma program for domestic students 	<p>Culinary Arts:</p> <ul style="list-style-type: none"> Develop Professional Chef Series of upgrading courses <p>Applied Business</p> <ul style="list-style-type: none"> Curriculum Development for Renewed programs with emphasis on incorporating online learning. <p>Business</p> <ul style="list-style-type: none"> Focus on domestic enrollment for new business diplomas 	<p>Asian Culinary Arts</p> <ul style="list-style-type: none"> Curriculum Development For International Diploma Program <p>Applied Business</p> <ul style="list-style-type: none"> Launch diploma in this area

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
	Trades, Technology & Design	<p>Auto Collision Refinishing:</p> <ul style="list-style-type: none"> ■ Create Journeyperson upgrading courses <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> ■ Run 2 international diploma cohorts <p>Hair Design & Skin & Body Therapy:</p> <ul style="list-style-type: none"> ■ Launch Hairstylist Level 1 apprenticeship course <p>CAD/BIM</p> <ul style="list-style-type: none"> ■ Develop new curriculum for Mechanical Engineering Tech certificate program ■ Develop new curriculum for 3D Modelling for Construction Short Certificate program ■ Trial year for condensed academic schedule ■ Develop new curriculum for introducing AR and VR into department ■ Develop remote access to network hosted software with student secure portal ■ Rewrite BIM Diploma to include three options for a first year, to complement a PLAR to insert into the 2nd year, and include an exit at the end of the first year with a credential ■ Complete MoA agreement with VSB for Sept intake of CAD Tech Short Cert 	<p>Auto Collision Refinishing:</p> <ul style="list-style-type: none"> ■ Develop Industry/ Manufacturer courses. <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> ■ Run CVIP courses <p>Hair Design & Skin & Body Therapy:</p> <ul style="list-style-type: none"> ■ Develop Red Seal Program for Skin & Body Therapy <p>CAD/BIM</p> <ul style="list-style-type: none"> ■ Run new Mechanical Engineering Tech certificate program ■ Continue developing new curriculum for 3D Modelling for Construction Short Certificate program ■ Conduit needs assessment for possible 2nd year for Civil/Structural, Architectural, and Steel Detailing ■ Double enrollment for Civil/Structural, Architectural, and Steel Detailing Certificate intake and add second class for each ■ Continuing developing new curriculum for introducing AR and VR into department within 3D Design Studio ■ Develop new curriculum for introducing 3D printing within department 3D Design Studio ■ Embed remote access to network hosted software with student secure portal for all programs 	<p>CAD/BIM</p> <ul style="list-style-type: none"> ■ Run new 3D Modelling for Construction Short Certificate ■ 2nd year for new Mechanical Engineering Tech certificate program ■ Develop new curriculum for 2nd year for Civil/Structural, Architectural, and Steel Detailing ■ Double enrollment for BIM Diploma intake and add second class ■ Continuing developing new curriculum for introducing AR, VR and 3D printing into department within 3D Design Studio ■ ■ Develop new curriculum for introducing 3D scanning within department 3D Design Studio ■

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
	Arts & Sciences	<p>ABE Youth:</p> <ul style="list-style-type: none"> Consult with BYRC on how upgrading programs could benefit their student population Create a bridge of programs with career course offerings Organize meetings to discuss material from Lisa’s lit review in CCA and have a brainstorm session about what that could mean for upgrading in the future. <p>Basic Education:</p> <ul style="list-style-type: none"> Survey Basic Education students about programming needs <p>CACE:</p> <ul style="list-style-type: none"> Continue gathering data on the inclusion of a baking component for Retail & Hospitality Careers Program in terms of student interest and employer work placements; data will help inform program renewal in upcoming year <p>CCA:</p> <ul style="list-style-type: none"> Develop Work Experience 12 and Socials 12 to expand grade 12 electives <p>Science:</p> <ul style="list-style-type: none"> Conduct market research for potential new Associate of Science degree pathways Offer Associate of Science in Computing Science program 	<ul style="list-style-type: none"> Rewrite BIM Diploma to include mechanical option for either the first or second year. Expand agreement with VSB for Sept intake of CAD Tech Short Cert to other districts. <p>ABE Youth:</p> <ul style="list-style-type: none"> Survey users of BYRC regarding their educational needs and goals Continue to collect anecdotal evidence from VSB counsellors and students as to their evolving educational needs and goals Explore Indigenizing course content and establish relationship with Native Education Centre <p>Basic Education:</p> <ul style="list-style-type: none"> Develop programming that is responsive to student needs based on survey feedback <p>CCA</p> <ul style="list-style-type: none"> Most initiatives will be on-going or depend on successes and feedback as well as CD funding opportunities. Create and offer more grade 12 electives Other initiatives will be determined by the future “Re-imagining” of ABE and a much needed environmental scan <p>Science:</p>	<p>ABE Youth:</p> <ul style="list-style-type: none"> Increase number of staff to explore and advise creation of new courses that arise from prior year’s needs assessments Explore space requirements needed for expanded outreach programming <p>CCA:</p> <p>Initiatives will be ongoing or determined by future college planning including the “Re-imagining” of ABE based on review, research and environmental scan.</p> <p>Science:</p> <p>Offer Associate of Science in Biology, if necessary lab renovations are complete</p> <p>DHH:</p> <ul style="list-style-type: none"> survey the community again to see how they like the changes so far

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
		<p>DHH:</p> <ul style="list-style-type: none"> Complete program renewal and work on action plans <p>Music:</p> <ul style="list-style-type: none"> Winter 2020 final term of implementation of revised Music Diploma. Fall 2020 launch redesigned Bachelor of Applied Music after Renewal process is complete. <p>Visually Impaired Canvas students, visually impaired community, community agencies and businesses to identify two or three new courses appropriate for our program. Continue work on Mac and Android courses</p> <p>EAL</p> <ul style="list-style-type: none"> Explore development of an Introduction to ESL Pathways after Canadian Language Benchmark 3 through the creation of ELSK 0415 and ELSK 0420. Requires CD Funding Identify ideas & conduct needs assessments for new courses (Improve your Vocabulary, Improve your Reading and Writing), and a course for online readiness skills. Will require CD Funding Develop course outline for intro to online learning <p>LINC Create a course to help students navigate online or computer-assisted classes</p>	<p>Offer one additional Associate of Science degree pathway</p> <p>DHH:</p> <ul style="list-style-type: none"> survey the community again to see how they like the changes so far document industry and labor market changes and make sure our renewal and developments reflect those changes <p>EAL</p> <ul style="list-style-type: none"> Develop ELSK 0415 & 0420 course outlines and curriculum documents, and field test courses. Develop course outline for one supplemental course based on needs assessment, and field test course 	<ul style="list-style-type: none"> continue to document industry and labour market changes and make sure our renewal and developments reflect those changes Assess those items from action plan <p>EAL</p> <ul style="list-style-type: none"> Offer ELSK 0415 & 0420 Develop course outline for one supplemental course and field test Review other supplemental course to ensure it meets the needs of students. Offer intro to online learning
	School of Instructor Education	<ul style="list-style-type: none"> Implement renewed PIDP curriculum. Implement new Trades Trainer Short Certificate Develop curriculum for redesigned Teaching Online Certificate 		

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
	Continuing Studies	<ul style="list-style-type: none"> Assess viability and support framework for micro credentials Year 2 pilot of co-curricular recognition in the Fashion Design and Production Diploma Develop Makeup Diploma (domestic and international) 	<ul style="list-style-type: none"> Offer ECCE certificate through partnership with BC school districts Explore expansion of School Age Care course 	
1.1.2 Renew programs that have not gone through renewal in the past 5 years	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> Implement revised curriculum arising from program renewal in Administrative Professional and Baking and Pastry Arts Begin renewal in Diploma and Degree in Hospitality Management. Being renewal of Medical Transcriptionist and Medical Office Assistant 	<p>Culinary Arts</p> <ul style="list-style-type: none"> Renew Professional Cook 1 & 2 based on Harmonization/Develop or update curriculum <p>Asian Culinary Arts</p> <ul style="list-style-type: none"> Program Renewal <p>Hospitality Management</p> <ul style="list-style-type: none"> Curriculum Development for the Diploma in Hospitality Management as well as the Bachelor of Hospitality Management. <p>Applied Business</p> <ul style="list-style-type: none"> Curriculum Development for the programs being reviewed Renewal for LAA 	<p>Asian Culinary Arts</p> <ul style="list-style-type: none"> Curriculum Development for International Diploma program <p>Hospitality Management & Applied Business</p> <p>Implementation of the new / updated programs that have gone through renewal</p> <p>Applied Business</p> <p>Curriculum development for program in renewal</p> <p>Culinary Arts</p> <p>Curriculum development for program in renewal</p>
	Health Sciences	<ul style="list-style-type: none"> Complete Dental Reception Coordinator (DRC) program renewal and implement recommendations Medical Laboratory Assistant (MLA) is scheduled to undergo program renewal Certified Dental Assistant (CDA) onsite curriculum review to meet industry standards 	<ul style="list-style-type: none"> Implement recommendations from Medical Laboratory Assistant (MLA) program renewal Dental Technology Sciences scheduled for program renewal 	<ul style="list-style-type: none">

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
	Trades, Technology & Design	<ul style="list-style-type: none"> Implement new technology, create new 3D software program 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	Arts & Sciences	<p>ABE Youth</p> <ul style="list-style-type: none"> We are working on expanding our course offerings and we are open to a renewal process whenever our program is up for renewal Liaise with Department of Indigenous Education and Community Engagement to ensure that all renewals include meaningful Indigenization <p>CCA:</p> <ul style="list-style-type: none"> With approval of CD funding, create, revise or improve blended/on-line/modularized versions of CCA courses Provide more engaging and experiential learning opportunities <p>Science Renew program</p> <p>DHH:</p> <ul style="list-style-type: none"> meet with SMEs (in PIPD) and take online learning to develop the foundation for starting work on online courses and blended courses develop ASL and JRP curricula <p>MUSIC: Complete Bachelor of Music Renewal</p> <p>EAL</p> <ul style="list-style-type: none"> Prepare for program renewal: explore revising curriculum in levels 7 & 8 prepare surveys on effectiveness for revisions 	<p>ABE Youth</p> <ul style="list-style-type: none"> Participate and undergo program renewal if renewal occurs in this fiscal year Continue to ensure that all renewals include meaningful Indigenization <p>CACE: Retail & Hospitality Careers Program in need of program renewal</p> <p>CCA: Most initiatives will be on-going depend on successes and feedback, CD funding opportunities, and the result of the ABE re-imagining</p> <p>Science Implement changes indicated in program renewal</p> <p>DHH:</p> <ul style="list-style-type: none"> meet with SMEs and start development of online materials and online modules for online courses and blended courses Continue to develop the English curriculum to completion. Complete any modifications and/or developments for JRP, ASL, English CDs and online learning 	<p>ABE Youth</p> <ul style="list-style-type: none"> Participate and undergo program renewal if renewal occurs in this fiscal year (or continue renewal process if already initiated) Continue to ensure that all renewals include meaningful Indigenization <p>CCA: Initiatives will be ongoing or new determined by future college planning including the “Re-imagining” of ABE based on review, research and environmental scan</p> <p>Science Implement changes indicated in program renewal</p> <p>DHH:</p> <ul style="list-style-type: none"> Monitor new CD implementations and online learning (as a supplement to the F2F learning). Assess the online courses and new CD implementations and make modifications where needed.

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
			<p>Visually Impaired Program renewal needed 21-22 or soon after. Last done 2012.</p> <p>EAL Program renewal of ESL Pathways</p>	<ul style="list-style-type: none"> Assess the need for further funding and developments to complete all targets for renewal
	Continuing Studies	<ul style="list-style-type: none"> Launch Program Renewals: <ul style="list-style-type: none"> Fashion Merchandising Business and Technical Writing Complete program renewal for suspended Interior Design program 	<ul style="list-style-type: none"> Launch Program Renewals: <ul style="list-style-type: none"> Paralegal Certificate and Diploma Makeup Artistry Certificate 	<ul style="list-style-type: none"> Launch Program Renewals: <ul style="list-style-type: none"> Office Administration Skills Certificate
1.1.3 Implement programs that have gone through program renewal and/or have had minor or major changes	Health Sciences	<ul style="list-style-type: none"> Implement changes from Health Unit Coordinator (HUC) renewal Address instructional gaps and national competencies in the Dental Technology Sciences program Implement revisions from Practical Nursing Provincial Program Curriculum (PNPPC) Revise the Pharmacy Technician curriculum to meet new standards and address recommendations based on the Canadian Council for Accreditation of Pharmacy Programs (CCAPP) accreditation review 		
	Hospitality, Food Studies & Applied Business	<p>Baking & Pastry Arts</p> <ul style="list-style-type: none"> Develop diploma concept paper <p>Baking & Pastry Arts Launch Administrative Professional</p>	<p>Project Management:</p> <ul style="list-style-type: none"> Implement the redesigned BPM PDD program <p>Baking & Pastry Arts</p> <ul style="list-style-type: none"> Curriculum Development for Diploma <p>CBM</p> <ul style="list-style-type: none"> Do full program review and adjust/edit/change course curriculum where appropriate 	<p>Baking & Pastry Arts</p> <ul style="list-style-type: none"> Launch Diploma <p>Culinary Arts:</p> <ul style="list-style-type: none"> Implement updated PC1 & PC2 <ul style="list-style-type: none"> Asian Culinary: Implement renewed program

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
	Continuing Studies	<ul style="list-style-type: none"> ■ Redesign programs following Program Renewal: <ul style="list-style-type: none"> ➢ Business Leadership suite of programs ➢ Building Manager Certificate ■ Implement Addictions Advanced Certificate ■ Complete redesign of IT Operational Professionals (renamed Network Technology) program including addition of a diploma portion 	<ul style="list-style-type: none"> ■ Implement programs following redesign: <ul style="list-style-type: none"> ➢ Business Leadership suite of programs ➢ Building Manager Certificate ➢ IT Operational Professionals (renamed Network Technology) program ■ Redesign programs following Program Renewal: <ul style="list-style-type: none"> ➢ Fashion Merchandising ➢ Business and Technical Writing 	<ul style="list-style-type: none"> ■ Implement programs following redesign: <ul style="list-style-type: none"> ➢ Fashion Merchandising ➢ Business and Technical Writing ■ Redesign programs following Program Renewal: <ul style="list-style-type: none"> ➢ Paralegal Certificate and Diploma ➢ Makeup Artistry Certificate
	Arts & Sciences	<p>ABE Youth</p> <ul style="list-style-type: none"> ■ Work on implementation of Math 11 Foundations, develop First Peoples English 12 and develop Work Experience 12 ■ Streamline the course offerings so the students can achieve dual credit <p>DHH: Offer Level 3 for Living Successfully with Hearing Loss (LSWH) in September 2020</p> <p>Music: Implement new Degree and revised Diploma programs</p>	<p>ABE Youth</p> <ul style="list-style-type: none"> ■ Develop Socials 11 in partnership with CCA ■ Offer Math 11 Foundations, First Peoples English 12, Work Experience 12 ■ Increase # of adult graduates from our program ■ Liaise with college foundations to establish a clearer path for student transitioning into Law 12, Psych 12 ■ Explore history course options with college foundations <p>DHH: Complete and assess the first classes of Level 3 – Living Successfully with Hearing Loss and English Foundations</p>	<p>ABE Youth</p> <ul style="list-style-type: none"> ■ Increase student graduates ■ Work with CF, CCA, Student Services, Department of Indigenous Education ■ Develop a revised Intermediate Science 0751 course based upon most current ABE articulation <p>CACE: Retail & Hospitality Careers Program renewal implementation</p> <p>DHH: Survey and assess the LSWH, English, ASI and JRP through feedback and data</p> <p>EAL Implement renewal recommendations for ESL Pathways</p>

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
	School of Instructor Education	<ul style="list-style-type: none"> ■ Curriculum design for Teaching Online Certificate ■ Implement TESOL renewal including moving this department under SIE 	■	■
1.1.4 Identify, promote, support articulation and transferability of courses/programs	Registrar's Office	<ul style="list-style-type: none"> ■ Roll out of transfer articulation portion of Banner. ■ Implementation of standard "End of Term" processing. 	■	■
	Continuing Studies	<ul style="list-style-type: none"> ■ Explore transfer agreements with universities (eg. CapU) for degree completion for ECCE. 	■ Implement transfer agreements with universities (eg. CapU) for degree completion for ECCE.	■
	School of Instructor Education	<ul style="list-style-type: none"> ■ Renew MOU agreement with SFU MEd program. ■ Review and renew other transfer agreements 	■	
	Health Sciences	<ul style="list-style-type: none"> ■ Create educational pathways including PLAR for individuals currently working in health field (Dental Technology, Practical Nursing) 	■	
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> ■ Hospitality ■ Additional transfer credit articulation agreements have been established with a variety of Institutions. ■ Culinary Arts and Baking & Pastry Arts ■ Support red seal chefs and bakers to complete a bachelors degree ■ CBM 	■ Additional transfer credit articulation agreements will be established with a variety of Institutions.	

