Vancouver Community College

Board of Governors
Public Meeting Agenda
November 27, 2024, at 5:30 p.m.

VCC Broadway Campus, Building A, Room 5025

Zoom option for Public & Guests:

https://vcc.zoom.us/j/64397010942?pwd=YWFYcWNGNXFlTm5qdFBRSGRZRmVOdz09

Zoom Phone: +1 778 907 2071
Meeting ID: 643 9701 0942 **Password:** 037455

ATTENDANCE

Board Members

Joey Hartman (Chair, Board)
Mahin Rashid (Vice Chair/Chair, HRC)
Jeffrey Yu (Chair, FAC)
Chi Lo
Christie Sparklingeyes
Dilraj Sandu
Harleen Kaur
Jennifer Cummins
Libby Davies
Michele Guerin
Paul Yeung
Seung Oh

Ex-Officio

Ajay Patel   President & CEO
Natasha Mandryk   Chair, Education Council/GC

Senior Team & Staff Resources

David Wells	VP, Academic & Applied Research
Ian Humphreys	VP, Admin & International Development
Kate Dickerson	VP, People Services
Jane Shin	VP, Students & Community Development
Elmer Wansink	AVP, IT & CIO
Clayton Munro	AVP, Student & Enrolment Services
Tannis Morgan	AVP, Academic Innovation
Jamie Choi	ED, Finance & CFO
Surinder Aulakh	ED, Safety, Security & Risk Management
Charnelle McClure	ED, Marketing & Communications
Deborah Lucas	EA, Board of Governors
Moira Gookstetter	ED, VCC Foundation
Dennis Innes	Dean, Hospitality, Food Studies & Applied Business
Jo-Ellen Zakoor	Dean, Health Sciences

Guests

Taryn Thomson	President, VCCFA
Chris Joyce	President, CUPE Local 4627
Brynn Joyce	Executive Director, SUVCC

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

Item	Topic	Action	Speaker	Time	Attach	Page
1.	**CALL TO ORDER, LAND ACKNOWLEDGEMENT/ OPENING REMARKS**		J. Hartman/ A. Patel / M. Rashid	7 min		
2.	**APPROVAL OF AGENDA/CONSENT AGENDA**		J. Hartman	2 min		
	"THAT the VCC Board of Governors approve the agenda and approve/ acknowledge receipt of the following items on the consent agenda."	Decision				
	2.1 Minutes: Sept 18, 2024, Public Meeting				✓	3
	2.2 Board Correspondence & Activity				✓	10
	2.3 News and Events				✓	11
	2.4 VCCFA Info Note: International Students				✓	13

Item	Topic	Action	Speaker	Time	Attach	Page
3.	**ACTION TRACKER**		J. Hartman	1 min		
	No items	Info			--	--
4.	**NEW BOARD MEMBER OATH OF OFFICE:** Harleen Kaur & Dilraj Sandu		J. Hartman	5 min		
5.	**CONSTITUENCY GROUP REPORTS**	Info	Constituency Reps			
	5.1 CUPE Local 4627			5 min	--	--
	5.2 SUVCC			5 min	--	--
	5.3 VCCFA			5 min	✓	13
6.	**EDUCATION COUNCIL REPORT**		N. Mandryk	20 min		
	6.1 Chair's Report	Info			✓	22
	6.2 Program Name Changes	Decision			✓	24
	6.3 CREDENTIAL: Certified Dental Assisting Cert.	Decision			✓	39
	6.4 CREDENTIAL: Asian Culinary Arts Cert.	Decision			✓	48
	6.5 CREDENTIAL: Legal Administrative Assistant Cert.	Decision			✓	55
7.	**FINANCE AND AUDIT COMMITTEE REPORT**		J. Yu	25 min		
	7.1 Chair's Report	Info			--	--
	7.2 2023/24 Actuals to Budget	Info			✓	61
	7.3 TUITION: VCC Post-Degree Diplomas	Decision			✓	67
	7.4 TUITION: Certified Dental Assisting Cert.	Decision			✓	68
	7.5 TUITION: Asian Culinary Arts Cert.	Decision			✓	72
	7.6 TUITION: Legal Administrative Assistant Cert.	Decision			✓	76
8.	**GOVERNANCE COMMITTEE REPORT**		N. Mandryk	2 min		
	8.1 Chair's Report	Info			--	--
9.	**HUMAN RESOURCES COMMITTEE REPORT**		M. Rashid	5 min		
	9.1 Chair's Report	Info			--	--
10.	**INDIGENIZATION AT VCC**	Info	J. Hartman	10 min	--	--
11.	**VCC FOUNDATION**	Info	J. Yu / M. Gookstetter	5 min	--	--
12.	**NEW BUSINESS**					
	New business items approved under item 2.	Info	J. Hartman	5 min	--	--
13.	**NEXT MEETING & ADJOURNMENT**	Info	J. Hartman	1 min	--	--
	Next regular meeting: February 5, 2025					