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
		<ul style="list-style-type: none"> Update and review transfer credit protocol, and meet with post degree peers in lower mainland 		
	Arts & Sciences	<p>ABE Youth:</p> <ul style="list-style-type: none"> Support and collaborate with CCA on courses going through articulation Continue to stay informed on up to date articulation standards and K-12 curriculum Use release time to meet with colleagues in VSB and get a designated liaison contact person Understand the impact of technology and learning and knowledge that the students bring to the classroom Find ways to credit the processing students display and learn in the face of information overload <p>Basic Education Attend fundamental-level articulation meetings</p> <p>CCA:</p> <ul style="list-style-type: none"> Math, Science, Computer, Career, and English reps attend BC ABE articulation in March every year More information needed to align courses with the new high school curriculum as appropriate <p>Science</p> <ul style="list-style-type: none"> Update first-year engineering pathway to include new Common First-Year Engineering Curriculum for transfer to UBC, UVic and others Continue to promote SFU transfer pathways <p>DHH:</p>	<p>ABE Youth:</p> <ul style="list-style-type: none"> Continue supporting CCA courses through articulation Continue to stay informed on up to date articulation standards and K-12 curriculum Improve receiving information on the articulation committee work. Credit oral tradition of testing knowledge and various other communication styles with students. Encourage presentations and peer projects <p>Science Work to establish guaranteed admission at UBC and UVic for students who successfully complete Common First-Year Engineering Curriculum (CFYEC)</p> <p>Continue to promote SFU and CFYEC transfer pathways</p> <p>DHH:</p> <ul style="list-style-type: none"> Continue promotion while seeking out new industry and community partnerships. 	<p>ABE Youth:</p> <ul style="list-style-type: none"> Continue supporting CCA courses through articulation stay informed on articulation standards and K-12 curriculum Maintain currency of transferability of courses to other post-secondary institutions <p>Science Continue to promote SFU and CFYEC transfer pathways</p> <p>EAL Confirm new articulation is recognized at VCC and other institutions</p>

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
		<ul style="list-style-type: none"> ■ Level 3 Speechreading (Living Successfully with Hearing Loss) and English Foundations. ■ Complete all marketing materials for each of the new CD development areas (English, LSWH) ■ JRP (Marcia) has joined the ASE Articulation Committee and hopes to attend the next meeting in May 2020 <p>Music: BCCAT meetings and ongoing discussion with other post-secondary programs and instructors</p> <p>Visually Impaired Will participate in ASE articulation – first time in 2020.</p> <p>EAL Explore articulation of Pathways 9 for EAP IV to increase transfer options</p>	<ul style="list-style-type: none"> ■ Survey some of the internal stakeholders to see if our students are transferring to their programs and if the levels are working <p>EAL Review results of articulation at VCC and other institutions</p>	
1.1.5 Seek accreditation and/or external program approval status and implement strategies to fulfill accreditation requirements	Health Sciences	<ul style="list-style-type: none"> ■ Address recommendations arising from accreditation findings in Pharmacy Technician, Occupational Physical Therapist Assistant, Health Care Assistant and Health Care Assistant ESL programs ■ Prepare for the BC College of Nursing Professional (BCCNP) program recognition for the Bachelor of Science in Nursing (BScN) program ■ Prepare for the Canadian Association of Schools of Nursing (CASN) pilot accreditation for the Practical Nursing program 	<ul style="list-style-type: none"> ■ Prepare for Certified Dental Assisting Onsite, Distance Dental Assisting, and Dental Hygiene accreditation 	

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Educational Quality				
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> Seek accreditation of new accounting diploma with the CPA 		
	Trades, Technology & Design	<p>CAD/BIM</p> <ul style="list-style-type: none"> Complete Technology Accreditation of Canada process for national accreditation 	<p>Auto Collision Repair:</p> <ul style="list-style-type: none"> Instructor ASE certification <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> Instructor ASE certification <p>CAD/BIM</p> <ul style="list-style-type: none"> Complete provincial ASTTBC recognition of national TAC Curriculum revisions to address National/ Provincial standards 	<p>Auto Collision Repair:</p> <ul style="list-style-type: none"> NATEF Accreditation <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> Instructor ASE certification
	Arts & Sciences	<p>CCA:</p> <p>Meet with advising and other stakeholders on the process of creating more grade 12 electives for the Adult Dogwood. Work towards having more graduates from ABE programs</p> <p>DHH:</p> <p>follow up with accreditation committee participation</p> <p>EAL</p> <p>Liaise with Chartered Professional Accountants of BC with regards to a new course: Communicating for Accounting, and/or integrate course with Communication for Engineering & Technology</p>	<p>DHH:</p> <p>Annually check for ongoing participation</p> <p>EAL</p> <p>Take course(s) through governance and offer</p>	<p>DHH:</p> <p>Annually check for ongoing participation</p> <p>EAL</p> <p>Review courses</p>
1.1.6 Develop a Scholarship and Research Initiatives Plan	Library, Teaching &	<ul style="list-style-type: none"> Creation of Office for Applied Research Development. 	<ul style="list-style-type: none"> Review policies related to Applied Research. 	<ul style="list-style-type: none"> Review of Library resources to ensure support for faculty and student research needs.

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Educational Quality				
	Learning Services/ Vice President Academic	<ul style="list-style-type: none"> Continue to develop partnerships with other post-secondary institutions. 		
	Health Sciences	<ul style="list-style-type: none"> Continue and increase capacity for scholarship in the School of Health Sciences. 	<ul style="list-style-type: none"> Increase research/ scholarship capacity 	<ul style="list-style-type: none"> Increase research/ scholarship capacity
	Arts & Sciences	<p>ABE Youth:</p> <ul style="list-style-type: none"> If research funds approved, research on our students. We conducted a survey and would like to collate the information Continue collaboration with VCC Foundation <p>CCA:</p> <p>Continue to look for funding to do research essential to ABE</p> <p>DHH:</p> <ul style="list-style-type: none"> start a data base and record keeping for list of scholarship possibilities develop a list of VCC College support areas for developing scholarships <p>EAL</p> <ul style="list-style-type: none"> Develop a process with faculty to explore and propose scholarship and research initiatives, individually and cooperatively Report on 2019-20 research study on class size <p>LINC</p> <ul style="list-style-type: none"> develop a plan for any action research that instructors might like to do that they need funding for discuss what research needs to be done around blended learning 	<p>ABE Youth</p> <ul style="list-style-type: none"> Create exit survey in online format Apply for research projects that would engage students <p>DHH:</p> <ul style="list-style-type: none"> JRP will try and reach out to a list of possible donors or scholarship supports (industry stakeholders) ASL, LSWH and English may reach out to community stakeholders to see if there is any interest in supporting our program scholarship initiative <p>EAL</p> <ul style="list-style-type: none"> Explore internal & external research funding options Support faculty research initiatives Implement report recommendations on class size 	<p>ABE Youth</p> <ul style="list-style-type: none"> Continue to engage in professional development opportunities around current research in educational topics Proceed with previous years' research into best practices in student engagement <p>DHH:</p> <ul style="list-style-type: none"> Continue to seek out partnerships. Continue to create funds for scholarships. Create a PAC for LWHL <p>EAL</p> <ul style="list-style-type: none"> Continue to explore internal & external research funding options Support faculty research initiatives

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Educational Quality				
1.1.7 Develop new programs and build capacity in existing programs for international students	International Education	<ul style="list-style-type: none"> ■ Launch ECCE International Diploma ■ Launch Electronics Repair Technology Diploma ■ Launch VR/AR Diploma (VFS Partnership) ■ Build capacity in Health Sciences and UT programs ■ Plan for additional International cohorts in Trades, Technology & Hospitality ■ Launch additional Post Degree Diploma cohorts 	<ul style="list-style-type: none"> ■ Launch Post Degree Diploma in Cyber Security (CS offering) ■ Launch Hospitality PDD ■ Launch Business Diplomas ■ Launch HCA International Diploma ■ Launch CAD & BIM Diploma ■ Build capacity in Health Sciences and UT programs ■ Plan for additional International cohorts in Trades, Technology, Hospitality and others ■ Launch additional Post Degree Diploma cohorts 	<ul style="list-style-type: none"> ■ Build capacity in Health Sciences and UT programs ■ Plan for additional International cohorts in Trades, Technology, Hospitality and others ■ Launch additional Post Degree Diploma cohorts
	School of Instructor Education	<ul style="list-style-type: none"> ■ Continue to pursue opportunities for international delivery of PIDP 	<ul style="list-style-type: none"> ■ 	
	Continuing Studies	<ul style="list-style-type: none"> ■ Implement ECCE full-time diploma program for both domestic and international students 	<ul style="list-style-type: none"> ■ Implement year two ECCE full-time diploma program for both domestic and international students 	
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> ■ Additional International Cohort will be launched in May 2020 into the Diploma in Hospitality Management. ■ Additional transfer credit articulation agreement with a variety of Institutions have been established to increase capacity in existing programs. Diploma and Bachelor Degree in Hospitality Management. ■ Develop two new diplomas ■ Develop PDD in Hospitality Management 	<p>Project Management</p> <ul style="list-style-type: none"> ■ Develop Certificate in Project Management Program for domestic students <p>Asian Culinary Arts</p> <ul style="list-style-type: none"> ■ Develop diploma <p>Hospitality Management</p> <ul style="list-style-type: none"> ■ Additional transfer credit articulation agreement with a variety of Institutions will be established to 	

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Educational Quality				
			<p>increase capacity in existing programs. Diploma and Bachelor Degree in Hospitality Management.</p> <p>Business</p> <ul style="list-style-type: none"> Launch two new business diplomas and new PDD 	
	Health Sciences	<ul style="list-style-type: none"> Develop Health Care Assistant (HCA) diploma for international students For select Health Sciences programs review admissions requirements including English Language Proficiency to build capacity 		
	Arts & Sciences	<p>ABE Youth:</p> <ul style="list-style-type: none"> Explore new programming distinct from the ABE Youth Program, but similar as a model for EAL International students. Learn more about current EAL area program offerings because we have students who may need more EAL support <p>Basic Education</p> <p>Explore creation of CRNs to meet the need of international students wanting to register in Basic Education Math</p> <p>CCA:</p> <ul style="list-style-type: none"> Meet with the dean, other DLs in ABE and EAL to work on a protocol for having more internationals in the ABE programs Have the ability to meet current and future International demand for ABE Math and higher level English <p>Science</p>	<p>ABE Youth:</p> <p>Continue to learn, research and explore any expanded EAL opportunities for programming</p> <p>Basic Education</p> <p>Begin registering international students in Basic Education Math</p> <p>Science</p> <p>See 1.1.1 re: development of Associate Degree pathways</p> <p>DHH:</p> <p>Continue to check with International Centre to see if our partnership is working Reach out to Deaf, and Hard of Hearing International Centers and schools</p> <p>EAL</p>	<p>ABE Youth:</p> <p>Develop and implement any new EAL-type programming and course offerings arising from previous year</p> <p>Science</p> <p>See 1.1.1 re: development of Associate Degree pathways</p> <p>EAL</p> <p>Review courses and plan for additional programs for international students</p>

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
		<p>See 1.1.1 re: development of Associate Degree pathways</p> <p>DHH: Work on promoting our existing and new CDs in order to continue building capacity. Seek funding that will support the growth and Renewal for our department.</p> <p>Music Continue developing Preparatory music classes</p> <p>EAL Meet with IE to determine criteria for programs relevant to international students. Begin planning courses</p>	Develop and implement new courses for international students	
1.1.8 Ensure programs have active program advisory committees and effective partnerships with industry/community	All Schools/ Vice President Academic	<ul style="list-style-type: none"> ■ Gathering PAC member for Academic Master Plan discussion 	<ul style="list-style-type: none"> ■ 	

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
	Continuing Studies	<ul style="list-style-type: none"> ■ Revitalize and strengthen PACs in preparation and follow up for program renewal <ul style="list-style-type: none"> ➢ Networking Technology ➢ Counselling Skills ➢ Building Manager (Residential) ➢ MakeUp Artistry ➢ Office Administration ➢ Paralegal ➢ Business and Technical Writing 	<ul style="list-style-type: none"> ■ Revitalize and strengthen PACs in preparation and follow up for program renewal <ul style="list-style-type: none"> ➢ MakeUp Artistry ➢ Office Administration ➢ Paralegal 	
	Health Sciences	<ul style="list-style-type: none"> ■ Maintain strong relationships with School of Health Sciences Program Advisory Committees 		
	Arts & Sciences	<p>Basic Education Participate in the DTES Literacy Roundtable</p> <p>CACE</p> <ul style="list-style-type: none"> ■ Maintain ongoing relationships with existing PAC members and continue efforts to recruit new members ■ Maintain ongoing PAC involvement by inviting and including members in CACE events, beyond the Annual PAC meeting <p>CCA:</p> <ul style="list-style-type: none"> ■ Continue to be open and responsive to outreach opportunities in the community ■ Continue partnership with WorkBC/Open Door <p>Science Establish PAC for VR/AR program</p> <p>DHH: Revive JRP PAC Organize meeting for Community Engagement Group (CEG).</p> <p>Music</p>	<p>DHH: Make sure all community members and PAC members are well-educated on our new developments and check in to see what the feedback is like. Explore the idea of creating a PAC committee for LWHL</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Continue membership with BC ESL Articulation Committee ■ Identify needs of internal PAC for ongoing work ■ Assess success of students from ESL Pathways in other programs and consider solutions, if needed 	<p>DHH: Make sure to connect with PAC members and asking for topics and discussion items</p> <p>EAL Continue membership with BC ESL Articulation Committee</p>

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Educational Quality				
		PAC from degree renewal is in place Visually Impaired Contact industry, WorkBC, community agencies and alumni to locate participants for our PAC. Strengthen and formalize existing partnerships and investigate new possibilities. EAL <ul style="list-style-type: none"> ■ Continue membership with BC ESL Articulation Committee ■ Join PAC for Health Care Aide program ■ Create internal committee at VCC where EAL can inquire and respond to EAL issues at the applied program level (e.g. initiatives similar to the EAL support in HM, Student Success Moodle shell, etc.) 		
1.1.9 Develop supportive partnerships within the academy and student service departments to ensure a positive experience for Indigenous students	Continuing Studies	<ul style="list-style-type: none"> ■ Offer Impacts of Colonization Past and Present and Indigenous People and the Canadian Judicial System to instructors and VCC employees through fee waiver 	<ul style="list-style-type: none"> ■ Pursue contract opportunities for the Gladue Report Writing program 	<ul style="list-style-type: none"> ■ Pursue contract opportunities for the Gladue Report Writing program
	Arts & Sciences	ABE Youth: <ul style="list-style-type: none"> ■ Engage with ICCE, submit research proposal to involve more Elders ■ Collaborate and liaise with all student services ■ Encourage students to attend Circle of Courage offered by Elder Bruce Robinson ■ Create circles of support for Indigenous students as needed Basic Education <ul style="list-style-type: none"> ■ Create Student Success Plans for Indigenous students as needed ■ Participate in events organized by Indigenous Education 	ABE Youth: <ul style="list-style-type: none"> ■ Continue to foster opportunities through curriculum and participation of members of First Nations communities ■ Identify First Nations students at UBC and SFU who are interested in teaching upgrading and have them come into our classroom to share. ■ Explore ideas for interactive activities that bring diverse groups together in shared activities. Basic Education	ABE Youth: Seek out hiring opportunities to incorporate Indigenous faculty into the ABE Youth program Science Continue to work with Student Services departments to ensure that our Indigenous students have an excellent educational experience DHH:

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
		<ul style="list-style-type: none"> ■ Develop Indigenized curriculum for experiential learning, especially for fundamental mathematics ■ Collaborate with Indigenous Education & Community Engagement to support our RayCam outreach program <p>CACE:</p> <ul style="list-style-type: none"> ■ Explore inclusion of indigenous elder-led activities within classes ■ Continue indigenization of Food Services Careers Program <p>CCA:</p> <ul style="list-style-type: none"> ■ Continue connection, collaboration and good communication with the Dean of Indigenous Initiatives, especially with steps towards indigenizing the curriculum ■ Continue supportive partnerships with all areas of the college such as counselling, financial aid and advising ■ Work more closely with College Foundations on shared courses and students <p>Humanities: Develop a second year First Nations course for the Associate of Arts degree</p> <p>Science Continue to work with Student Services departments to ensure that our Indigenous students have an excellent educational experience</p> <p>DHH: Renew relationships with Indigenous Education department</p> <p>Music</p>	<p>Roll out more Indigenized and experiential fundamental math learning opportunities</p> <p>Science Continue to work with student services departments to ensure that our Indigenous students have an excellent educational experience</p> <p>DHH:</p> <ul style="list-style-type: none"> ■ Inquire about Deaf and/or hard of hearing member involvement for representation ■ Keep close contact with Student Success Services to make sure they know what our department offers <p>EAL</p> <ul style="list-style-type: none"> ■ Develop curriculum and content to ensure Indigenous students from within Canada and other countries have a positive experience ■ Encourage faculty, staff & students to participate in college & community initiatives related to Indigenous topics (book club, Indigenous Arts Symposium, etc.) 	<ul style="list-style-type: none"> ■ Continue to inquire about Deaf and/or hard of hearing member involvement for representation ■ Continue to keep close contact with student Success Services to make sure they know what our department offers <p>EAL</p> <ul style="list-style-type: none"> ■ Review and continue to develop curriculum and content to ensure Indigenous students have a positive experience ■ Encourage faculty, staff & students to participate in college & community initiatives related to Indigenous topics (book club, Indigenous Arts Symposium, etc.)