Vancouver Community College

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Board of Governors
Public Meeting DRAFT MINUTES
September 18, 2024, at 5:30 p.m.
VCC Broadway Campus, Building A, Room 5025
Zoom option for Public & Guests

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ATTENDANCE

Board Members
Joey Hartman (Chair, Board)
Mahin Rashid (Vice Chair, HRC Chair)
Jeffrey Yu (FAC Chair)
Chi Lo
Christie Sparklingeyes
Daniela Ocana
Jennifer Cummins
Libby Davies
Michele Guerin REGRETS
Paul Yeung
Ridhi Bhatia
Seung Oh

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

Ex-Officio	
Ajay Patel	President & CEO
Natasha Mandryk	Chair, Education Council/GC

Guests	
Taryn Thomson	President, VCCFA
Deanne Bates	Chief Shop Steward, CUPE Local 4627
Brynn Joyce	ED, SUVCC

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1. **CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS**
   - J. Hartman called the meeting to order at 5:39 p.m. T. Morgan presented the land acknowledgement.
   - Chair's opening remarks:
     - Regrets from M. Guerin.
     - Acknowledged outgoing student board members R. Bhatia and D. Ocana. Both have been engaged in their roles; attending meetings, training opportunities and VCC events as board representatives.
     - The election for positions on the Board and Education Council (EdCo) will be conducted in October. An online info session is scheduled for Oct 1, 2024. J. Hartman has reached out to the SUVCC to encourage students to attend a board meeting for expectations.
     - Sept 30 is the National Day for Truth & Reconciliation. In commemoration, between Sept 16 –26, VCC is hosting a variety of talks, events, and workshops. See VCC.ca events for details.

   - A. Patel's remarks:
     - Introduced Charnelle McClure, who joined VCC in August in the role of ED, Marketing & Communications.

- Thanked everyone who volunteered and attended the 2nd annual Flats Fest on Sept 7. As part of the Vancouver South Flats neighbourhood, VCC participated by offering baked goods, free manicures, and showcased our VR simulator in the Innovation Zone.
- Following a recent attack, unrelated to VCC, in the vicinity of the Downtown Campus, S. Aulakh and VCC's Safety and Security team were acknowledged for responding to this event and for providing assurance of the safety measures to protect individuals on-campus.

2. APPROVAL OF AGENDA & CONSENT AGENDA

MOTION: THAT the VCC Board of Governors approve the September 18, 2024 public meeting agenda, with the amendment to move item 6.4 Institutional Accountability Plan & Report to New Business item 11.1, and approve/acknowledge receipt of the following items on the consent agenda:

2.1 Minutes: June 26, 2024, Public Meeting
2.2 Board Correspondence & Activity
2.3 News and Events
Moved, Seconded & CARRIED

3. ACTION TRACKER

- No actions.

4. CONSTITUENCY REPORTS

CUPE Local 4627 – Presented by D. Bates, Chief Shop Steward

- Members have provided positive feedback on the recent Town Hall, intended to update employees on international education, the Centre for Clean Energy & Automotive Innovation (CCEAI) and the Safety and Security event at the Downtown Campus
- The new Cyber Security, and revised Freedom of Information & Privacy policies are supported after receiving confirmation from management that adequate training will be provided.

Student Union of Vancouver Community College (SUVCC) – Presented by B. Joyce, Executive Director

- The elections for position on the SUVCC Board are in progress. Students are being made aware of positions on Education Council (EdCo) and the Board, and the upcoming election for those seats.
- The same day government announcement of a reduction in international study permits is concerning. The provincial government needs to support public post-secondary institutions and the students.

Vancouver Community College Faculty Association (VCCFA)

- No report.

5. EDUCATION COUNCIL (EDCO) REPORT – Presented by N. Mandryk, EdCo Chair

5.1 Chair's Report

- The Education Council (EdCo) Chair's Report was included in the meeting materials. N. Mandryk highlighted the concept paper for a Professional Baking & Pastry Arts Diploma program. Also, the Memorandum of Understanding (MOU) with Athabasca University to explore transfer opportunities for VCC students in the Computer Systems Technology Diploma program to Athabasca University.
- The Board were informed of membership changes in the written report, and it was highlighted that the election dates for positions on EdCo and the Board will be posted on Sept 16, 2024.

5.2 New Global Supply Chain Management Post Degree Diploma

- The Global Supply Chain Management Post-Degree Diploma is a two-year program designed for international students. There was robust discussion with the Curriculum Committee. To attract domestic

students who prefer to transition between the workforce and education, shorter pathways are in development. In addition, opportunities are being considered for prior learning assessment and recognition (PLAR). It is an interesting pilot as an example of VCC licensing curriculum from its partnership with Scottish Qualification Authority.

> **MOTION:** THAT, on the advice of Education Council, the Board of Governors approve the new Global Supply Chain Management Post-Degree Diploma credential and program implementation.
> **Moved, Seconded and CARRIED**

5.3 New Baking and Pastry Arts Diploma

- The new Professional Baking & Pastry Arts Diploma replaces the current dual certificate offered to international students. It is beneficial for students applying for a post-graduate work permit. There was robust discussion at EdCo around the levelling of the curriculum. The diploma structure does not allow the opportunity for domestic students to ladder into the 2nd year advanced course offerings, however, as most domestic students take only 1 of the 2 foundational certificate programs offered, EdCo's concerns were alleviated. Also, domestic students can achieve the same advanced level of certification by pursuing a Skills Trade BC Red Seal.

> **MOTION:** THAT, on the advice of Education Council, the Board of Governors approve the new Professional Baking & Pastry Arts Diploma credential and program implementation.
> **Moved, Seconded and CARRIED**

5.4 Discontinuance: Teaching Online Certificate

- The Board previously approved the suspension of the Teaching Online Certificate (TOC), as it had not attracted sufficient enrolment. EdCo are recommending to permanently discontinue the TOC program in accordance with the Suspension and/or Discontinuance of Programs Policy (414). The decision was supported by the department and the Dean.

> **MOTION:** THAT, on the advice of Education Council, the Board of Governors discontinue the Teaching Online Certificate program effective January 1, 2025.
> **Moved, Seconded and CARRIED**

6. FINANCE AND AUDIT COMMITTEE (FAC) REPORT - Presented by J. Yu, FAC Chair

6.1 Chair's Report

- Finance and Audit Committee (FAC) met on Sept 11, 2024. The committee considered the matters under item 6. In addition, they received an update on Cyber Security, which included the new policy being presented under item 7.2.
- FAC and the Board have approved 3 procurement matters:
  1. AWARD CONTRACT: Prime Architect Services: Downtown Campus Kitchen Renovation Project
  2. AWARD CONTRACT: Project Management Services: Downtown Campus Kitchen
  3. AWARD CONTRACTS: Purchase wired & wireless internet infrastructure hardware equipment.

6.2 2024-25 Forecast to Budget

- The 2024/25 August Forecast (4 months actual + 8 months forecast) shows that VCC is projecting a balanced budget. Revenue is forecasted to be $188M. Domestic tuition revenue is up by $429k (excluding ABE/EAL and Future Skills Grant) compared to original budget, and international revenue is up by $410k.
- At the next FAC meeting in November, having the September enrolment finalized, FAC will receive a more accurate financial forecast, and VCC's operating forecast for 2024/25 will be revised further.

6.3 Five-Year Capital Plan - 2025/26 to 2029/30

- Annually, public post-secondary institutions submit a Five-Year Capital Plan (Plan). VCC's Plan aligns with its Strategic Innovation Plan, and the plans that sit within it, e.g., Campus Plan, Academic Plan, Indigenous Education and Community Engagement Plan, Environmental Sustainability Plan, and the Institutional Accountability Plan and Report. It also conforms to the objectives in the government mandate letter.
- For this year's submission (2025/26 to 2029/30) VCC has identified a single priority, the Downtown Campus Expansion: Dunsmuir & Pender envelope upgrade. The project will include replacing windows and the roof membrane. These upgrades are important as the Downtown Campus has heritage status.

> **MOTION:** THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the Five-Year Capital Plan (Period 2025/26 to 2029/30).
> **Moved, Seconded and CARRIED**

6.4 2023-24 Institutional Accountability Plan & Report)

- Moved to New Business Item 11.1.

6.5 DOMESTIC: 2% increase in tuition and mandatory fees

- In accordance with the provincial Tuition Fee Policy, increases in domestic tuition is capped at 2%.

> **MOTION:** THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the implementation of a 2% increase in domestic tuition and mandatory fees, effective August 1, 2025.
> **Moved, Seconded and CARRIED**

6.6 INTERNATIONAL: 2% increase (2025/26) & up to 5% (2026/27) tuition and mandatory fees

- To align with the increase in domestic tuition, VCC is proposing a 2% increase in international tuition and mandatory fees for all programs for the 2025/26 academic year.
- Additionally, to adhere to the new provincial government's international tuition fee transparency guidelines, VCC is proposing an increase up to 5% for the 2026/27 fiscal year. This increase will be confirmed in 2025, however, for transparency VCC is required to provide a recommendation for two-years ahead.