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Educational Quality				
		Indigenous music class, discussions at faculty meetings and in person with students EAL <ul style="list-style-type: none"> ■ Search for resources suitable for Indigenous students from other countries ■ Identify points in the curriculum to add or expand upon Indigenous-related topics to promote greater understanding of Indigenous peoples ■ Encourage faculty, staff & students to participate in college & community initiatives related to Indigenous topics (book club, Indigenous Arts Symposium, etc.) 		
	Health Sciences	<ul style="list-style-type: none"> ■ Expand existing partnership with Aboriginal Community Career Employment Services Society (ACCESS) ■ Explore providing faculty Indigenous Cultural Competency Online Training Program through Provincial Health Services Authority 	■	■
Goal 1.2 – Enhanced instruction, instructional strategy and educational technology				
1.2.1 Develop an online educational technology strategy	Library, Teaching & Learning Services	<ul style="list-style-type: none"> ■ Pilot newly developed online Resume & Cover Letter course with partner programs 	■	
	Health Sciences	<ul style="list-style-type: none"> ■ Increase capacity for online learning in all programs ■ Continue transitioning to blended delivery format for Dental Hygiene 		
	Arts & Sciences	ABE Youth: <ul style="list-style-type: none"> ■ Continue to develop our Moodle platforms, collaborate with CTLR, ensure our online strategy is always offered as blended learning 	ABE Youth: Look at Open textbook, BC Campus for open online learning opportunities	ABE Youth: Collaborate with CLTR to establish an over-arching “ABE Youth

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Educational Quality				
		<ul style="list-style-type: none"> ■ Incorporate interactive projector, student blog <p>Basic Education</p> <ul style="list-style-type: none"> ■ Turn Math 0300 into a blended course <p>CACE</p> <ul style="list-style-type: none"> ■ Continue to explore possibilities with this technology. ■ Career Awareness Program to add more computer lab time for online career searches <p>CCA</p> <ul style="list-style-type: none"> ■ Develop new self-paced, blended, and on-line courses, and include more on-line resources and opportunities. ■ Continue to create Moodle shells for all math, science and english students and enroll all new students into Moodle. ■ Work towards having self-paced computer courses more Moodle supported. ■ Increase enrollment in new ACED online courses. ■ Promote Moodle training opportunities for faculty and staff. <p>Science</p> <ul style="list-style-type: none"> ■ Offer PHYS 1170 in a hybrid format ■ Develop NURS 1602 in blended format <p>DHH</p> <p>meet with PIPD SMEs to get advise on moving forward with online development</p> <p>Music</p> <p>Mostly Moodle, but some new proposals may arise this year</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Consider developing additional blended options (levels 5 and 9) 	<p>Basic Education</p> <p>Expand modules available for Math 0300</p> <p>Science</p> <p>Offer NURS 1602 in blended format</p> <p>DHH</p> <p>Have some blended options available in LSWH, English, ASL and/or JRP</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Offer blended courses at different times. ■ Develop blended options for non-core courses ■ Develop and field test blended learning options for level 9 ■ Identify courses to be offered fully online (such as IELTS Prep) ■ Continue to revise “EAL Department Strategy for Blended Learning” and “Strategy for Moodle in EAL” <p>LINC</p> <p>Continue to offer Blended Learning classes and hope to create a module or course to help students in computer assisted language learning classes</p>	<p>Program” space on Moodle to link-in all students, staff and courses</p> <p>Science</p> <p>Evaluate student outcomes and feedback from pilot studies of PHYS 1170 and NURS 1602</p> <p>DHH</p> <p>Have online and blended options and full Moodle accessibility for department and areas</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Offer blended non-core courses ■ Develop and field test blended learning options for level 5 ■ Continue to revise “EAL Department Strategy for Blended Learning” and “Strategy for Moodle in EAL” <p>LINC</p> <p>Determine what are best practices for continuing to encourage Blended Learning classes</p>

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Educational Quality				
		<ul style="list-style-type: none"> ■ Develop rationale & process for offering blended courses at different times ■ Explore blended options for non-core courses (Grammar, CELBAN Prep, IELTS Prep) ■ Continue to revise “EAL Department Strategy for Blended Learning” and “Strategy for Moodle in EAL” ■ Explore college policy re. online learning and student engagement (i.e. restricting student access to online content) <p>LINC Ensure everyone has taken or plan to take the LearnIT2Teach training so they can have an EduLINC moodle which provides them with resources and support (IRCC driven)</p>		
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> ■ This will be part of the program renewals in Hospitality Management and Applied Business 	<ul style="list-style-type: none"> ■ Implement recommendations from program renewals in Hospitality Management and Applied Business 	
	Trades, Technology & Design	<p>Automotive Service Technician:</p> <ul style="list-style-type: none"> ■ Increase OER use by 10% <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> ■ Develop Moodle courses apprenticeship level 3 <p>CAD/BIM:</p> <ul style="list-style-type: none"> ■ Complete having all courses in all programs transitioned to OER platform ■ Continue developing blended OER delivery in Civil/Structural ■ Start developing blended OER delivery in Steel Detailing and BIM Diploma 	<p>Automotive Service Technician:</p> <ul style="list-style-type: none"> ■ Increase OER use by 10% <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> ■ Develop Moodle courses apprenticeship level 4 <p>CAD/BIM:</p> <ul style="list-style-type: none"> ■ Continue developing and increasing blended OER delivery in Civil/Structural, Steel Detailing, and BIM Diploma ■ Start developing blended OER delivery in Architectural and Mechanical 	<p>Automotive Service Technician:</p> <ul style="list-style-type: none"> ■ Increase OER use by 10% <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> ■ Develop Moodle courses international diploma <p>CAD/BIM:</p> <ul style="list-style-type: none"> ■ Continue developing and increasing blended OER delivery in Civil/Structural, Steel Detailing, Architectural, Mechanical and BIM Diploma

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
1.2.2 Identify new educational technologies and software that could be supported and resourced	Health Sciences	<ul style="list-style-type: none"> ■ Explore hardware and software needs of the Nursing Simulation labs to replace ageing mannequins and technology ■ Explore in conjunction with the Campus Master Plan the short-term and long-term needs of the Dental Clinic ■ Explore options for a Dental simulation lab to relieve pressure on Dental clinic ■ Assess new Simulation Lab Coordinator position in relation to department structure and program needs ■ Continue to expand Interprofessional Education (IPE) activities across the School of Health Sciences ■ Explore options to incorporate virtual reality/ augmented reality into the curriculum 	■	■
	Trades, Technology & Design	CAD/BIM: <ul style="list-style-type: none"> ■ VR for CAB & BIM ■ AR for CAD & BIM ■ Classroom video equipment for online broadcasting 	CAD/BIM: <ul style="list-style-type: none"> ■ 3D printing with tie in for 3D modelling 	CAD/BIM: <ul style="list-style-type: none"> ■ 3D scanning tie in with 3D modelling and printing
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> ■ Implement Institutional Repository ■ Continue to grow the digital lending library for students 	■	
	Continuing Studies	<ul style="list-style-type: none"> ■ Procure new domestic sewing machines and a large-format portfolio scanner for Fashion programs ■ Upgrade networking technology labs 		
	Arts & Sciences	ABE Youth: Learn more about Zoom, Kaltura, registration tracking program, math software initiatives, VR for science	ABE Youth:	ABE Youth <ul style="list-style-type: none"> ■ Improve students' storytelling

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
		<p>CACE:</p> <ul style="list-style-type: none"> ■ Food Services Careers to explore the benefits and inclusion of visual aids, online testing, using cellular phone for time management/calendar, and Moodle courses. ■ Explore and identify technology which may be helpful for UDL implementation throughout curriculum <p>CCA:</p> <ul style="list-style-type: none"> ■ Pilot use of Zoom for math/science students who are working off campus ■ Explore opportunities for English to make use of Zoom <p>Humanities: Ongoing instructors’ PD and AD time</p> <p>DHH Research and sourcing resources to use</p> <p>Music New Social Media class and awareness of apps used by instructors</p> <p>Visually Impaired Research, review and evaluate new technologies for the visually impaired</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Continue to advocate for replacement of audio labs with new Sanako software (Capital Request Process) if not completed in current fiscal year 	<p>Potentially incorporate more use of the learning on educational technologies from 2020/2021 initiatives.</p> <p>DHH Staff will present a new technology or invite an expert, at each staff meeting, so we can stay current</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Continue to advocate for replacement of audio labs with new Sanako software (Capital Request Process) if not completed in current fiscal year ■ Request IA support for labs ■ Software: continue to identify learning options for faculty and develop content using software, such as we have done with Kaltura <p>LINC Continue to investigate new technologies and software that could enhance student learning</p>	<ul style="list-style-type: none"> ■ Solicit donations via the VCC Foundation to purchase a new set of laptops or equivalent to support new ed. tech integration <p>DHH: Faculty will develop learning modules</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Continue to advocate for replacement of audio labs with new Sanako software (Capital Request Process) if not completed in current fiscal year ■ Request IA support for labs ■ Software: continue to identify learning options for faculty and develop content using software, such as we have done with Kaltura <p>LINC Continue to investigate new technologies and software that could enhance student learning</p>

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
		<ul style="list-style-type: none"> Continue to explore new ways to improve computer lab technical support for EAL Labs and expand availability of labs for EAL students Continue to Identify online software on Moodle to request Available software: continue to build capacity of faculty for use (e.g. Zoom, Linked In Ed) 		
1.2.3 Continue to develop Learning Commons	Library, Teaching & Learning Services	<ul style="list-style-type: none"> Implement the Broadway Library & Learning Centre space plan 	<ul style="list-style-type: none"> 	
	Arts & Sciences	<p>CCA: Support redevelopment of college spaces to incorporate this concept related to an “ABE Hub” or Welcome Centre</p> <p>DHH: DHH faculty always have monthly meetings to discuss new initiatives for the department that align with college initiatives</p>	<ul style="list-style-type: none"> 	
Goal 1.3 –Deliver superior student services				
1.3.1 Review and develop support services which contribute to student success and retention	Health Sciences	<ul style="list-style-type: none"> Develop standardized guidelines related to student progression and success Align programs with the Registrar’s Student Experience initiative. Health Care Assistant pilot to start September 2020 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	Continuing Studies	<ul style="list-style-type: none"> Procure and implement online registration system Secure student loans for MDRT program 	<ul style="list-style-type: none"> Complete implementation of online registration system 	<ul style="list-style-type: none">
	Vice President Academic	<ul style="list-style-type: none"> Evaluate new English Language Proficiency Requirements and modify as required. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

VANCOUVER COMMUNITY COLLEGE

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
	Arts & Sciences	<p>ABE Youth:</p> <ul style="list-style-type: none"> ■ Offer safe inclusive programming built on relational interactions, support students who are not attending, recognize prior experiences, experiential learning opportunities, streamline and abridge content where appropriate ■ Use materials that reflect content that will help students ■ Have coffee/social space for students to meet <p>Basic Education Explore creating an ABE Peer Mentorship Program</p> <p>CACE:</p> <ul style="list-style-type: none"> ■ Continue working with VCC support services such as Counselling ■ Continue examining the impact/benefits for students from the addition of Consent workshops from non-profit providers such as West Coast LEAF and Real Talk <p>CCA:</p> <ul style="list-style-type: none"> ■ Create and administer an entry and an exit survey for CCA students ■ Develop some kind of attendance tracking system and a way to track progression so that more credentials and certificates can be awarded ■ Department Head to participate in the micro-credentials working group to explore relevance to CCA programming ■ 	<p>ABE Youth:</p> <ul style="list-style-type: none"> ■ Explore the possibility of having specific counsellor attached to our program to better support mental and emotional needs of our students ■ Streamline a process to get students the necessary accommodation or support they need <p>Basic Education Roll out a pilot ABE Peer Mentorship program</p> <p>DHH: Continue to work in collaboration with Student Services and develop streamline services.</p> <p>Give input and suggestions to other departments and college initiatives to make it more accessible so students can get the information they need to make successful choices</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Collaborate with Student Success services to facilitate referrals ■ Continue to work with Director of Student Conduct & Judicial Affairs and Arbiter of Student Issues 	<p>ABE Youth: Pursue implementation of previous years' project and maintain connections to adjacent, youth-oriented counselling services</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Collaborate with Student Success services to facilitate referrals ■ Continue to work with Director of Student Conduct & Judicial Affairs and Arbiter of Student Issues ■ Continue to work with Student Services and other departments to support evening students ■ Continue to work with other departments to provide support to faculty and students experiencing challenges due primarily to gaps in communication skills <p>LINC</p> <ul style="list-style-type: none"> ■ LINC and EAL collaborate to put on Lunch & Learns for students. Invite various support service departments to these events. ■ Our Coordinator / PBLA Lead will continue to use some of her time to help students organize their

VANCOUVER COMMUNITY COLLEGE

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
		<p>DHH:</p> <ul style="list-style-type: none"> ■ Continue to work in collaboration with Student Services and develop streamline services. ■ Give input and suggestions to other departments and college initiatives to make it more accessible so students can get the information they need to make successful choices <p>Music Ongoing Disability Services working group</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Collaborate with Student Success services to facilitate referrals ■ Continue to work with Director of Student Conduct & Judicial Affairs and Arbiter of Student Issues ■ Clarify process with Disability Services to promote clear communication with instructors and DS counsellors when scheduling accommodations ■ Continue to work with Student Services and other departments to support evening students ■ Continue to work with other departments to provide support to faculty and students experiencing challenges due primarily to gaps in communication skills (currently in Hospitality Management) ■ Support Hair Design & Esthetics to implement recommendations from Gap Analysis Report, as requested ■ Implement appropriate practices related to Ethics of Care 	<ul style="list-style-type: none"> ■ Continue to work with Student Services and other departments to support evening students ■ Continue to work with other departments to provide support to faculty and students experiencing challenges due primarily to gaps in communication skills <p>LINC</p> <ul style="list-style-type: none"> ■ LINC and EAL collaborate to put on Lunch & Learns for students. Invite various support service departments to these events. ■ Our Coordinator / PBLA Lead will continue to use some of her time to help students organize their PBLA binders to help make them more successful in achieving PBLAs 	<p>PBLA binders to help make them more successful in achieving PBLAs</p>

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
		<p>LINC</p> <ul style="list-style-type: none"> ■ LINC and EAL collaborate to put on Lunch & Learns for students. Invite various support service departments to these events. ■ Our Coordinator / PBLA Lead will continue to use some of her time to help students organize their PBLA binders to help make them more successful in achieving PBLA 		
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> ■ Additional EAL support services have been implemented into the Diploma of Hospitality Management. ■ Additional EAL workshops have been implemented to set students up for success. ■ Expand these supports to other departments <p>CBM</p> <ul style="list-style-type: none"> ■ Facilitate math and English assessments of all incoming international students, and assign action plan to specific students where necessary 	<ul style="list-style-type: none"> ■ Build more EAL support in program renewals. 	
	Registrar's Office	<ul style="list-style-type: none"> ■ Continue building awareness of the Student Experience Improvement Project. ■ Work with Departments to align programs with standardization of delivery as articulated in Student Experience Improvement Project. ■ Update and align policies to support the Student Experience Improvement Project. ■ Continue to spearhead data and process standardization across the College. 	<ul style="list-style-type: none"> ■ Continue to spearhead data and process standardization across the College. ■ Continue to provide updates on the Student Experience Improvement Project. ■ Build of degree audit capabilities (CAPP). ■ Continue process of data clean up in specific, high value areas. ■ Continue to work with Departments to align programs with standardization of 	<ul style="list-style-type: none"> ■ Continue to spearhead data and process standardization across the College. ■ Continue to provide updates on the Student Experience Improvement Project. ■ Move to online registration for the vast majority of programs at the College. ■ Continue process of data clean up in specific, high value areas.

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
		<ul style="list-style-type: none"> ■ Full implementation of EMS Campus Planning Interface to improve schedule creation process to facilitate earlier registration for students. ■ Completion of initial roll out of College calendar. ■ Continue process of data clean up in specific, high value areas. ■ Implementation of EPBC XML post-secondary transcript exchange. ■ Banner Student 9 Self Service roll out ■ Meet with all Schools to determine pathways forward for all programs to transition, where possible, to new delivery framework outlined in Student Experience Improvement Project. 	<p>delivery as articulated in Student Experience Improvement Project.</p> <ul style="list-style-type: none"> ■ Implementation of reimagined class scheduling strategy. ■ Online graduation application development. ■ Comprehensive review of tuition and fees tables in Banner to guide streamline process and rebuild. ■ Clean up of historical high school and post-grade loads. 	<ul style="list-style-type: none"> ■ Continue to work with Departments to align programs with standardization of delivery as articulated in Student Experience Improvement Project.
1.3.2 Provide timely and relevant international student support	International Education	<ul style="list-style-type: none"> ■ Hire International Student Coordinator to support with immigration-related student advising ■ Build capacity within department to support increased number of international students 	<ul style="list-style-type: none"> ■ Identify and operationalize projects to enhance the academic and personal success of international students. 	<ul style="list-style-type: none"> ■ Identify and operationalize projects to enhance the academic and personal success of international students.
	Arts & Sciences	<p>CCA: Continue to push for inclusion of International students into CCA classes despite college-level barriers</p> <p>DHH: Develop a signed ASL version of our department on the International Centre website pages</p>	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■
	Hospitality, Food Studies & Applied Business	<p>CBM</p> <ul style="list-style-type: none"> ■ Continue to enhance student support services for our international students via several platforms/vehicles including SRG, Orientation Week, Brown Bag lunch series, open door policy, Class room sit-ins, Learning Center presentations, guest speakers, support 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
		department presentations in our huddles and classrooms <ul style="list-style-type: none"> ■ Work with PDO to develop more supports for international students looking for work ■ Build on EAL support development in Hospitality Management to support other areas 		

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
KSD #5 – Business Development				
Goal 5.1 Develop new partnerships and collaboration				
5.1.1 Expand dual credit programming options by partnering with more schools boards in the Lower Mainland	Health Sciences	<ul style="list-style-type: none"> ■ Expand dual credit opportunities with Vancouver School Board 	<ul style="list-style-type: none"> ■ 	
	Continuing Studies	<ul style="list-style-type: none"> ■ Pursue partnership opportunities with high schools for Makeup Artistry program or courses 		
	Arts & Sciences	<p>ABE Youth:</p> <ul style="list-style-type: none"> ■ Build on existing partnership between ABE Youth and VSB Youth Train in Trades Program (formerly ACE-IT) to create more opportunities for students to obtain dual credit and training opportunities for careers. ■ Work with Advising, Registrar’s Office, and all relevant parties to find ways to credit prior learning ■ explore this idea of expanding dual credit programming with high schools <p>CACE:</p> <ul style="list-style-type: none"> ■ Explore offering GPS program to other school districts in partnership <p>CCA:</p> <ul style="list-style-type: none"> ■ Develop dual credit course “English for Science.”(with CD funding) ■ Look for opportunities to get more information re the new K-12 curriculum, especially 10-12 ■ Continue to support students obtaining their Dogwood or Adult Dogwoods with a combination of VCC and school board courses 	<p>ABE Youth:</p> <ul style="list-style-type: none"> ■ Develop relationships with the relevant counterparts in the K-12. ■ Create the position of an academic recruiter who can knowledgeably present specifics on all the academic course offerings. ■ Have Open House at VCC with high school counsellors and advisors to promote the programs and contents that we offer. 	