> **MOTION:** THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the implementation of a 2% increase, effective August 1, 2025, and up to 5% increase in international tuition and mandatory fees, effective August 1, 2026.
> **Moved, Seconded and CARRIED**

6.7 INTERNATIONAL TUITION: Global Supply Chain Management Post Degree Diplomas

- For the new Global Supply Chain Management Post-Degree Diploma program, setting the tuition at the same rate as other PDD programs, follows the philosophy of implementing a price point which makes the program sustainable, competitive, and does not negatively impact enrolment.
- To support program sustainability, a shorter credential for domestic students will be developed.

> **MOTION:** THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition of $32,472 for the Global Supply Chain Management Post Degree Diploma, effective August 1, 2025.
> **Moved, Seconded and CARRIED**

6.8 INTERNATIONAL TUITION: Baking and Pastry Arts Diploma

- The new international Baking and Pastry Arts Diploma combines two certificate programs. This benefits international students applying for a post-graduate work permit (PGWP).

> **MOTION:** THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve international tuition of $39,686.32 for the Baking and Pastry Arts Diploma, effective August 1, 2025.
> **Moved, Seconded and CARRIED**

6.9 INTERNATIONAL TUITION: Increase for Esthetics & Spa Therapy Certificate Program & Cosmetology Diploma Programs

- International students studying the Cosmetology Diploma take a 10-month Hairstylist Certificate and a 10-month Esthetics & Spa Therapy Certificate (EST). FAC agreed with the recommendation to increase the fee per credit for EST, to align with the Hairstylist Certificate program. This results in total tuition increases for both programs, however, the intention is to provide financial sustainability for the Cosmetology Diploma program, which has been a challenge.

> **MOTION:** THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the increases the international tuition fee for the Esthetics & Spa Therapy Certificate to $20,951.97 and the Cosmetology Diploma program to $42,978.40, effective August 1, 2025.
> **Moved, Seconded and CARRIED**

7. GOVERNANCE COMMITTEE (GC) REPORT - Presented by N. Mandryk, GC, Chair

7.1 Chair's Report

- The Governance Committee (GC) met on Sept 10, 2024. The committee considered the matters under item 7. In addition, the committee discussed board education opportunities. Topics have been identified and approved by the Board, including program/educational service evaluation, board interpersonal dynamics, relationships: psychological safety.
- The next meeting is Nov 6, 2024.

7.2 POLICY: New Cyber Security Policy and Procedures (506)

- The provincial government has requested that public boards have governance oversight on cyber security matters. In response, VCC has developed a new policy that establishes a cyber security governance framework which includes roles, authorities, responsibilities, and procedures for implementing and managing VCC's cyber security risk.
- The Board is responsible for oversight of the framework, including an annual review, adopting an orientation program for new members, as well, ongoing training and updates on cyber security risk management. In the Procedures, the Board delegates this authority to FAC. A Cyber Security Response Plan will outline the Board's response to a cyber security breach. The procedures include training for board members and the VCC community-at-large. Training will be ongoing as protocols change.
- This policy institutionalizes VCC's Cyber Security Standards and the unique process of cyber security risk exception and tracking through a dedicated Cyber Security Risk Register, which sets apart VCC in cyber security governance compared to similar institutions.
- N. Mandryk acknowledged Momchil Karov, Director, Information Security, who developed this policy and presented the matter to the GC and FAC.

> **MOTION:** THAT, on the recommendation of the Governance Committee, the Board of Governors approve new Cyber Security Policy and Procedures (506).
> **Moved, Seconded and CARRIED**

7.3 POLICY: New Enterprise Risk Management Policy and Procedures (131)

- The new Enterprise Risk Management (ERM) policy has been developed to provide oversight over VCC's risk management governance and accountability processes. The policy establishes an ERM framework and Risk Register and identifies key roles and responsibilities. VCC's ERM aligns with the Risk Management – Principles and Guidelines model as adopted by the BC Government.
- In the Procedures, the Board delegates oversight of ERM to FAC, who will report relevant information to the Board.

> **MOTION:** THAT, on the recommendation of the Governance Committee, the Board of Governors approve the new Enterprise Risk Management Policy and Procedures (131).
> **Moved, Seconded and CARRIED**

7.4 POLICY: Revised Freedom of Information and Protection of Privacy Policy and Procedures (#501)

- In response to revised legislation, VCC's Freedom of Information and Protection of Privacy (FOIPP) Policy and Procedures (501) has been amended, adding 3 new procedures to address VCC's commitment to treating personal information with a higher degree of confidentiality.
- The GC discussed the FOIPP request process, noting the importance of educating the community-at-large, particularly as responding to a request can be time consuming. In some cases, where requests are broad, VCC's Privacy Coordinator will work with the requestor to narrow down the search.
- Caralee Maloney, Associate Director, Risk Mgmt & Privacy, was thanked for her work on the ERM and FOIPP policies, as well, Curriculum & Policy Coordinator, Nicole Degagne for supporting all the policy matters.

> **MOTION:** THAT, on the recommendation of the Governance Committee, the Board of Governors approve revisions to Freedom of Information and Protection of Privacy Policy and Procedures (501).
> **Moved, Seconded and CARRIED**

8. HUMAN RESOURCES COMMITTEE (HRC) REPORT - Presented by J. Hartman on behalf of M. Rashid

8.1 Chair's Report –

- The Human Resources Committee (HRC) met on Sept 5, 2024. The committee received the President's 2024 Objectives Mid-Year Update and reported back to the Board.

9. INDIGENIZATION AT VCC

- Since the Board were presented the Indigenization Framework in 2020, rotational Land Acknowledgements were established for public board meetings, and Indigenization, decolonization and reconciliation has been a topic for education and discussion at Board Retreats.
- Board members have been offered an online, self-placed training course "Decolonizing the Boardroom", which has been developed to provide individuals with the knowledge, tools, and strategies for championing Indigenous perspectives in the boardroom. When the training has been completed, Dean, Indigenous Initiatives, Jessie Williams, has offered to sit with board members in a virtual or in-person circle to share reflections.

10. VCC FOUNDATION UPDATE – Presented by J. Yu, Board Representative on VCC Foundation Board

- J. Yu provided update on the activities and events, organized by the Foundation, including:
- Silent Auction (Oct 30), Recognition Event (Nov 14), Giving Tuesday (Dec 3), Fall Awards (Dec 6), Flourish Gala (Mar 5, 2025), Flourish Gala (Mar 5, 2025).
- The Foundation Board held its Annual General Meeting on Aug 24, 2024. The Foundation Annual Report is available on VCC.ca for information. It highlights the Foundations successes over the last year.
- The final stages of recruitment for a campaign cabinet are underway. This group of community leaders will be supporting the fundraising efforts over the next two years. Prospecting for potential partners for the campaign continues.

11. NEW BUSINESS

11.1. 2023-24 Institutional Accountability Plan & Report)

- The Institutional Accountability Plan and Report (IAPR) is a Ministry required annual report, posted publicly, that ensures that public post-secondary institutions are accountable to government, their boards and students, and the public for their performance. P. Aghakian, Associate Director, Institutional Research, presented highlights of new topics and areas that have been expanded on in 2023-24.

  - **Centre for Clean Energy & Automotive Innovation (CCEAI):** This project underscores VCC's commitment to environmental sustainability and innovation in clean energy and automotive technology. VCC's collaborative approach with the host First Nations enhances the CCEAI's cultural relevance and the impact of the centre.
  - **Expanded Indigenous Collaborations:** As a result of expanded collaborations with the host First Nations, Indigenous organizations, and through community engagement, VCC is integrating Indigenous knowledge and perspectives across its programs, e.g., Indigenous Adult Basic Education, which considers cultural living experience.
  - **OpenDoor Group:** VCC continues its collaboration with the OpenDoor Group, by creating customized training plans for individuals facing barriers to education. This strengthens VCC commitment to supporting diverse student groups.
  - **Affordable Housing Solutions:** New plans to integrate affordable community housing into the Campus Plan demonstrates VCC's commitment to social responsibility and community support.
  - **College-wide mental health and well-being:** The results of a comprehensive survey of students show a high level of satisfaction with feeling respected and included. These results inform VCC's strategies for mental health support. They emphasized the importance of mental health in academic success and career readiness. VCC has introduced initiatives to raise awareness about mental health issues and provide support services for both students and employees.
  - **Blending Learning Models:** Post pandemic, VCC has introduced initiatives to improve blended learning models and enhance online learning accessibility and quality. It includes offering virtual labs and new Open Education Resources. This demonstrates VCCs commitment to providing learning options catered to the needs of all students and ensuring that the entire student body benefit from digital transformation.
  - **Equity, Diversity and Inclusion:** VCC continues to exceed the Government of Canada's 50/30 Challenge, with gender parity and significant representation of underrepresented groups in key leadership portfolios.

- P. Aghakian and J. Hartman thanked everyone who contributed to the IAPR. The report is a reminder to the Board of the Mandate Letter priorities and expectations they are responsible for and VCC's response, providing assurance that their decisions serve the students and move VCC forward in a positive trajectory.

> **MOTION:** THAT the Board of Governors approve the VCC Institutional Accountability Plan and Report – 2023-24 Reporting Cycle.
> **Moved, Seconded and CARRIED**

12. NEXT MEETING & ADJOURNMENT

- The next regular public board meeting is on Nov 27, 2024.
- The meeting adjourned at 7:22 p.m.