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
KSD #5 – Business Development				
		DHH: Possibly offer Job Readiness courses and college ready courses (as credit courses) to high school age students thinking about entering the workforce or post-secondary		
5.1.2 Develop and expand partnerships	Health Sciences	<ul style="list-style-type: none"> ■ Ensure Program Advisory Committees include appropriate representatives ■ Explore health care Continuing Studies opportunities for professionals working in industry ■ Continue and explore other Health Sciences program opportunities with the Aboriginal Community Career Employment Services Society (ACCESS) ■ Continue to explore opportunities with Health organizations (i.e. BC Nurses Union) and other post-secondary institutions ■ Review current rental processes for VCC's health sciences spaces to external clients ■ Explore opportunities to rent nursing labs to health organizations 	<ul style="list-style-type: none"> ■ Implement and expand on partnership opportunities through the life of the academic plan 	
	Arts & Sciences	ABE Youth: <ul style="list-style-type: none"> ■ Continue ongoing partnerships with VSB, BYRC, Love BC, VCH, Odyssey, Check Your Head, PCRS Pathways, Youth Train in Trades ■ Foster relationships with BC Children's Hospitals, Dan's Legacy (counselling), MCFD (youth agreements, adult youth agreements) Basic Education: <ul style="list-style-type: none"> ■ Apply for CALP funding from the Ministry of Advanced Education ■ Continue partnership with Vancouver Coastal Health at Willow Pavilion ■ Continue partnership with Coast Mental Health 	ABE Youth: <ul style="list-style-type: none"> ■ Look at opportunities to provide education to young athletes, or students who are pursuing a competitive interest who wouldn't fit in the traditional schooling system ■ Work with the VSB programs onsite at BYRC to possibly share programming and credit for students. 	

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
KSD #5 – Business Development				
		<ul style="list-style-type: none"> ■ Explore opportunities to develop outreach programs with new community partners <p>CACE:</p> <ul style="list-style-type: none"> ■ Continue to enrich partnership with Vancity and BBB with future presentations ■ Continue to enrich our emerging partnership with the Georgia Main Food Group ■ Continue to enrich our strong partnership with Tacofino ■ Continue our relationship with Parq with field trips and potential PAC membership ■ Continue to enrich our partnership with Open Door Group, BC WiN, Jobs West, PosAbilities, Resource relationships, PFAN, Presidents Group ■ Continue to build practicum partnerships for ongoing opportunities for students <p>CCA:</p> <ul style="list-style-type: none"> ■ The department has been a part of the Downtown Eastside (DTES) literacy roundtable for many years ■ Explore partnerships with Collective Impact- TTRUST ■ Continued partnerships with WorkBC will expand opportunities for more students/clients <p>DHH:</p> <ul style="list-style-type: none"> ■ Reach out to industry and employers who may benefit from this programming. For example, partner with WorkBC to streamline work integration in the classes. ■ Try and develop a system for target wage subsidy with employers <p>Music Work with BCIT Broadcast department</p>		

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
KSD #5 – Business Development				
		<p>Visually Impaired</p> <ul style="list-style-type: none"> ■ Strengthen and formalize existing partnerships. ■ Investigate partnering with new businesses and WorkBC <p>EAL</p> <ul style="list-style-type: none"> ■ Continue work supporting EAL learners through content areas (Hospitality Management, Hair Esthetics & Design, plus new areas) ■ Work with Combined Skills partnerships (Culinary, Baking, HCA) to maintain effective partnerships ■ Continue to collaborate with PDO CareerLab on career readiness competencies ■ Continue to build relationships with other institutions to inform our own practices (UFV, ECUAD, etc.) 		
	Trades, Technology & Design	<ul style="list-style-type: none"> ■ Expand partnership between CAD & BIM and high schools ■ Run program in partnership with VIU in the SKB ■ Continue to improve the Youth in Trades Program and Trade Sampler ■ Run more program with support from the foundation (Access programs) ■ Participate in provincial and national skills 	<ul style="list-style-type: none"> ■ Continue to expand partnership with post-secondary institutions and high schools ■ Deliver more programs in partnership with other post-secondary institutions (similar to programs at Riverside College, and Maple Ridge) 	<ul style="list-style-type: none"> ■ Continue to expand partnership with post-secondary institutions and high schools ■ Deliver more programs in partnership with other post-secondary institutions (similar to programs at Riverside College, and Maple Ridge)
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> ■ Partnering with PMI CWCC ■ Partnership with PM Volunteers ■ Partner with other institutes for Field Schools ■ Operationalize existing partnerships for international work experience ■ Revitalize PACs <p>CBM and BPM</p> <p>Partner with new Business stakeholders in the area (Amazon, etc.) and explore synergies</p>	<ul style="list-style-type: none"> ■ 	

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
KSD #5 – Business Development				
	Continuing Studies	<ul style="list-style-type: none"> ■ Publish a small-scale contract menu for employers 		
5.1.3 Develop new international business partnerships to support international enrolment	International Education	<ul style="list-style-type: none"> ■ Explore and implement mutually beneficial local, national and international partnership ideas 	<ul style="list-style-type: none"> ■ Explore and implement mutually beneficial local, national and international partnership ideas 	<ul style="list-style-type: none"> ■ Explore and implement mutually beneficial local, national and international partnership ideas
	Arts & Sciences	<p>CCA: CCA is more than willing to increase international enrollment in upgrading courses, especially currently to support International students with math skills. The self-paced option is perfect for International students to do their upgrading con-currently OR as pre-requisites.</p> <p>DHH: Access businesses and schools abroad to find out if we could do online courses of ASL or English or offer modules.</p>		
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> ■ Continue work started with Italian and Irish institutes 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: May 27, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
2021/2022 Academic Schedule

BACKGROUND:

The Academic Schedule maps out important dates for VCC students within a given academic year: these include (but are not limited to) deadlines for payment and adding/dropping courses; refunds; registration in courses/programs; application for graduation; and closures and statutory holidays.

The Academic Schedule is developed by the Academic Schedule Ad Hoc Committee in consultation with the deans and in accordance with C.3.13 *Academic Schedule*. (Exempt from this process are Industry Training Authority [ITA] programs and non-credentialed Continuing Studies courses/programs.)

Subsection 23(1)(h) of the *College and Institute Act* requires the Board to approve, with the advice of Education Council, the Academic Schedule for each year: typically, review and approval occurs 15-18 months prior to the start of that academic year. An Academic Schedule approved by the Board of Governors is not subject to further changes except in extraordinary circumstances. Should changes be deemed necessary, these will be adjudicated by the Academic Schedule Ad Hoc Committee prior to a recommendation being made to the Education Council and, in turn, to the Board of Governors (Section 8 of C.3.13 *Academic Schedule* Procedures).

DISCUSSION:

The 2021/2022 Academic Schedule was presented at Education Council's April 14, 2020 meeting by the Vice President, Academic and Applied Research, Mr. David Wells: he acknowledged the efforts of the Registrar's Office to support programs moving to a standardized term structure and also noted that the COVID-19 pandemic could create a need for changes to the 2021/2022 Academic Schedule. Any modification to the Academic Schedule will be overseen as per the terms of C.3.13 Section 8, described above. Education Council expressed no concerns regarding the Academic Schedule or the potential need for alterations.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, the 2021/2022 Academic Schedule.

ATTACHMENTS: APPENDIX A – 2021/2022 Academic Schedule

PREPARED BY: Elle Ting, Chair, Education Council

DATE: May 14, 2020

APPENDIX A

Academic Schedule 2021-22

Terms and Breaks	
Fall Term 2021	6th September 2021 to 21st December 2021
Winter Term 2022	4th January 2022 to 29th April 2022
Spring/Summer Term 2022	2nd May 2022 to 31st August 2022

Statutory Holidays	
Labour Day	Monday September 6th 2021
Thanksgiving	Monday October 11th 2021
Remembrance Day	Thursday November 11th 2021
Family Day	Monday February 14th 2022
Good Friday	Friday April 15th 2022
Easter Monday	Monday April 18th 2022
Victoria Day	Monday May 23rd 2022
Canada Day	Friday July 1st 2022
BC Day	Monday August 8th 2022

Holiday Closure	22nd December 2021 to January 3rd 2022
VCC Day	3rd November, 2021 (1st Wednesday in November)

2021												2022																													
September						October						November						December						January						February											
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	27	28					
							31																					30	31												

2022																																										
March						April						May						June						July						August												
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
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27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31				
																												31														

For more information about Academic Scheduling please refer to: [Policy 3.13 Academic Schedule](#) and [Procedures](#)

School of Arts and Science		Terms when programs start			
Program	Notes:	Fall 2021	Winter 2022	Spring 2022	Summer 2022
ABE Lab - Purple Door - Computer Studies	Self paced	☑	☑	☑	
ABE Youth Program	Self-paced, Continuous intake	☑	☑	☑	
Access to Career Education - Career Programming	class-based and self-paced	☑	☑	☑	
ASL & Deaf Studies - ASL Level 1	Part-Time	☑	☑		☑
ASL & Deaf Studies - ASL Level 2	Part-Time	☑			
ASL & Deaf Studies - ASL Level 3	Part-Time		☑		
ASL & Deaf Studies - Certificate	Full-Time	☑			
Basic Education - Computers	Self-paced, Continuous intake	☑	☑	☑	
Basic Education - English	Class based, Self-paced, Continuous intake	☑	☑	☑	☑
Basic Education - Math	Class-based, Self-paced, Continuous intake	☑	☑	☑	☑
Basic Education - Outreach	Self-paced, Continuous intake	☑	☑	☑	
College and Career Access - English & Social Sciences	(CCA) - Self-paced, Continuous intake	☑	☑	☑	☑
College and Career Access - English Skills and Prep	(CCA) - Class-based	☑	☑	☑	
College and Career Access - Math & Sciences	(CCA) - Self-paced, Continuous intake	☑	☑	☑	☑
College Foundation - Biology	Class based	☑	☑	☑	☑
College Foundation - Chemistry	Class based	☑	☑	☑	☑
College Foundation - English	Class based	☑	☑	☑	
College Foundation - Law	Class based	☑	☑		
College Foundation - Math	Class based	☑	☑	☑	☑
College Foundation - Physics	Class based	☑	☑	☑	
College Foundation - Psychology	Class based	☑	☑		
Community & Career Education - Career Awareness	(CCED) Full - Time	☑			
Community & Career Education - Computer Applications	(CCED) Part-Time	☑			
Community & Career Education - Food Services Careers	(FSCR) Full-Time	☑			
Community & Career Education - Managing Your Money	(CCED) Part-Time	☑			
Community & Career Education - Reading & Writing Level 3	(CCED) Part-Time	☑			
Community & Career Education - Reading & Writing Level 4	(CCED) Part-Time	☑			
Community & Career Education - Retail & Hospitality Careers	(REHC) Full-Time	☑			
Dance - Diploma	Cohort, Class based	☑			
Deaf & Hard of Hearing - ASL and Literacy	Grouped classes	☑		☑	
Deaf & Hard of Hearing - Job Readiness		☑			
Deaf & Hard of Hearing - Speechreading		☑	☑	☑	
English as an Additional Language – Pathways		☑	☑	☑	
English as an Additional Language – Pronunciation		☑	☑	☑	
English as an Additional Language - Grammar		☑	☑	☑	
English as an Additional Language – IELTS Prep		☑			
English as an Additional Language – Communication for Engineers		☑			
English as Another Language - CELBAN Prep	Class based	☑	☑	☑	
Music - Diploma		☑			
Music - Degree		☑			
University Transfer – Arts Certificate		☑			
University Transfer – Science Certificate		☑			
University Transfer - Software Systems		☑			
University Transfer – Engineering		☑			
University Transfer		☑			
Visually Impaired		☑			

This Academic Schedule is subject to change

Non-term based courses and/or programs: Fall outside the term based schedule and are developed based on the number of hours or weeks required to complete the course and/or program (as reflected in the Program Content Guide and/or Course Outline).

Term based courses: Classes are generally held over a 3-4 month period. The exact dates vary from year to year depending on national, provincial and civic holidays but typically are held in the September-December period, the January-April period, and the May-August period.

For actual program and course start dates, as not all programs start at the beginning of each term, please contact the Registrar's Office or visit www.vcc.ca Programs/Courses.

Centre of Continuing Studies		Terms when programs start			
Program	Notes:	Fall 2021	Winter 2022	Spring 2022	Summer 2022
Building Manager Certificate		☑	☑	☑	
Building Service Worker		☑	☑	☑	
Business and Technical Writing Certificate		☑	☑	☑	

Business Leadership and Management Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Canadian Gemmological Association Diploma	Accelerated			<input checked="" type="checkbox"/>	
Canadian Gemmological Association Diploma	Part-Time	<input checked="" type="checkbox"/>			
Counselling Skills Foundational Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Creative Writing		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Early Childhood Education		<input checked="" type="checkbox"/>			
Fashion Design & Production Diploma		<input checked="" type="checkbox"/>			
Fashion Merchandising		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Jewellery - Non-credit		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Languages		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Leadership Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Makeup Artistry Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Management Skills for Supervisors Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
MasterValuer Appraisal Certificate of Completion		<input checked="" type="checkbox"/>			
Medical Device Reprocessing Technician		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
NETT (Networking Technology) Program		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Office Administration Certificates	(Administration and Supervision, Legal Office Skills, Medical Office Skills, and Records Management Skills streams)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Paralegal		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Small Business		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sport and Recreation Management Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Tea Sommelier		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Volunteer Management		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Wedding and Event Management Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Wine Sommelier		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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Term based courses: Classes are generally held over a 3-4 month period. The exact dates vary from year to year depending on national, provincial and civic holidays but typically are held in the September-December period, the January-April period, and the May-August period.

For actual program and course start dates, as not all programs start at the beginning of each term, please contact the Registrar's Office or visit www.vcc.ca Programs/Courses.

School of Health Sciences		Terms when programs start			
Program	Notes:	Fall 2021	Winter 2022	Spring 2022	Summer 2022
Access to Practical Nursing		<input checked="" type="checkbox"/>			
Acute Care Skills for Health Care Assistants	Non-term based	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Bachelor of Science (Nursing)	Year 1 Entry	<input checked="" type="checkbox"/>			
Bachelor of Science (Nursing)	Advanced Entry		<input checked="" type="checkbox"/>		
Certified Dental Assisting - Distance Delivery	Non-term based - monthly intakes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Certified Dental Assisting (on-site)	Non-term based	<input checked="" type="checkbox"/>			
Dental Hygiene	Non-term based	<input checked="" type="checkbox"/>			
Dental Hygiene - degree	Non-term based	<input checked="" type="checkbox"/>			
Dental Reception Coordinator	Non-term based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Dental Technology		<input checked="" type="checkbox"/>			
Denturist	On Hold				
Health Care Assistant	Non-term based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Health Care Assistant - ESL		<input checked="" type="checkbox"/>			
Health Unit Coordinator	Non-term based	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Medical Lab Assistant	Non-term based	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Occupational/ Physical Therapist Assistant	Non-term based - Year 1	<input checked="" type="checkbox"/>			
Pharmacy Technician	Non-term based	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Practical Nursing		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Pre-Health Sciences	On Hold				

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For actual program and course start dates, as not all programs start at the beginning of each term, please contact the Registrar's Office or visit www.vcc.ca Programs/Courses.

School of Hospitality, Food and Business		Terms when programs start			
Program	Notes:	Fall 2021	Winter 2022	Spring 2022	Summer 2022
Administrative Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Applied Business Technology		<input checked="" type="checkbox"/>			
Asian Culinary Arts		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Baking & Pastry Arts - ACE-IT Foundation					<input checked="" type="checkbox"/>
Baking & Pastry Arts - Apprentice Level 1			<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Apprentice Level 2			<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Apprentice Level 3			<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Artisan Baking		<input checked="" type="checkbox"/>			
Baking & Pastry Arts - Artisan Baking International		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Pastry			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Baking & Pastry Arts - Pastry - (ESL)		<input checked="" type="checkbox"/>			
Baking & Pastry Arts - Pastry (International 5 months)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Canadian Business Management		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Business & Project Management		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cook Apprentice (monthly intake)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Culinary Arts High School		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Executive Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Hospitality Management - Degree		<input checked="" type="checkbox"/>			
Hospitality Management - Degree (Executive Chort)		<input checked="" type="checkbox"/>			
Hospitality Management - Diploma		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Legal Administrative Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Medical Office Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Medical Transcriptionist		<input checked="" type="checkbox"/>			
Culinary Arts Diploma (International)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Professional Cook 1		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Cook 1 ESL		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Professional Cook 2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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School of Instructor Education		Terms when programs start			
Program	Notes:	Fall 2021	Winter 2022	Spring 2022	Summer 2022
Certificate in Online/eLearning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Provincial Instructor Diploma		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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For actual program and course start dates, as not all programs start at the beginning of each term, please contact the Registrar's Office or visit www.vcc.ca/Programs/Courses.

School of Trades, Technology and Design		Terms when programs start			
Program	Notes:	Fall 2021	Winter 2022	Spring 2022	Summer 2022
Automotive Collision - Apprentice Level 1		<input checked="" type="checkbox"/>			
Automotive Collision - Apprentice Level 2		<input checked="" type="checkbox"/>			
Automotive Collision - Apprentice Level 3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Automotive Collision and Refinishing - High School		<input checked="" type="checkbox"/>			
Automotive Collision and Refinishing - RayCam			<input checked="" type="checkbox"/>		
Automotive Collision and Refinishing Diploma		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Automotive Collision and Refinishing Technician - Foundation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Automotive Collision Glass Technician Apprentice		<input checked="" type="checkbox"/>			

Academic Schedule/Calendar Program/Course Delivery 2021/22

Automotive Paint and Refinishing Prep Apprentice		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Automotive Refinishing - Prep Foundation		<input checked="" type="checkbox"/>			
Automotive Refinishing Prep Apprentice			<input checked="" type="checkbox"/>		
Automotive Refinishing Prep High School			<input checked="" type="checkbox"/>		
Automotive Service Technician - E-pprentice		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Automotive Service Technician - Foundation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice - ACE-IT	Britannia	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice Level 1				<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice Level 2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Automotive Service Technician Apprentice Level 3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice Level 4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Automotive Service Technology Diploma	2 year program	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
CAD and BIM - Architectural	(Previously Drafting)	<input checked="" type="checkbox"/>			
CAD and BIM - Architectural, Civil, Structural	(Previously Drafting)	<input checked="" type="checkbox"/>			
CAD and BIM - Citation (4 months)	(Previously Drafting)			<input checked="" type="checkbox"/>	
CAD and BIM - Diploma streams	(Previously Drafting)	<input checked="" type="checkbox"/>			
CAD and BIM - Steel Detailing	(Previously Drafting)	<input checked="" type="checkbox"/>			
Computer Systems Technology	2 year program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Hair Design		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Hair Design High School		<input checked="" type="checkbox"/>			
Heavy Mechanical - Diploma	2 year program				<input checked="" type="checkbox"/>
Heavy Mechanical - Foundation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Heavy Mechanical Trades Apprentice Level 1		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Heavy Mechanical Trades Apprentice Level 2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Heavy Mechanical Trades Apprentice Level 3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Heavy Mechanical Trades Apprentice Level 4 - CT			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Heavy Mechanical Trades Apprentice Level 4 - HD		<input checked="" type="checkbox"/>			
Jewellery Art and Design		<input checked="" type="checkbox"/>			
Skin and Body Therapy		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Visual Communication Design	(previously Digital Graphic Design)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

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DECISION NOTE

PREPARED FOR: Board of Governors

DATE: May 27, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Program: Addiction Counselling Skills Advanced Certificate

BACKGROUND:

VCC began offering counselling skills education in 1987 with the Substance Abuse and Skills Certificate program; this programming was revised in 2006/2007 to create two parallel certificate programs in Community Counselling and Addictions Counselling, and then revised again in 2016/2017; the latter round of revisions culminated in the redesign of the program as a three-program suite of stackable credentials, of which the proposed Addiction Counselling Skills Advanced Certificate is the second program in sequence: it is preceded by the Counselling Skills Foundational Certificate (launched September 2019) and will ladder into a forthcoming Counselling Diploma.

The Addictions Counselling Skills program is comprised of 20.5 credits that can be completed on a part-time or full-time basis within one year. Learners will deepen their counselling knowledge and skills, focusing on effective engagement with individuals, groups, and families struggling with problematic substance use; the program is skills-based and concludes with a practicum in a community setting. Graduates will be ready to work in social and community services occupations with an addictions focus, such as mental health and addictions support worker, residential support worker, shelter resource worker, and caseworker. *Social and community service worker* is listed by WorkBC as a “high opportunity occupation,” with an average annual projected growth of 1.5% to 2029¹; given the additional pressures placed on community health resources, including mental health support, in the context of the current COVID-19 emergency, it is likely that the need for social service workers will exceed earlier projections, particularly in the near future.

Upon successful completion of the Addictions Counselling Skills Advanced Certificate program, learners will meet the following outcomes:

- *Model empathetic approaches in working with people struggling with problematic substance use*
- *Develop self-awareness by acknowledging and challenging assumptions*
- *Acknowledge the impacts of historic and systemic oppression on individuals*
- *Model the values of inclusion and social justice in a helping role*
- *Engage in a support role with clients in individual, family, and group settings*
- *Model concepts essential to a helping relationship including respect, self-awareness, and ethics*
- *Demonstrate trauma-informed practice*

¹ “Social and community service workers (NOC 4212).” WorkBC. <https://www.workbc.ca/CareerCompass/4212>. Accessed 13 May 2020.

- *Communicate effectively in a client-centred manner and recognize language as an agent of social change*
- *Apply evidence-based models, tools, and interventions in helping roles specific to substance use*
- *Deepen knowledge of Indigenous health models and cultural safety, particularly as these apply to addictions*

DISCUSSION:

This proposed program was discussed at the April 14, 2020 Education Council meeting. The minor changes recommended by Curriculum Committee (details regarding English proficiency requirements; naming of specific prerequisite courses in some of the course outlines; elimination of typographical and adding errors) had all been completed, and Education Council had no further questions or concerns.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Addiction Counselling Skills Advanced Certificate credential.

ATTACHMENTS: APPENDIX A – Program Content Guide (PCG) for Addiction Counselling Skills Advanced Certificate

PREPARED BY: Elle Ting, Chair, Education Council

DATE: May 13, 2020

APPENDIX A



Addiction Counselling Skills Advanced Certificate

Program Content Guide

Effective Date: January 2021

Purpose

The Addiction Counselling Skills Advanced Certificate program deepens learners' applied practice and theoretical knowledge in counselling skills to engage effectively with individuals, groups, and families struggling with substance use.

Admission Requirements

- Successful completion of VCC's Counselling Skills Foundational Certificate program or equivalent
- English language proficiency at a minimum Grade 12 'C+' level

Upon Acceptance:

- Criminal Record Check (CRC). In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.

Prior Learning Assessment & Recognition (PLAR)

PLAR is available for some courses and will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, demonstration, interview, or external evaluation.

Program Duration

The program can be taken part-time or full-time and can be completed in one year. Maximum time for completion is 3 years.

Program Learning Outcomes

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

- Model empathetic approaches in working with people struggling with problematic substance use
- Develop self-awareness by acknowledging and challenging assumptions
- Acknowledge the impacts of historic and systemic oppression on individuals
- Model the values of inclusion and social justice in a helping role
- Engage in a support role with clients in individual, family, and group settings
- Model concepts essential to a helping relationship including respect, self-awareness, and ethics
- Demonstrate trauma-informed practice
- Communicate effectively in a client-centred manner and recognize language as an agent of social change
- Apply evidence-based models, tools, and interventions in helping roles specific to substance use
- Deepen knowledge of Indigenous health models and cultural safety, particularly as these apply to addictions

Instructional Activities, Design and Delivery Mode

The Addiction Counselling Skills Advanced Certificate curriculum is designed to provide students with practical and experiential learning that is grounded in theory and evidence-based practice. The program has a skills-based focus and emphasis is placed on integration of knowledge and practice.

Courses are delivered through a combination of instructional activities including, but not limited to, lectures, seminars, group discussion and activities, demonstrations, guest lectures, videos, clinical simulations, and field trips.

The program concludes with a practicum in which students work or volunteer in a support position within a community setting. The practicum includes on-site support and supervision from a practicum supervisor and seminars for debriefing and integration of learning.

Evaluation of Student Learning

Student learning is evaluated in a variety of ways including, but not limited to, presentations, individual and group projects, exams, research, assignments, lab work and portfolios. Students will also engage in peer- and self-assessment and reflective practice.

Students must achieve a minimum grade of C to successfully complete each course.

Many of the courses have a mandatory Saturday class. 80% attendance is mandatory to successfully complete each course.

Recommended Characteristics of Students

- Basic computer skills
- Familiarity and comfort with basic research skills
- Ability to give and receive feedback
- Maturity, emotional stability and a suitability to work in a helping role
- A sufficient level of self-awareness and personal and professional development to be able to attend to another person
- An interest in helping people and willingness to work in support positions in community settings

Courses

Course #	Course Name and Description	Credits
CNSK 2502	Foundations of Addiction Counselling Skills	2.0
CNSK 2503	Introduction to Trauma Informed Practice	1.5
CNSK 2504	Introduction to Concurrent Disorders	1.5
CNSK 2506	Addiction and Human Behaviour Across the Lifespan	3.0
CNSK 2507	Addiction and Public Policy	1.5
CNSK 2508	Addiction Assessment Skills	2.0
CNSK 2509	Group Facilitation Skills	2.5
CNSK 2510	Indigenous Perspectives and Addiction	1.5
CNSK 2511	Practicum	5.0

Total Program Credits: 20.5

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to Continuing Studies 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		0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

VCC Education and Education Support Policies

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



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: May 27, 2020

ISSUE: **Financial Performance (for the Twelve Months ending March 31, 2020)
Procurement Status Update**

2019/20 Operating Overview (April 2019 – March 2020)

Revenue for the period was \$123.9 million compared to budget of \$121 million (\$2.87 million above plan) and prior year of \$115.2 million (\$8.7 million above prior year) (Table 4). Although domestic revenue is down by \$1.2 million, this has been offset by higher international revenue of \$1.8 million (Table 1, 2 and 3).

The School of Hospitality, Food Studies and Applied Business domestic revenue was \$355K lower than budget, however, international revenue was up by \$980K. Domestic Culinary and Admin Assistant and Hospitality programs experienced softer enrolments in the year resulting in lower domestic tuition revenue by \$310K. The Canadian Post Degree Diploma and Hospitality programs showed strong growth in international enrolment with an increased revenue of \$881K.

The School of Trades, Technology and Design domestic revenue was lower than budget by \$252K with an increase in international revenue of \$694K. Combined CAD/BIM and Graphic Design programs had lower domestic revenue of \$154K, which was offset by \$158K increase in international tuition revenue. Hair Design/Skin and Body Therapy and Auto Collision programs international revenue was increased by \$275K and \$124K respectively.

School of Arts and Sciences was \$262K lower than the domestic revenue budget due to lower enrolment in UT Programs. The School of Health Sciences revenue from domestic was \$363K lower than budget. Access to Practical Nursing, Health Care Assistant and Dental Tech programs' domestic tuition revenue was lower by \$208K due to lower enrolment and Pre Health program was canceled with a revenue loss of \$50K.

Contract training revenue was \$1.2 million above budget, which includes revenues from many contracts that have been closed this fiscal year.

Total expenses for the period were \$123 million compared to budget of \$121 million (\$2 million above budget) and prior year of \$113.6 million (\$9.4 million above prior year). The main variance of \$2 million included the salary and expense increase to deliver new contracts, and year-end adjustments included a \$192K in employee future benefits accrual based on a third party year end

actuarial report in addition to increased benefit premium of \$330K for 4 months (December 2019 – March 2020).

The main increase in expenses is due to an increase in agency fees due to higher international student enrolment, higher software cost, Access Copyright expense and increase in professional fees to deliver contracts for this fiscal year as well as increase in maintenance and repair for aging infrastructure and equipment.

The net surplus for the year was \$893K compared to a break even budget (\$893 million more favorable than budget) and prior year surplus of \$1.6 million (\$773K less favorable than prior year).

ATTACHMENTS: Table 1, 2 and 3: Summary – Revenue by School
Table 4 – Statement of Operations for the year ended March 31, 2020

PREPARED BY: Jamie Choi, CFO (Interim)

DATE: May 21, 2020

APPENDIX A

SUMMARY – REVENUE BY SCHOOL

TABLE 1

Domestic Tuition Revenue by School – Actual Compared to Budget and Prior Year

	2019/20 Actuals (Apr 2019 - Mar 2020)	2019/20 Budget (Apr 2019 - Mar 2020)	Variance Favourable / (Unfavorable)	2018/19 Actuals (Apr 2018 - Mar 2019)	Variance Favourable / (Unfavorable)
CENTRE FOR CONTINUING STUDIES	3,410,586	3,481,115	(70,529)	3,574,414	(163,828)
SCHOOL OF ARTS AND SCIENCES	1,480,731	1,743,585	(262,854)	1,426,983	53,748
SCHOOL OF HEALTH	3,853,246	4,216,271	(363,025)	3,879,952	(26,706)
SCHOOL OF HOSP, FOOD & BUSINESS	1,843,225	2,198,648	(355,423)	1,975,382	(132,157)
DIVISION OF LIBRARY, TEACH & LEARN	931,078	858,246	72,832	871,421	59,657
SCHOOL OF TRADES, TECH & DESIGN	2,222,400	2,474,735	(252,335)	2,013,508	208,892
	13,741,266	14,972,600	(1,231,334)	13,741,660	(394)

TABLE 2

International Tuition Revenue by School – Actual Compared to Budget and Prior Year

	2019/20 Actuals (Apr 2019 - Mar 2020)	2019/20 Budget (Apr 2019 - Mar 2020)	Variance Favourable / (Unfavorable)	2018/19 Actuals (Apr 2018 - Mar 2019)	Variance Favourable / (Unfavorable)
CENTRE FOR CONTINUING STUDIES	186,675	40,000	146,675	89,006	97,669
SCHOOL OF ARTS AND SCIENCES	465,042	516,971	(51,929)	582,130	(117,088)
SCHOOL OF HEALTH	51,329	27,372	23,957	111,375	(60,046)
SCHOOL OF HOSP, FOOD & BUSINESS	15,307,324	14,327,053	980,271	10,673,279	4,634,045
DIVISION OF LIBRARY, TEACH & LEARN	0	0	0	4,946	(4,946)
SCHOOL OF TRADES, TECH & DESIGN	7,403,403	6,709,048	694,355	5,815,953	1,587,450
	23,413,773	21,620,444	1,793,329	17,276,689	6,137,084

TABLE 3:
Combined Domestic and International Revenue by School

	2019/20 Actuals (Apr 2019 - Mar 2020)	2019/20 Budget (Apr 2019 - Mar 2020)	Variance Favourable / (Unfavorable)	2018/19 Actuals (Apr 2018 - Mar 2019)	Variance Favourable / (Unfavorable)
CENTRE FOR CONTINUING STUDIES	3,597,261	3,521,115	76,146	3,663,420	(66,159)
SCHOOL OF ARTS AND SCIENCES	1,945,773	2,260,556	(314,783)	2,009,113	(63,340)
SCHOOL OF HEALTH	3,904,575	4,243,643	(339,068)	3,991,327	(86,752)
SCHOOL OF HOSP, FOOD & BUSINESS	17,150,549	16,525,701	624,848	12,648,661	4,501,888
DIVISION OF LIBRARY, TEACH & LEARN	931,078	858,246	72,832	876,367	54,711
SCHOOL OF TRADES, TECH & DESIGN	9,625,803	9,183,783	442,020	7,829,461	1,796,342
	37,155,039	36,593,044	561,995	31,018,349	6,136,690

**STATEMENT OF OPERATIONS – COMPARISON TO BUDGET AND PRIOR YEAR
FOR THE YEAR ENDED MARCH 31, 2020**

TABLE 4:**2019/20 Actuals vs Budget and Prior Year**

(In \$ Thousands)	2019/20 Actuals	2019/20 Budget	Variance favourable /(unfavourable)	Comments	2018/19 Actuals	Variance favourable /(unfavourable) - 1920 current fcst vs 1819 actuals
Province of B.C. Grants	56,759	55,647	1,112	Due to one time funding not in the budget - MSP/Employer Health Tax top up.	55,026	1,733
Adult Upgrading Grant	427	399	28		406	21
Sales of goods and services	5,909	6,215	(306)	March revenue loss	6,141	(232)
Tuition and student fees	40,136	39,283	853	See Table 1, 2 & 3	33,535	6,601
ABE/EAL Tuition Free	4,957	5,573	(617)	EAL program \$300K; CF program \$103K; College and Career Access \$80K; ABE \$86K less than budget	4,869	87
Other grants, fees & contract services	6,874	5,677	1,197	Access to Health Care \$119K; 2 of IRCC contracts \$434K; Career Access Program \$111K; Building Service Worker \$52K; BCMEA \$48K; Emily Carr Pathway \$78K	7,208	(333)
Miscellaneous income	1,968	1,834	134		1,791	177
Donation income (Foundation Related)	752	700	52		733	19
Amortization of deferred capital contributions	5,472	5,360	111		5,074	397
Interest income	708	400	308	Due to higher interest rates	452	256
REVENUES	123,962	121,089	2,873		115,236	8,726

(In \$ Thousands)	2019/20 Actuals	2019/20 Budget	Variance favourable / (unfavourable)	Comments	2018/19 Actuals	Variance favourable / (unfavourable) - 1920 current fcst vs 1819 actuals
SALARY AND BENEFIT EXPENSES	87,611	87,752	141	\$461K salaries and benefits increased to deliver added contracts. Added benefits for employees groups \$330K and \$192K for post employment benefits. Admin salaries lower by \$800K	82,384	5,228
Supplies and general expenses	9,274	8,863	(411)	\$1.2M contingency not spent; Access copy right \$443K, \$600K to Foundation; software increased by \$200K and small tools increased by \$200K to accommodate increased enrolment in some programs	7,417	1,857
ABE Financial Aid	427	399	(28)		406	21
Bursary/Scholarship	752	700	(52)		733	19
Professional fees	5,384	4,586	(798)	Agency fee increased by \$383K. HR related fees increased by \$125K. \$393K increased to deliver additional contracts during the year	3,709	1,675
Building and telecom	6,995	6,540	(455)	Increased maintenance/repair/IT projects /downtown security. Due to mainly aging infrastructure and equipment.	6,817	178
Cost of Goods Sold	3,627	3,711	85		3,651	(24)
Depreciation Expense	8,999	8,538	(461)	Copier lease not included in the budget, due to the changes in capital items (equipment/computer/buildings)	8,454	545
OPERATING EXPENSES	35,458	33,338	(2,120)		31,188	4,271
TOTAL EXPENSES	123,069	121,089	1,980		113,571	9,498
NET SURPLUS (DEFICIT)	893				1,665	(773)

*ABE : Adult Basic Education

*CF: College Foundation

*ASP: Aboriginal Service Plan

*EAL : English as Additional Language

*BCMEA: BC Maritime Employers Association

*IRCC: Immigration, Refugees and Citizenship Canada



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: May 27, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
VCC 2019/20 Audited Financial Statements

BACKGROUND:

Section 55 of the *College and Institute Act* requires that post-secondary institutions conduct an audit of their accounts and transactions annually. The 2019/20 audited financial statements presented satisfy this audit requirement under the Act.