Board of Governors Public Meeting
November 27, 2024

BOARD OF GOVERNORS CORRESPONDENCE

DATE	TO	FROM	DETAIL
Sept 25, 2024	Hon. Marc Miller, Minister of Immigration, Refugees & Citizenship Canada	VCC Board	Federal Government Announcement on International Student Reforms
Nov 18, 2024	VCC Board	VCCFA	Letter to the Premier, Hon. David Eby International Student Policies Threaten BC's Colleges & Economy

BOARD OF GOVERNORS ACTIVITY

Board members have attended the following events since September 18, 2024:

DATE	EVENT
Sept 19, 2024	VCC Foundation Appreciation Event **Attended by:** J. Hartman, J. Yu, R. Bhatia, D. Ocana, P. Yeung
Sept 26, 2024	Greater Vancouver Board of Trade: Indigenous Opportunities Forum 2024: Advancing Indigenous-Led Prosperity **Attended by:** C. Sparklingeyes
Oct 30, 2024	VCC Day **Attended by:** J. Hartman, L. Davies, M. Rashid
Nov 14, 2024	VCC Foundation Campaign Cabinet Launch **Attended by:** M. Rashid

VCC NEWS AND EVENTS

September– November 2024

VCC IN THE NEWS (HIGHLIGHTS)

On Nov. 1, VCC was pleased to host **Minister of Citizen's Services Terry James Beech** and **Member of Parliament for Vancouver Center Honorable Dr. Hedy Fry** at the Downtown campus dental clinic for an announcement on the Canadian Dental Care Plan. To date, this plan has allowed families to access oral health care they otherwise wouldn't be able to afford, including complex procedures and life-saving screenings for conditions such as oral cancer that may have gone undetected.

On Nov. 8, Vancouver came together at Victory Square for a special **National Indigenous Veterans Day ceremony**. VCC was honoured to join in the wreath, paying tribute to Indigenous veterans—their courage and strength are part of Canada's story.

On Nov. 7, VCC's **Graphic Design showcase**, Big Bang, brought together our talented grads and industry professionals for an unforgettable celebration of creativity and hard work! Our graduates showcased their incredible projects, sparking meaningful connections and inspiring conversations.

Oct. 30 **VCC DAY**. VCC held its annual **employee appreciation and professional development day**, offering valuable workshops, networking opportunities and resources.

On Oct. 28 and 29 **VCC celebrated Diwali and Bandi Chhor Divas at both campuses**, sharing in the spirit of the season with vibrant music, delicious food, and the joy of reconnecting. SUVCC and VCC International organized these events.

Between Oct. 21-25, VCC held **Info Week**, offering 64 info sessions, with more than 1,220 signees (up from 49 info sessions and almost 690 signees in spring 2024).

On Oct. 16 VCC launched a **new food resiliency initiative**, backed by SUVCC and the VCC Foundation. The Food Resiliency Fair at the Downtown campus showcased essential food resources and fostered a strong sense of community. This initiative includes discreet on-campus food pantries and grocery cards to help students in urgent need.

VCC NEWS AND EVENTS

September– November 2024

On Oct. 3, VCC came together at the Broadway campus for **Sisters in Spirit**, honouring the lives of missing and lost Indigenous women and girls. It was a time to reflect, remember, and support efforts to end this ongoing tragedy.

On Oct. 1, VCC announced a **partnership with Adler University** to offer psychoeducational assessments for students with undiagnosed learning challenges, providing essential support for their academic success. Adler's student-clinicians collaborate with VCC's Student Services and Accessibility teams to conduct assessments that identify learning barriers and strengths, enabling tailored accommodations like additional exam time.

On Sept. 26, VCC's Indigenous Education and Community Engagement hosted **Orange Shirt Day**, promoting a deeper understanding of residential schools, the Indian Act, and the importance of recognizing the truth in our shared history.

On Sept. 23, VCC held an **Indigenous flag raising ceremony,** led by IECE, at VCC's Broadway campus, honouring our shared history, and reinforcing our commitment as a community.

On Sept. 18, VCC's IECE Department hosted **Rewriting Our Own Narrative through the Seven Teachings**, led by knowledge holder Ruth Alfred. Participants explored the Seven Sacred Teachings—wisdom, love, respect, bravery, honesty, humility, and truth—key principles passed down through generations by First Nations peoples. These teachings offer guidance for living with balance and harmony in all aspects of life.

UPCOMING EVENTS

Fall Convocation (Nov. 28 – morning and afternoon ceremonies)

Jewellery student annual holiday sale (Dec. 3)

Student Awards (Dec. 6)

Please visit the events page for a complete listing of upcoming events.