The Office of the Auditor General (OAG) of British Columbia was appointed in accordance with the Auditor General Act as the auditor of VCC. This is a five year commitment, with 2019/20 being the fifth and final year the OAG has conducted the audit for VCC.

RECOMMENDED MOTION:

That, on the recommendation of the Finance and Audit committee, the Board of Governors approve the 2019/20 audited Financial Statements as presented.

ATTACHMENTS: APPENDIX A: Audited Financial Statements for the year ended
March 31, 2020

PREPARED BY: Jamie Choi, Interim CFO

DATE: May 21, 2020

APPENDIX A

Financial Statements of

VANCOUVER COMMUNITY COLLEGE

Year ended March 31, 2020

VANCOUVER COMMUNITY COLLEGE

Statement of Management Responsibility

The financial statements have been prepared by management in accordance with Section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia. The integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes of the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements. A summary of the significant accounting policies are described in Note 2 to the financial statements. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced. The internal controls are designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the financial statements.

The Vancouver Community College Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and exercises these responsibilities through the Finance and Audit Committee. The Finance and Audit Committee reviews the internal financial statements on a quarterly basis and external audited financial statements yearly. The Finance and Audit Committee also discuss any significant financial reporting or internal control matters prior to their approval of the financial statements.

The external auditors, the Office of the Auditor General of British Columbia conducts an independent examination, in accordance with Canadian auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of Vancouver Community College and meet when required. The accompanying Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the financial statements.

On behalf of Vancouver Community College

Ajay Patel
President and CEO (Interim)
Mmm dd, 2020

Jamie Choi
CFO (Interim)
Mmm dd, 2020

DRAFT INDEPENDENT AUDITOR'S REPORT

INDEPENDENT AUDITOR'S REPORT

*To the Board of Governors of Vancouver Community College, and
To the Minister of Advanced Education, Skills and Training, Province of British Columbia*

Qualified Opinion

I have audited the accompanying financial statements of Vancouver Community College (“the entity”), which comprise the statement of financial position as at March 31, 2020, and the statements of operations and accumulated surplus, changes in net debt and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In my opinion, except for the effects of the matters described in the Basis for Qualified Opinion section of my report, the financial statements present fairly, in all material respects, the financial position of Vancouver Community College as at March 31, 2020, and the results of its operations, change in its net debt, remeasurement gains and losses and its cash flows for the year then ended in accordance with Canadian Public Sector Accounting Standards (PSAS).

Basis for Qualified Opinion

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my qualified opinion.

I conducted my audit in accordance with Canadian generally accepted auditing standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of my report. I am independent of the entity in accordance with the ethical requirements that are relevant to my audit of the entity's financial statements in Canada, and I have fulfilled my other ethical responsibilities in accordance with these requirements.

Deferral of revenues

As described in Note 3 to the Financial Statements, the entity's accounting treatment for contributions received from governments and for externally restricted contributions received from non-government sources is to initially record them as deferred revenue (a liability) and then recognize revenue in the statement of operations either on the same basis as the related expenditures occur or, in the case of funds for the purchase or construction of capital assets, to recognize revenue on the same basis as the related assets are amortized. The entity was required to adopt this accounting policy as prescribed by Province of British Columbia Treasury Board Regulation 198/2011.

Under Canadian Public Sector Accounting Standards, the entity's method of accounting for contributions is only appropriate in circumstances where the funding meets the definition of a liability. Otherwise, the appropriate accounting treatment is to record contributions as revenue when they are received or receivable. In my opinion, certain contributions of the entity do not meet the definition of a liability, and as such the entity's method of accounting for those contributions represents a departure from Canadian Public Sector Accounting Standards.

This departure has existed since the inception of the standard, which applies to periods beginning on or after April 1, 2012. Had the entity made an adjustment for this departure in the current year, the liability for deferred revenue as at March 31, 2020 would have been lower by \$0.3 million, the liability for deferred capital contributions would have been lower by \$73.2 million, revenue, annual surplus and accumulated surplus would have been higher by \$73.5 million and net debt would have been lower by \$73.5 million.

Agreement to Contribute funds to the Vancouver Community College Foundation

As described in Note 13, Associated Organizations, the entity contributed \$0.6 million to the Vancouver Community College Foundation (VCCF), a public charitable foundation that supports students and programs at the entity. The contribution was from a legal arrangement entered into by the entity to transfer funds to the VCCF. The legal substance of the arrangement is that of a loan to VCCF, however at the balance sheet date the transfer of funds to VCCF had not yet occurred and no liability existed at the balance sheet date. The entity recorded an expense and liability in relation to this arrangement, which represents a departure from Public Sector Accounting Standards (PSAS).

The impact of this error on the entity's financial statements is an overstatement of \$0.6 million in instruction and instructional support expenses, accounts payable, and net debt and an understatement of \$0.6 million in annual surplus and accumulated surplus.

Responsibilities of Management and Those Charged with Governance for the Financial Statements.

Those charged with governance are responsible for the oversight of the financial reporting process. Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian Public Sector Accounting Standards, and for such internal control as management determines is necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting when the entity will continue its operations for the foreseeable future.

Auditor's Responsibilities for the Audit of Financial Statements

My objectives are to obtain reasonable assurance about whether the entity's financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decision of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, I exercise professional judgment and maintain professional skepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error; design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

I also provide those charged with governance with a statement that I have complied with relevant ethical requirements regarding independence, and communicated with them all relationships and other matters that may reasonably be thought to bear on my independence, and where applicable, related safeguards.

Russ Jones, FCPA, FCA
Acting Auditor General

Victoria, British Columbia, Canada

Date

DRAFT



VANCOUVER COMMUNITY COLLEGE

Statement of Financial Position

March 31, 2020, with comparative information for 2019

	2020	2019
Financial assets		
Cash and cash equivalents	\$ 30,600,051	\$ 27,403,442
Investments (note 4)	237,500	\$ 237,500
Accounts receivable	2,939,969	\$ 2,995,234
Due from government and other government organizations (note 5)	1,609,765	\$ 1,001,077
Inventories for resale	931,592	\$ 1,016,721
	36,318,877	\$ 32,653,974
Liabilities		
Accounts payable and accrued liabilities (note 6)	26,099,128	20,969,620
Due to government and other government organizations (note 5)	444,588	267,248
Employee future benefits (note 7)	2,397,000	2,205,000
Deferred tuition fees (note 8)	7,528,898	8,230,493
Deferred revenue (note 9)	3,776,913	3,010,495
Deferred capital contributions (note 10)	73,293,557	73,405,545
Capital lease obligation (note 11)	10,818,028	10,545,495
	124,358,112	118,633,896
Net debt	(88,039,235)	(85,979,922)
Non-financial assets		
Tangible capital assets (note 12)	108,421,361	106,108,936
Inventories held for use	122,349	120,659
Prepaid expenses	999,852	361,838
	109,543,562	106,591,433
Accumulated surplus	\$ 21,504,327	\$ 20,611,511

Contractual obligations (note 14)
 Contractual rights (note 15)
 Contingencies (note 16)

See accompanying notes to financial statements.

Approved on behalf of the Board:

 President

 Chair of the Board

VANCOUVER COMMUNITY COLLEGE

Statement of Operations and Accumulated Surplus

Year ended March 31, 2020, with comparative information for 2019

	Budget	2020	2019
	(note 2 k)		
Revenue			
Province of British Columbia grants and contributions	\$ 61,619,837	\$ 62,128,367	\$ 60,301,696
Province of British Columbia contracts	1,225,317	1,353,869	1,553,641
Federal Government grants and contracts	4,021,672	4,611,546	4,185,447
Tuition and student fees	39,283,044	40,135,972	33,535,422
Sales of goods and services	6,215,213	5,908,777	6,141,135
Other grants and contracts	430,039	923,976	1,468,604
Miscellaneous income	2,534,212	2,720,497	2,524,251
Investment income	400,000	707,535	451,667
Revenue recognized from deferred capital contributions	5,360,125	5,471,593	5,074,488
	121,089,459	123,962,133	115,236,351
Expenses (note 17)			
Instruction and instructional support	113,511,429	115,196,550	105,777,737
Ancillary operations	6,478,541	6,666,676	6,636,403
Special purpose funds	1,099,489	1,206,091	1,156,941
	121,089,459	123,069,317	113,571,081
Annual surplus (deficit)	\$ -	\$ 892,816	\$ 1,665,270
Accumulated surplus, beginning of year	20,611,511	20,611,511	18,946,241
Accumulated surplus, end of year	\$ 20,611,511	\$ 21,504,327	\$ 20,611,511

See accompanying notes to financial statements.

VANCOUVER COMMUNITY COLLEGE

Statement of Change in Net Debt

Year ended March 31, 2020, with comparative information for 2019

	Budget	2020	2019
	(note 2 k)		
Annual surplus (deficit)	\$ -	\$ 892,816	\$ 1,665,270
(Acquisition) of tangible capital assets	(3,000,000)	(9,675,878)	(6,753,677)
Amortization of tangible capital assets	7,411,860	8,998,782	8,453,913
Capital lease obligation	1,125,816	(1,635,329)	(2,835,346)
	5,537,676	(2,312,425)	(1,135,110)
(Acquisition) of inventories	-	(122,349)	(120,659)
(Acquisition) of prepaid expenses	-	(999,852)	(361,838)
Use of inventories	-	120,659	121,447
Use of prepaid expenses	-	361,838	403,827
	-	(639,704)	42,777
Decrease (increase) in net debt	5,537,676	(2,059,313)	572,937
Net debt, beginning of year	(85,979,922)	(85,979,922)	(86,552,859)
Net debt, end of year	\$ (80,442,246)	\$ (88,039,235)	\$ (85,979,922)

See accompanying notes to financial statements.

VANCOUVER COMMUNITY COLLEGE

Statement of Cash Flows

Year ended March 31, 2020, with comparative information for 2019

	2020	2019
Cash provided by (used in):		
Operations:		
Annual surplus (deficit)	\$ 892,816	\$ 1,665,270
Items not involving cash:		
Amortization of tangible capital assets	8,998,782	8,453,913
Revenue recognized from deferred capital contributions	(5,471,593)	(5,074,488)
Change in employee future benefits	192,001	32,000
Change in non-cash operating working capital:		
(Increase) in accounts receivable	55,265	(1,128,043)
(Increase) in inventories for resale	85,129	(47,025)
Decrease in due from government and other government organizations	(608,688)	103,309
Decrease (increase) in prepaid expenses	(638,014)	41,989
Decrease (increase) in inventories held for use	(1,690)	788
Increase in accounts payable and accrued liabilities	5,129,508	5,064,121
Increase in due to Province of British Columbia and other government organizations	177,340	99,032
Increase in deferred tuition fees	(701,595)	1,978,598
(Decrease) increase in deferred revenues	766,418	(322,413)
Net change in cash from operating activities	8,875,677	10,867,051
Capital activities:		
(Acquisition) of tangible capital assets	(9,675,877)	(6,753,677)
Net change in cash from capital activities	(9,675,877)	(6,753,677)
Financing activities:		
Principle (increase) capital lease obligation	(1,362,796)	(943,564)
Deferred capital contributions received	5,359,605	2,745,312
Net change in cash from financing activities	3,996,809	1,801,748
Net increase in cash and cash equivalents	3,196,609	5,915,122
Cash and cash equivalents, beginning of year	27,403,442	21,488,320
Cash and cash equivalents, end of year	\$ 30,600,051	\$ 27,403,442

See accompanying notes to financial statements.

Interest received during the year was \$707,535 (2019 - \$451,667). Interest paid during the year was \$449,714 (2019 - \$413,024).

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements

Year ended March 31, 2020

1. Authority and Purpose:

Vancouver Community College (the “College”) is a post-secondary educational institution funded in part by the Province of British Columbia and incorporated under the College and Institute Act on November 28, 1978. The College is a not-for-profit entity governed by a Board of Governors, the majority of whom are appointed by the provincial government of British Columbia. The College is exempt from income taxes under Section 149 of the Income Tax Act.

The College serves a diverse urban community by providing excellent programs and services that prepare learners for ongoing education, direct entry into employment, career advancement and greater participation in the community.

2. Summary of significant accounting policies:

The financial statements of Vancouver Community College are prepared by management in accordance with the basis of accounting described below. Significant accounting policies are as follows:

(a) Basis of accounting:

The financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian Public Sector Accounting Standards without any PS4200 elections effective their first fiscal year commencing after January 1, 2012.

Regulation 198/2011 requires that restricted contributions received or receivable are to be reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors. Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services. Contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contributions have been met. For British Columbia tax-payer supported organizations, these contributions include government transfers and externally restricted contributions.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2020

2. Summary of significant accounting policies (continued):

(a) Basis of accounting (continued):

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian Public Sector Accounting Standards which requires government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410. As a result, revenue recognized in the Statement of Operations and certain related deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

(b) Cash and cash equivalents:

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase.

(c) Financial instruments:

Financial instruments are classified into two categories: fair value or cost.

(i) Fair value category: Portfolio investments in equity instruments that are quoted in an active market and derivative instruments are reflected at fair value as at the reporting date. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments is recorded as an expense. Unrealized gains and losses on financial assets are recognized in the Statement of Remeasurement Gains and Losses until such time that the financial asset is derecognized due to disposal or impairment. At the time of derecognition, the related realized gains and losses are recognized in the Statement of Operations and related balances reversed from the Statement of Remeasurement Gains and Losses.

(ii) Cost category: Gains and losses are recognized in the Statement of Operations when the financial asset is derecognized due to disposal or impairment. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments is included in the cost of the related investments.

(iii) The College does not have any financial instruments that are recorded at fair value.

(iv) The following items are included in the cost category and measured as follows:

(A) Accounts receivable are measured at amortized cost using the effective interest method.

(B) Investments are comprised of a term deposit that is capable of prompt liquidation. The investments are cashable on demand and are recorded at amortized cost based on the transaction price on the trade date. All interest income, gains and losses are recognized in the Statement of Operations in the period in which they arise.

(C) Accounts payable and accrued liabilities are measured at amortized cost using the effective interest method.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2020

2. Summary of significant accounting policies (continued):

(d) Inventories for resale:

Inventories held for resale, including books and school supplies, are recorded at the lower of cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated selling price less any costs to sell.

(e) Non-financial assets:

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

(i) Tangible capital assets:

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. Interest during construction is capitalized whenever external debt is issued to finance the construction of tangible capital assets. The cost, less residual value, of the tangible capital assets, excluding land, are amortized on a straight line basis over their estimated useful lives shown below. Land is not amortized as it is deemed to have a permanent value.

Asset	Basis
Buildings	30 - 50 years
Building improvements	15 years
Building under capital lease	30 years
Furniture and equipment	5 years
Leasehold improvements	remaining lease
Computer hardware and software	4 years
Leased computer and copier equipment	3 - 5 years

Assets under construction are not amortized until the asset is available for productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to the College's ability to provide goods and services.

Leases of tangible capital assets which transfer substantially all the benefits and risks of ownership are accounted for as leased tangible capital assets. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs. The discount rate used to determine the present value of the lease payments for Annacis Island Building was based on the current government borrowing rates of 30 year term debts at that time. The discount rate used to determine the present value of the lease payments for computer leases is the lower of the College's rate for incremental borrowing or the interest rate implicit in the lease. The maximum-recorded value of the leased assets cannot exceed the leased property's fair value when determining the discount rate to be used. Note 11 provides a schedule of repayments and amount of interest on the leases. Depreciation for capital computer and copier leases is charged over the lease term. Lease terms range from 3 to 5 years.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2020

2. Summary of significant accounting policies (continued):

(ii) Inventories held for use:

Inventories held for use are recorded at the lower of cost and replacement cost.

Cost includes the original purchase cost, plus shipping and applicable duties. Replacement cost is the estimated current cost to replace the items.

(iii) Prepaid expenses:

Prepaid expenses are recorded at cost and amortized over the period where the service benefits are received.

(f) Employee future benefits:

- (i) The College and its employees make contributions to the College Pension and Municipal Pension Plans which are multi-employer joint trustee plans. These plans are defined benefit plans, providing a pension on retirement based on the member's age at retirement, length of service and highest earnings. Defined contribution plan accounting is applied because sufficient information is not available to apply defined benefit accounting. Contributions are expensed as they become payable.
- (ii) Sick leave benefits are also available to the College's employees. The costs of these benefits are actuarially determined based on length of service and best estimates of benefit usage, retirement ages and expected future salary and wage increases. The obligation under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses are amortized over the expected employee average remaining service life. The accrued benefit obligation and the net periodic benefit cost were estimated by an actuarial valuation completed March 31, 2020.
- (iii) The College provides long-service and gratuity benefits to the employees. The costs of these benefits are actuarially determined based on length of service and best estimates of benefit usage, retirement ages and expected future salary and wage increases. The obligation under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses are amortized over the expected employee average remaining service life. The most recent valuation of the College's future employee benefits was completed March 31, 2020.
- (iv) Employees who are members of the Faculty Association who are retiring at age 55 or over and who receive pension under the provisions of the Pension Act, receive a benefit where the College pays for Group Life Insurance premiums equivalent to the lesser of \$10,000 or the coverage in effect immediately preceding retirement for five years. These benefits are recognized based on the net present value of the expected obligations.
- (v) Certain College employees are entitled to the continuation of health and dental benefits while on disability leave. The accrued benefit obligation for currently disabled employees was estimated by an actuarial valuation for accounting purposes at March 31, 2020. The costs of insured benefits reflected in these statements are the employer's portion of the insurance premiums owed for coverage of employees during the period.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2020

2. Summary of significant accounting policies (continued):

(g) Revenue recognition:

(i) Fees for services:

Tuition fees are collected in advance and recognized as revenue at the time services are provided. Student fees and sales of goods and services are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured.

(ii) Contributions:

Unrestricted donations and grants are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured.

Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are recorded in accordance with Regulation 198/2011 which requires that they be recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.

Contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred revenue and recognized in revenue in the year in which the stipulation or restriction on the contributions have been met.

(iii) Investment income:

Investment income includes interest recorded on an effective interest method, dividends recorded as declared, realized gains and losses on the sale of investments, and write-downs on investments where the loss in value is determined to be other-than-temporary.

(h) Expense recognition:

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

(i) Asset retirement obligations:

The College recognizes asset retirement obligations in the period in which it incurs a legal obligation associated with the retirement of a tangible long-lived asset, including leased premises resulting from the acquisition, construction, development, and/or normal use of the asset. The fair value of the asset retirement cost is capitalized as part of the carrying value of the related long-lived asset and is amortized over the life of the asset. The liability may be changed to reflect the passage of time and changes in the fair value assessment of the retirement obligation.

The College has determined that there were no significant asset retirement obligations to be recognized.

(j) Foreign currency translation:

The College's functional currency is the Canadian dollar. Transactions in foreign currencies are translated into Canadian dollars at the exchange rate in effect on the transaction date. Monetary assets

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2020

2. Summary of significant accounting policies (continued):

and liabilities denominated in foreign currencies and non-monetary assets and liabilities which were designated in the fair value category under the financial instrument standard are reflected in the financial statements in equivalent Canadian dollars at the exchange rate in effect on the statement of financial position date. Any gain or loss resulting from a change in rates between the transaction date and the settlement date or statement of financial position date is recognized in the Statement of Operations.

(k) Budget figures:

The budget figures have been derived from the 2019/20 Budget approved by the Board of Governors of the College on April 10, 2019. The budget is reflected in the Statement of Operations and the Statement of Changes in Net Debt.

(l) Measurement uncertainty:

The preparation of the financial statements in accordance with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets, liabilities, and related disclosures. Key areas where management has made estimates and assumptions include those related to the useful lives of tangible capital assets, amortization of related deferred capital contributions, the present value of employee future benefits, and provisions for contingencies and commitments. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

3. Impact of accounting for government transfers in accordance with Section 23.1 of the Budget Transparency and Accountability Act:

As noted in the significant accounting policies, Section 23.1 of the Budget Transparency and Accountability Act and its related regulations require the College to recognize all government transfers provided to purchase capital assets into revenue on the same basis as the related amortization expense. In addition, all government transfers related to restricted contributions for purposes other than purchasing capital assets are to be deferred by the College and included in revenue in the period when the transfer restriction has been met.

Canadian Public Sector Accounting Standards would require these grants to be fully recognized into revenue when received by the College unless they contain a stipulation that meets the definition of a liability. This departure has resulted in an:

- (a) March 31, 2020 - understatement of the annual surplus by \$871,289 (March 31, 2019 – overstatement of the annual surplus by \$1,021,396).
- (b) March 31, 2020 - understatement of the beginning balance of accumulated surplus by \$72,600,914 and an overstatement of deferred operating contributions by \$257,914 and deferred capital contributions by \$73,214,289 (March 31, 2019 – understatement of the beginning balance of accumulated surplus by \$75,040,975 and an overstatement of deferred operating contributions by \$714,246 and deferred capital contributions by \$73,305,333).

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2020

4. Investments:

Short-term investments consist of a GIC with an automatic monthly renewal that bears interest of 0.2%.

5. Due from / to government and other government organizations:

	2020	2019
Due from the Province of British Columbia	\$ 357,633	\$ 65,787
Due from the Federal Government	1,252,132	935,290
	<u>\$ 1,609,765</u>	<u>\$ 1,001,077</u>
Due to the Province of British Columbia	-	98,300
Due to BCIT	444,588	168,948
	<u>\$ 444,588</u>	<u>\$ 267,248</u>

The amounts are due on demand and are non-interest bearing.

6. Accounts payable and accrued liabilities:

	2020	2019
Accounts payable and accrued liabilities	\$ 8,651,966	\$ 6,920,851
Salaries and benefits payable	4,605,072	4,479,583
Accrued vacation payable	3,092,650	2,890,280
Student deposits	9,749,440	6,678,906
	<u>\$ 26,099,128</u>	<u>\$ 20,969,620</u>

Certain comparative figures, have been reclassified to conform to current year's presentation.

7. Employee future benefits:

(a) Pension plan

The College and its employees contribute to the College Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at August 31, 2019, the College Pension Plan has about 15,000 active members, and approximately 8,000 retired members. As at December 31, 2018, the Municipal Pension Plan has about 205,000 active members, including approximately 6,000 from colleges.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines and appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2020

7. Employee future benefits (continued)

normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation for the College Pension Plan as at August 31, 2018, indicated a \$303 million surplus for basic pension benefits on a going concern basis.

The most recent valuation for the Municipal Pension Plan as at December 31, 2018, indicated a \$2,866 million funding surplus for basic pension benefits on a going concern basis.

The College paid \$6,627,011 (2019 - \$6,202,197) for employer contributions to the plan in fiscal 2020.

The next valuation for the College Pension Plan will be as at August 31, 2021, with results available in 2022. The next valuation for the Municipal Pension Plan will be December 31, 2021, with results available in 2022.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

(b) Employee future benefits

	2020	2019
Sick leave	\$ 1,350,000	\$ 1,339,000
Long-service and gratuity	301,000	306,000
Long term disability health & dental benefits	746,000	560,000
Accrued benefit liability, end of year	\$ 2,397,000	\$ 2,205,000

- i. Certain employees of the College are entitled to sick leave benefits in accordance with the terms and conditions of their employment contracts. These include post-retirement benefits, benefits that are expected to be provided after employment but prior to retirement and which vest or accumulate during service; and compensated absence benefits, benefits paid during employment, including sick pay benefits that accumulate and are payable upon a future illness or injury-related absence. The benefit expense associated with the covered benefits attributed to the accounting period is included in the college's statement of operations and the accrued benefit liability for the benefits attributed to

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2020

7. Employee future benefits (continued)

employee service to the accounting date are included in the College's statement of financial position. The accrued benefit obligation and the net periodic benefit costs were estimated by an actuarial valuation completed on December 31, 2017.

- ii. Certain excluded employees (employed prior to August 2010) earn 3 days per year in addition to vacation in accordance with the terms and conditions of their employment contracts. The current gratuity plan for support staff ceased to accumulate as of December 31, 2016, and the balance of gratuity plan will not increase in the future. The accrued benefit obligation for long service days and gratuity plan was estimated by an actuarial valuation for accounting purposes on December 31, 2017.
- iii. Certain employees of the College are entitled to the continuation of extended health, dental and Medical Service Plan (MSP) benefits in accordance with the terms and conditions of their employment contracts. Coverage is extended to disabled employees, their spouses and dependent children while on disability. Faculty and Exempt employees receive these benefits from their date of disability to the earlier of recovery from disability and return to work or age 65. The accrued benefit obligation for currently disabled employees was estimated by an actuarial valuation for accounting purposes on December 31, 2017.

	2020	2019
Balance, beginning of the year	\$ 2,205,000	\$ 2,173,000
Current benefit cost	113,000	119,000
Interest cost	63,000	66,000
Benefits paid	(160,000)	(211,000)
Plan amendment	-	-
Expense for long term disability health & dental benefits	170,000	63,000
Recognized actuarial (gain)/loss	6,000	(5,000)
Accrued benefit obligation, end of year	2,397,000	2,205,000
Accrued benefit obligation, end of year consists of:		
Accrued obligation, end of year	\$ 2,333,000	\$ 2,129,000
Unamortized actuarial gains/(losses)	64,000	76,000
Accrued benefit obligation, end of year	\$ 2,397,000	\$ 2,205,000

The significant actuarial assumptions adopted in measuring the College's accrued benefit obligations are as follows:

	2020	2019
Discount rates	2.8%	2.9%
Expected future base wage and salary increases	2.50%	2.50%

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2020

8. Deferred tuition fees:

Deferred tuition includes tuition received in advance of the related activity performed.

	Opening balance	Receipts during year	Transferred to revenue	2020 Total
Deferred tuition	\$ 8,230,493	\$ 39,434,377	\$ (40,135,972)	\$ 7,528,898

	Opening balance	Receipts during year	Transferred to revenue	2019 Total
Deferred tuition	\$ 6,251,895	\$ 35,514,020	\$ (33,535,422)	\$ 8,230,493

9. Deferred revenue:

Deferred revenue includes grants, contributions and contract fees received in advance of the related activity performed.

	Opening balance	Receipts during year	Transferred to revenue	2020 Total
Deferred contract	\$ 301,979	\$ 6,715,525	\$ (6,792,556)	\$ 224,948
Deferred contributions	2,708,516	7,670,791	(6,827,342)	3,551,965
Deferred revenue and contribution	\$ 3,010,495	\$ 14,386,316	\$ (13,619,898)	\$ 3,776,913

	Opening balance	Receipts during year	Transferred to revenue	2019 Total
Deferred contract	\$ 704,073	\$ 6,719,949	\$ (7,122,043)	\$ 301,979
Deferred contributions	2,628,835	6,453,189	(6,373,508)	2,708,516
Deferred revenue and contribution	\$ 3,332,908	\$ 13,173,138	\$ (13,495,551)	\$ 3,010,495

10. Deferred capital contributions:

Deferred capital contributions represent the unamortized amount of externally restricted grants and other funding received for the purchase of tangible capital assets. Amortization of deferred capital contributions is recorded as revenue in the Statement of Operations over the useful life of the related asset.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2020

10. Deferred capital contributions (continued)

	2020	2019
Balance at beginning of the year	\$ 73,405,545	\$ 75,734,721
Contributions received	5,359,605	2,745,312
Less amortization to revenue	(5,471,593)	(5,074,488)
	\$ 73,293,557	\$ 73,405,545

Deferred capital contributions are comprised of the following:

	2020	2019
Unamortized capital contributions	\$ 73,214,290	\$ 73,305,333
Unspent contributions	79,268	100,212
	\$ 73,293,557	\$ 73,405,545

11. Obligations under capital lease

(a) Annacis Island Campus

During 2014/15, Vancouver Community College and BCIT entered into a Memorandum of Understanding to share a facility space on Annacis Island in Delta, British Columbia. As part of this arrangement, Vancouver Community College and BCIT entered into a joint lease agreement for a building with a third party. The term of the lease is 30 years and commenced August 1, 2014. The future minimum lease payments are as follows:

2021	\$ 390,350
2022	\$ 390,350
2023	\$ 390,350
2024	\$ 390,350
2025	416,301
Thereafter	9,676,418
Total minimum lease payments	11,654,119
Less amounts representing interest (at 4.19% per annum)	(4,625,951)
Present value of net minimum capital lease payments	\$ 7,028,168
Total interest on the capital lease for the year	\$ 296,513

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2020

11. Obligations under capital lease (continued)

(b) Computer and copier equipment

During 2017/18 up to 2019/20, the College has entered into various capital leases for computer and copier equipment. The future minimum lease payments for all computer and copier equipment capital lease is as follows:

2021	\$	1,531,216
2022		1,266,225
2023		887,179
2024		302,176
2025		79,287
Thereafter		-
Total minimum lease payments		4,066,083
Less amounts representing interest (Nil to 1.85% per annum)		(276,223)
Present value of net minimum capital lease payments		\$ 3,789,860
Total interest on the capital lease for the year		\$ 153,201

Total interest on leases for the year was \$449,714 (2019 – \$413,024).

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2020

12. Tangible capital assets:

2020	Land	Buildings	Building improvements	Building under capital lease	Furniture and equipment	Leasehold improvements	Computer hardware and software	Computer equipment under capital lease	2020 Total
Cost									
Opening balance	\$ 7,744,768	\$ 144,414,647	\$ 15,962,879	\$ 7,350,333	\$ 26,858,764	\$ 4,202,525	\$ 18,319,528	\$ 4,787,658	\$ 229,641,102
Additions	-	-	6,591,124	-	1,096,090	-	1,988,663	1,635,329	11,311,206
Disposals	-	-	-	-	-	-	-	-	-
Ending	7,744,768	144,414,647	22,554,003	7,350,333	27,954,854	4,202,525	20,308,191	6,422,987	240,952,308
Accumulated amortization									
Opening balance	-	78,377,346	3,307,883	1,143,390	22,425,324	645,064	16,219,527	1,413,632	123,532,166
Amortization	-	3,499,441	1,283,896	245,015	1,460,010	140,087	1,046,710	1,323,622	8,998,781
Disposals	-	-	-	-	-	-	-	-	-
Closing balance	-	81,876,787	4,591,779	1,388,405	23,885,334	785,151	17,266,237	2,737,254	132,530,947
Net book value	\$ 7,744,768	\$ 62,537,860	\$ 17,962,224	\$ 5,961,928	\$ 4,069,520	\$ 3,417,374	\$ 3,041,954	\$ 3,685,733	\$ 108,421,361

2019	Land	Buildings	Building improvements	Building under capital lease	Furniture and equipment	Leasehold improvements	Computer hardware and software	Computer equipment under capital lease	2019 Total
Cost									
Opening balance	\$ 7,744,768	\$ 144,414,647	\$ 12,278,798	\$ 7,350,333	\$ 25,201,225	\$ 4,202,525	\$ 16,907,471	\$ 1,952,312	\$ 220,052,079
Additions	-	-	3,684,081	-	1,657,539	-	1,412,057	2,835,346	9,589,023
Disposals	-	-	-	-	-	-	-	-	-
Ending	7,744,768	144,414,647	15,962,879	7,350,333	26,858,764	4,202,525	18,319,528	4,787,658	229,641,102
Accumulated amortization									
Opening balance	-	74,871,951	2,366,493	898,377	20,622,532	504,978	15,330,558	483,364	115,078,253
Amortization	-	3,505,395	941,390	245,013	1,802,792	140,086	888,969	930,268	8,453,913
Disposals	-	-	-	-	-	-	-	-	-
Closing balance	-	78,377,346	3,307,883	1,143,390	22,425,324	645,064	16,219,527	1,413,632	123,532,166
Net book value	\$ 7,744,768	\$ 66,037,301	\$ 12,654,996	\$ 6,206,943	\$ 4,433,440	\$ 3,557,461	\$ 2,100,001	\$ 3,374,026	\$ 106,108,936

13. Associated organization:

The Vancouver Community College Foundation ("the Foundation") is a separate society formed to raise funds to further the interests of the College and to provide scholarships and bursaries for students of the College. The College does not control the Foundation; therefore, the Foundation's assets, liabilities, revenues and expenses are not included in these financial statements.

The College had the following transactions with the Foundation:

	2020	2019
Foundation contributed awards and bursaries to the College	\$ 761,319	\$ 778,502
Foundation provided project funding and equipment to the College	284,575	168,087
Foundation reimbursed the College for salaries expenses	462,264	361,540
College contributed grants to the Foundation for operating expenses	522,264	401,540

As of March 31, 2020, the College had accounts receivable from the Foundation of \$24,220 (2019 - \$22,216) for expenses that were paid for by the College on behalf of the Foundation. At March 31, 2020, the Foundation had net assets of \$14.3 million (2019 - \$14.5 million).

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2020

13. Associated organization (continued)

For the year ended March 31, 2020, gift in kind donations from the Foundation to the College were \$96,483 (2019 - \$37,599) of which \$0 (2019- \$0) was recorded as tangible capital assets.

The College contributed \$600,000 (2019 - \$0) to the Foundation for the restricted purpose of future campus projects.

14. Contractual obligations:

(a) Building construction contracts:

During the year ended March 31, 2009, the College completed construction of a new campus building. At year end, the College has an outstanding letter of credit with the City of Vancouver, secured by a term deposit for \$237,500. This letter of credit will be held until Phase II of the campus redevelopment has been completed.

(b) Operating lease land

In 2014/15, Vancouver Community College entered into a partnership with BCIT to share a joint facility from a third party. As part of this lease, land has been segregated as an operating lease. The term is 30 years commencing August 1, 2014.