PREPARED BY: VCC Marketing & Communications

DATE: November 12, 2024

VCC Board of Governors Meeting – November 2024

Taryn Thomson, VCCFA President

I will give an oral report of the advocacy work the VCCFA has been engaged in with regards to the federal policy changes to visas and post-graduate work permits for international students. Please find attached:

- Our letter to Minister Marc Miller   **(Appendix A)**
- A briefing note for the meetings we had in Ottawa   **(Appendix B)**
- A summary of the meetings we had in Ottawa   **(Appendix C)**
- A letter to Premier David Eby   **(Appendix D)**

VCCFA President

VCCFA

October 7, 2024

The Honourable Marc Miller, P.C., M.P.
Minister of Immigration, Refugees &
Citizenship Canada
House of Commons
Ottawa, Ontario K1A 0A6

Dear Minister:

On behalf of the Vancouver Community College Faculty Association (VCCFA), I write in opposition to the recent federal announcement regarding further restrictions on international student study permits and changes to post-graduate work permit eligibility. The changes unfairly target colleges more than universities and will have a detrimental effect on students, institutions, and communities.

The post-secondary sector in Canada has evolved over the last few decades from a government funded sector to one that is funded increasingly from international tuition. This swing has likely gone too far, and problems within it have been rife: extremely high tuition, a lack of student supports, and too often a commitment to getting international seats filled taking precedence over providing quality education and strong social supports. That said, what is an institution to do when there is no more government support and budgets must be balanced? Universities have played this game the best, filling huge auditoriums with international students, literally cashing in on these students, using astronomical tuition dollars—often triple the already high rates domestic students pay-- to build more and more buildings. It's gotten so that most institutions are completely dependent on this tuition to keep the doors open

The situation with colleges is quite different, and the situation with Vancouver Community College is absolutely unique. We have always limited the number of international student seats, as the type of programs we offer do not always naturally lend themselves to international student markets. We strive as an institution to meet the labor market needs required by government and the communities we serve. We delivery quality education in sectors where workers are needed such as healthcare, trades, hospitality, early childhood

VCCFA
VANCOUVER COMMUNITY COLLEGE
FACULTY ASSOCIATION

education, not to mention delivering language instruction to newcomers so that immigrants can obtain the language skills to get them working.

The changes you have proposed are problematic in several ways. First, the changes to post-graduate work permits target colleges directly and will have a negative impact on enrollments. Secondly, the mandate to match federal labour market needs directly contradict our provincial obligations, which VCC is barely able to currently meet. The federal labour market situation is different, and the new federal directives create unnecessary confusion both for students and for institutions. The changes are already causing instability and fear in the sector, and we anticipate international enrolments to plummet causing financial hardship for the institution, job losses, and negative ripple effects that will be felt in all the communities we serve.

Importantly, with such overly extreme and frequent changes in policy we are treating our blameless students as disposable—both the internationals whose families sacrificed to send them here in good faith, and the domestic students whose programming is in part maintained by international tuition as well. This change will harm Canada's international reputation for years to come.

We call on you to repeal these changes and work with colleges across the country to find a solution that will work for all.

Respectfully,

Taryn Thomson
VCCFA President

TT/aj

cc: Don Davies, M.P.
           Hedy Fry, M.P.
           Peter Julian, M.P.
           Jenny Kwan, M.P.
           Jasmeet Singh, M.P.
           Ajay Patel, President, Vancouver Community College

Briefing Note on the Impact of International Student Visa Changes on Community Colleges
November 2024

Lynelle Yutani, President, Camosun College Faculty Association; Jen Wrye, President, North Island College Faculty Association; Taryn Thomson, President, Vancouver Community College Faculty Association

Re: Impacts of Federal Changes to International Student Permits and Post-Graduate Work Permits (PGWP) on BC colleges, faculty, students and communities

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Summary

Immigration, Refugees, and Citizenship Canada (IRCC) recently introduced further changes to the international student study permit program. Beginning November 1, 2024, international student graduates of public colleges will be eligible for a PGWP only if they have graduated from a field of study in one of five broad areas: health care, STEM, trades, agriculture and agri-food, and transportation. The changes do not appear to apply to graduates of universities who complete degrees in any field.

Recommendations

1. **Align** post-graduate work permit eligibility with regional local labour market needs, allowing for broader inclusion (e.g. ECCE, Tourism, Culinary, Accounting, Business, etc.).
2. **Expand** PGWP eligibility to include college graduates from any degree program as is the case with university graduates.

Policy Impacts

- **Regional Labour Gaps**: Community colleges are uniquely positioned to address regional workforce shortages, adapting programming to meet specific community demands. Changes in visa and PGWP policies prevent colleges from attracting students to programs tailored for local industries, limiting their capacity to produce job-ready graduates for areas experiencing critical labour shortages.

- **Universities vs. Community Colleges**: Restricting PGWP eligibility to NOC-aligned programs in community colleges unfairly and disproportionately affects colleges' programs. This ignores the critical role these institutions play in providing comprehensive educational opportunities for students across the country in all areas, including upgrading, skills training, university studies, and so forth.

- **Damaging Canada's Reputation**: Canada has been a preferred and prestigious destination for international students. Repeated policy changes raise questions about the overall value of the Canadian educational experience.