Payments required under this lease are as follows:

2021	\$	127,438
2022		127,438
2023		127,438
2024		127,438
2025		135,910
Thereafter		3,159,023
Total minimum lease payments		\$ 3,804,685

(c) Service contracts:

The College entered into a number of long term service contracts for equipment rentals and services with expected payments as follows:

2021	\$	3,197,143
2022		210,000
2023		210,000
2024		210,000
2025		52,500
Thereafter		-
		\$ 3,879,643

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2020

15. Contractual rights

Contractual rights are rights to economic resources arising from contracts or agreements that will result in revenues and assets in the future. The College's contractual rights arise because of contracts entered into to lease building space and to provide educational services. The following table summarize the contractual rights of the College for future assets:

2021	\$	4,435,140
2022		4,338,034
2023		4,070,000
2024		4,080,000
2025		4,088,161
	\$	21,011,335

16. Contingent liabilities:

The College is currently engaged in or party to certain pending matters. A reasonable estimate of these future liabilities has been made and is recorded in the financial statements as a liability. Where the outcomes of amounts or losses are uncertain, no amounts have been recorded.

17. Expenses by object:

The following is a summary of expenses by object:

	2020	2019
Salaries and benefits	\$ 87,611,249	\$ 82,383,573
Supplies and services	15,801,996	12,265,942
Building and telecom	7,030,730	6,816,797
Cost of goods sold	3,626,560	3,650,856
Amortization	8,998,782	8,453,913
	\$ 123,069,317	\$ 113,571,081

18. Significant event:

Due to the COVID-19 pandemic and the public health emergency declared in British Columbia on March 17, 2020, the College anticipates changes in its financial situation in the 2021 fiscal year. The complete impact of COVID-19 and the resulting shutdown of all non-essential services in the province, is unknown or undeterminable at this time.

19. Financial risk management:

The College has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2020

19. Financial risk management (continued)

The Board of Governors ensures that the College has identified its major risks and ensures that management monitors and controls them.

(a) Credit risk:

Credit risk is the risk of financial loss to the College if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held by the College consisting of investments and accounts receivable. The College assesses these financial assets, on a continuous basis for any amounts that are not collectible or realizable.¹

(b) Market risk:

Market risk is the risk that changes in market prices, such as interest rates, will affect the College's income. The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing the return on risk.

Interest rate risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in the market interest rates.

It is management's opinion that the College is not exposed to significant market or interest rate risk arising from its financial instruments.

(c) Liquidity risk:

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they become due.

The College manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing and financing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the College's reputation.



DECISION NOTE

DATE: May 27, 2020

PREPARED FOR: Board of Governors

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Tuition: Addiction Counselling Skills Advanced Certificate

BACKGROUND:

Continuing Studies has recently renewed its Counselling Skills programs, resulting in the development and launch of the Foundational Certificate in Counselling Skills, and the subsequent development of the Advanced Certificate in Addiction Counselling Skills. The Advanced Certificate in Addiction Counselling Skills replaces the previous Addictions Counselling Skills Certificate, which has seen a steady stream of applicants and graduates since its inception. The renewed version is expected to launch in January 2021.

The program was initially designed for delivery in a face-to-face format, but recent developments related to the COVID-19 pandemic have resulted in a strategic shift towards online delivery. Some curriculum development funding has been approved to support this transition in preparation for launch.

DISCUSSION:

The following programs offered through other public post-secondary institutions are comparable in scope and nature:

Institution	Program	Tuition*	Credits	Delivery
Langara	Social Service Worker Certificate	\$3,578	42	In Person
Camosun	Interprofessional Post-Degree Diploma in Mental Health & Addictions	\$4,045	30	Blended
Camosun	Mental Health & Addictions Certificate	\$4,568	34	Blended
VCC	Addiction Counselling Skills Advanced Certificate	\$5,657	15	Online**

*not including fees, books, or supplies

**program will be offered online, with the practicum delivery details TBD

Following the successful launch of the renewed Foundational Counselling Skills Certificate, Continuing Studies anticipates similarly robust enrolment in the Advanced Certificate. The Foundational Certificate provides a built-in target audience for the Advanced program, which will allow graduates to expand their skills and develop specialized skills in addictions and mental health. These skills are in demand, with 11,030 openings for social and community service workers (NOC 4212) forecast in BC over the next ten years. Current efforts to develop online programming will likely expand the target audience beyond the Lower Mainland region, and may offer opportunities for corresponding revenue growth.

Additionally, the shift to online delivery opens up opportunities for new target audiences in more remote communities that may not have previously had access to high-quality programming of this nature. Continuing Studies is currently investigating partnerships with other post-secondary institutions and community/social service organizations throughout the province in the hopes of effectively facilitating the practicum component of this program through partnerships.

RECOMMENDATION:

To ensure the success of the program, the tuition should be competitive with similar program at this and other institutions to ensure the program remains financially stable. The recommended tuition for VCC's Addiction Counselling Skills Advanced Certificate is **\$5,657** per student. This option provides financial stability and a 10% net contribution to VCC overhead. Finance and Audit Committee approved this recommendation on May 20, 2020.

RECOMMENDED MOTION:

That, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition of **\$5,657** for the Addiction Counselling Skills Advanced Certificate, effective May 2020.

ATTACHMENT: APPENDIX A – Costing for Addiction Counselling Skills Advanced Certificate

PREPARED BY: Claire Sauvé, Interim Dean, Continuing Studies
Erin Lenz, Operations Manager, Continuing Studies

REVIEWED BY: Andre Duinkerke, Associate Director of Financial Services (Interim)
Senior Executive Team

Costing for Addiction Counselling Skills Advanced Certificate

Vancouver Community College

School of Continuing Studies

APPENDIX A

Advanced Certificate in Addiction Counselling Skills

6093

Scenario	Breakeven tuition fee	Tuition fee with 10% Net contribution	Tuition fee with 15% Net contribution	Tuition fee with 20% Net contribution
	\$5,092	\$5,657	\$5,990	\$6,364
Maximum number of students	20	20	20	20
Expected number of students	12	12	12	12
Revenue breakeven number of students	12	11	11	10
Instructors paid hours (IPH)	301	301	301	301
Direct Instructor rate per hour (excl. benefits)	80	80	80	80
Instructors' cost as % of Revenue	43 %	39 %	37 %	35 %
Department non-labour cost as % of Revenue	6 %	5 %	5 %	5 %
Instructors' cost as % of total cost	43 %	43 %	43 %	43 %
Department non-labour cost as % of total cost	6 %	6 %	6 %	6 %
Program Gross margin	\$ 16,824	\$ 23,613	\$ 27,607	\$ 32,099
Program Gross margin as % of Revenue	28 %	35 %	38 %	42 %
Net contribution to VCC overhead / (Deficit)	\$ -	\$ 6,789	\$ 10,782	\$ 15,275
Net contribution to VCC overhead / (Deficit) % from Revenue	0 %	10 %	15 %	20 %
Cost per student	\$ 5,092	\$ 5,092	\$ 5,092	\$ 5,092

Revenue

Tuition fees	\$ 61,099	\$ 67,888	\$ 71,881	\$ 76,374
Total Revenue	\$ 61,099	\$ 67,888	\$ 71,881	\$ 76,374

Direct Program Expenditures

Labour

Instructors (incl. benefits)	\$ 26,488	\$ 26,488	\$ 26,488	\$ 26,488
Program Coordinator (incl. benefits)	\$ 14,287	\$ 14,287	\$ 14,287	\$ 14,287
Total Labour Costs	\$ 40,775	\$ 40,775	\$ 40,775	\$ 40,775

Non-Labour

Department supplies and general expenses	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
Total Non-Labour Costs	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
Total Direct Program Expenditures	\$ 44,275	\$ 44,275	\$ 44,275	\$ 44,275

Indirect Program Expenditures

Indirect Support 38%	\$ 16,824	\$ 16,824	\$ 16,824	\$ 16,824
Total Indirect Expenditures	\$ 16,824	\$ 16,824	\$ 16,824	\$ 16,824
Total Direct and Indirect Cost	\$ 61,099	\$ 61,099	\$ 61,099	\$ 61,099
Net contribution to VCC overhead / (Deficit)	\$ -	\$ 6,789	\$ 10,782	\$ 15,275
Net contribution to VCC overhead / (Deficit)	0 %	10 %	15 %	20 %

Gross Margin Income Statement

Revenue from tuition	\$ 61,099	\$ 67,888	\$ 71,881	\$ 76,374
CS direct expenditures	\$ 44,275	\$ 44,275	\$ 44,275	\$ 44,275
Gross margin	\$ 16,824	\$ 23,613	\$ 27,607	\$ 32,099
Indirect Support 38%	\$ 16,824	\$ 16,824	\$ 16,824	\$ 16,824
Total CS expenditures	\$ 61,099	\$ 61,099	\$ 61,099	\$ 61,099
Net Surplus / (Deficit)	\$ -	\$ 6,789	\$ 10,782	\$ 15,275



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: May 27, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Domestic Tuition: Electronics Repair Technology Diploma

BACKGROUND:

The 2025 BC Labour Market Outlook anticipates 34,249 job openings to 2025 in BC. The industry is expected to expand its workforce at a much faster pace than all industries as a whole over the next years up to 2025. The majority of those job openings (59%) are a result of industry growth rather than replacement demand. Full report can be downloaded from ["https://www.workbc.ca/getmedia/903bebd2-eb8c-4e72-90a8-b940e096f4be/Profile-Computer-Systems-Design-and-Related-Services-compressed.pdf.aspx"](https://www.workbc.ca/getmedia/903bebd2-eb8c-4e72-90a8-b940e096f4be/Profile-Computer-Systems-Design-and-Related-Services-compressed.pdf.aspx)

Below is the breakdown of the number of IT jobs openings in BC to 2025:

Occupation	Job opening to 2028	Median wage rate
Electronic Service Technician	3000	\$23.00
Appliance Servicers and Repairers	1050	\$21.00
Office equipment repairer	2550	\$19.00

["https://www.workbc.ca/getmedia/1dce90f9-f2f9-4eca-b9e5-c19de9598f32/BC_Labour_Market_Outlook_2018_English.aspx"](https://www.workbc.ca/getmedia/1dce90f9-f2f9-4eca-b9e5-c19de9598f32/BC_Labour_Market_Outlook_2018_English.aspx)

DISCUSSION:

For over 50 years, Vancouver Community college (VCC) has offered academic and training programs that inspire relevant real-world training and education. Currently, VCC offers 31 diploma programs with 95% of graduates employed. VCC programs have an excellent reputation in the Lower Mainland, and graduates report the programs are providing a high quality of education and were highly satisfied with their education. Recent fast-facts reports have shown that 93% of students are satisfied with the quality of instruction.

The development of the new Electronics Repair Technology diploma program creates an opportunity to meet the demand for skilled professional in appliance and electronics repair at tuition fee level that is competitive and sustainable. The credential was approved by the Board on Oct 4, 2019 and has been offered to international students up to this point. Due to the recent uncertainty around international enrolment levels for September, it is prudent to set tuition rates for domestic students should VCC choose to open the program up for domestic enrollment.

In recommending tuition for this program, VCC has reviewed the tuition of similar diploma programs at other institutions. Comparable programs are charged the following tuition fees:

INSTITUTION	Length	TOTAL
BCIT - Diploma	Two Years	\$13,292
University of the Fraser Valley - Certificate	One Year	\$7,171
Camosun College - Diploma	Two Years	\$16,492
Kwantlen Polytechnic University – Diploma Mechatronics	Two Years	\$18,352

OPTIONS:

Option 1: 0% net contribution to VCC overhead

The tuition fee per credit is \$311- Per student is \$18,669

Implications: This option is higher than all one-year programs per-year and is slightly higher than BCIT, Camosun and KPU our main competitors. The tuition level will fully recover all current direct and indirect costs and will result in an 0% net contribution.

Option 2: 3% net contribution to VCC overhead

The tuition fee per credit is \$339- Per student is \$20,343

Implications: This option is slightly higher than comparable programs at KPU, UFV, Camosun College and substantially higher than BCIT. The tuition will fully recover all current direct and indirect costs, and result in a 3% net contribution, which will enable the program to remain viable for a number of years.

Option 3: 5% net contribution to VCC overhead

The tuition fee per credit is \$359- Per student is \$21,518

Implications: This option is slightly higher than similar programs in BC. The tuition will fully recover all current direct and indirect costs, and result in an 5% net contribution. This results in better financial sustainability compared to option 1 and 2, however, may impact enrolment numbers due to the higher cost of tuition.

RECOMMENDATION:

On May 20, 2020, the Finance and Audit Committee approved tuition of \$20,343 (Option 2) for this program. This option provides financial stability and a 3% net contribution to VCC overhead.

MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition for the Electronics Repair Technology Diploma at \$20,343 (\$339 per credit), effective September 1, 2020.

ATTACHMENTS: APPENDIX A - Financial Analysis – ELRT

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

DATE: May 21, 2020

APPENDIX A

FINANCIAL ANALYSIS

Vancouver Community College

ORG

Electronics Department

Electronics Repair Technology Diploma

Org Code: 4110 (rolling up to 521 Technology Org.)

Scenario	Break Even	3% Contribution	5% Contribution	10% Contribution
Tuition per credit - International	\$ 591	\$ 591	\$ 591	\$ 591
Tuition per student - International	\$	\$	\$	\$
	35,460	35,460	35,460	35,460
Tuition per credit - Domestic	\$ 311	\$ 339	\$ 359	\$ 391
Tuition per student - Domestic	\$	\$	\$	\$
	18,669	20,343	21,518	23,440
No. of Intakes	1	1	1	1
No. of students per intake - Domestic	10	10	10	10
No. of students per intake - International	10	10	10	10
Total students (with X FTE attrition) - Domestic	0	0	0	0
Total students (with X FTE attrition) - International	10	10	10	10
Student FTE	20	20	20	20
Duration - instructor months	24	24	24	24
Duration - days	276	276	276	276
Other days	0	0	0	0
Department head release days	180	180	180	180
Duty days per year	180	180	180	180
Instructor FTE required per intake	2.5	2.5	2.5	2.5
Number of credits	60	60	60	60
Tuition Fee per Credit - International	\$ 591	\$ 591	\$ 591	\$ 591
Tuition Fee per Credit - Domestic	\$ 311	\$ 339	\$ 359	\$ 391
Support Staff FTE	0.50	0.50	0.50	0.50
Operational costs	\$4,000	\$4,000	\$4,000	\$4,000
Tuition fees per student - International	\$	\$	\$	\$
	35,460	35,460	35,460	35,460
Tuition fees per student - Domestic	\$18,6	\$20,34	\$21,51	\$23,44
	69	3	8	0
Block fund per student	\$ 0	\$ 0	\$ 0	\$ 0

Revenue

Tuition revenue - International	\$ 354,600	\$354,600	\$354,600	\$ 354,600
Tuition revenue - Domestic	\$ 186,690	\$203,431	\$ 215,179	\$ 234,399
Total revenue	\$ 541,290	\$ 558,031	\$ 569,779	\$ 588,999

Instructor				
Salary (step 1)	\$ 245,829	\$ 245,829	\$ 245,829	\$ 245,829
Benefits (26%)	\$ 63,915	\$ 63,915	\$ 63,915	\$ 63,915
Total instructor costs	\$ 309,744	\$ 309,744	\$ 309,744	\$ 301,942
Support Staff				
Salary	\$ 30,732	\$ 30,732	\$ 30,732	\$ 30,732
Benefits (30%)	\$ 9,219.59	\$ 9,219.59	\$ 9,220	\$ 9,220
Total support staff costs	\$ 39,952	\$ 39,952	\$ 39,952	\$ 39,644
Total labour cost	\$ 349,696	\$ 349,696	\$ 349,696	\$ 341,586
Operational costs				
Operational Expenses	4,000	\$ 4,000	\$ 4,000	\$ 4,000
Total operational costs	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Indirect Costs				
Indirect student support 38%	\$ 134,404	\$ 134,404	\$ 134,404	\$ 131,323
Agency Fees 15%	\$ 53,190	\$ 53,190	\$ 53,190	\$ 53,190
Total indirect student support	\$ 187,594	\$ 187,594	\$ 187,594	\$ 184,513
Total expenditures	\$ 541,290	\$ 541,290	\$ 541,290	\$ 530,099
Net contribution to VCC overhead / (Deficit)	\$ -	\$ 16,741	\$ 28,489	\$ 58,900
Net contribution to VCC overhead / (Deficit)	0.0 %	3.0 %	5.0 %	10.0 %

Gross Margin Income Statement

Revenue from tuition & block fund allocation	\$ 541,290	\$ 558,031	\$ 569,779	\$ 588,999
Direct instructors cost	\$ 309,744	\$ 309,744	\$ 309,744	\$ 301,942
Direct non-labour cost	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Direct support staff cost	\$ 39,952	\$ 39,952	\$ 39,952	\$ 39,644
Gross margin	\$ 187,594	\$ 204,335	\$ 216,083	\$ 243,413
Indirect Agency Fees	\$ 53,190	\$ 53,190	\$ 53,190	\$ 53,190
Indirect support staff cost	\$ -	\$ -	\$ -	\$ -
Total indirect expenditures	\$ 53,190	\$ 53,190	\$ 53,190	\$ 53,190
Surplus / (Deficit) (prior VCC overhead)	\$ 134,404	\$ 151,145	\$ 162,893	\$ 190,223
VCC Institutional support (Overhead 38%)	\$ 134,404	\$ 134,404	\$ 134,404	\$ 131,323
Net Surplus / (Deficit)	\$ -	\$ 16,741	\$ 28,489	\$ 58,900

<i>Gross margin breakeven tuition per student</i>	<i>\$ 17,685</i>	<i>\$ 17,685</i>	<i>\$ 17,685</i>	<i>\$ 17,280</i>
<i>Minimum number of students to cover gross margin</i>	<i>10</i>	<i>10</i>	<i>10</i>	<i>13</i>
<i>Minimum number of students to cover direct + indirect</i>	<i>12</i>	<i>12</i>	<i>12</i>	<i>16</i>
<i>Minimum number of students to cover all costs</i>	<i>16</i>	<i>16</i>	<i>16</i>	<i>20</i>