- **Reducing Domestic Student Access**: Many programs rely on a blend of international and domestic enrollment to maintain a comprehensive range of offerings and robust student services. Sudden decreases in student enrollment result in reduced program and course availability and student supports, affecting students' educational and career opportunities.

- **Shrinking Economic Contributions**: Faculty, staff, and students—both international and domestic—are integral to community vitality. Declines in student numbers and potential job losses among faculty and staff have significant ripple effects on small businesses, service providers, and local economies that benefit from college presence.

Report on Ottawa Advocacy Trip re: changes to IRCC international student policies
November 5-7, 2024

Taryn Thomson, Vancouver Community College Faculty Association
Jen Wrye, North Island College Faculty Association
Lynelle Yutani, Camosun College Faculty Association

Our delegation traveled to Ottawa from November 5-7 to meet with MPs and/or senior staff members from four political parties. These meetings were intended to address the impact of new changes to IRCC regulations governing international students' post-graduate work permit eligibility when studying in public colleges.

Meetings

- The Honourable Terry Beech, Minister of Citizens' Services, Liberal Party; 30 minutes.

- Tracy Gray, Shadow Minister for Employment, Future Workforce Development & Disability Inclusion, Conservative Party; 30 minutes

- Elizabeth May, Leader, Green Party; 45 minutes

- Don Davies, Finance Critic, New Democrat Party; 15 minutes (+15 min w/ his Chief of Staff)

- Tom Kmiec, Shadow Minister for Immigration, Refugees and Citizenship, Conservative Party; 1 hour

- Mike Burton, Chief of Staff to Marc Miller, Minister for Immigration, Refugees and Citizenship, Liberal Party; 1 hour

- Jenny Kwan, Immigration, Refugees and Citizenship, New Democrat Party; 20 minutes

- Irek Kusmierczyk, Parliamentary Secretary to the Minister of Employment, Future Workforce Development & Disability Inclusion, Liberal Party; 1 hour

Outcomes

There was general agreement, even among the Liberals with whom we met, that the new policies were a "blunt instrument", and that some edits are required to make this policy workable. We had two general requests:

1. That the list of National Occupational Classifications (NOCs) be expanded to align with local labour market needs. Specifically, in this request we asked for reconsideration of several excluded study areas.

2. That international students in degree programs at community colleges qualify for post-graduate work permits.

   The government suggested that changes related to these requests were likely, as they understand the reasons behind them. All other parties expressed a willingness to raise our concerns in their networks and with Minister Miller.

   Next steps

   We have some follow up requests from many of the MPs with whom we met. We have been invited to participate in IRCC Committee work related to international students. We also plan to meet with provincial representatives, in coordination with other locals, in the coming months as we will need their support going forward as well. It is important that everyone uses their channels to keep this issue, and the importance of postsecondary education to BC's prosperity, in focus.

APPENDIX D

November 18, 2024

The Honourable David Eby
Premier of British Columbia
Office of the Premier
P.O. Box 9041
Victoria, BC V8W 9E1

Sent by email: premier@gov.bc.ca

Re: International Student Policy Changes Threaten B.C. Colleges and Provincial Economy

Dear Premier Eby,

Congratulation on your re-election! We look forward to continued work with your government in the next few years.

I am the president of the Faculty Association at Vancouver Community College. On November fourth, I travelled to Ottawa with two of my counterparts from Camosun College Faculty Association and North Island College Faculty Association to express our concerns about the recent changes to international student visas and the issuance of post-graduate work permits for international students. These changes, brought in by IRCC (Immigration, Refugees and Citizenship Canada) came in rapidly; they were announced early in the fall and came into effect November first. We understand the reasons the Liberal government imposed these changes. We are all aware of the abuses in the system and the "bad actors" that have allowed unfettered growth of international students for profit, without providing the needed supports for these students.

However, these changes were brought in swiftly, without consultation, and without understanding of what the unintended consequences on institutions, particularly Community Colleges, would be.

When we went to Ottawa, we had two requests that we made of every MP and chief of staff we met with:

1. The National Occupation Codes (NOC) used by the federal government to determine eligibility for post-graduate work permits are missing key program areas such as ECCE, hospitality, culinary, and business. These are all areas experiencing labour shortages in the lower mainland. The NOC codes must be expanded so that labour market needs are met by the institutions that serve them.
2. International students in degree programs at colleges must be eligible for post-graduate work permits just as international students at universities are. Under the new policy, international students in degree programs at colleges are ineligible for Post- Graduate Work Permits (PGWP's).

We met with Minister Miller's Chief of Staff, Mike Burton, and Liberal MP, Terry Beech, and both indicated that edits to the new policy are likely to happen in the coming months. They seemed to hear and understand our concerns.

Now that your government has formed, we will need your help in pushing this issue. Already at our institutions, we project at least a 30% reduction in students for the spring, and this number is projected to dip further in the fall. Some institutions have already started issuing layoff notices and cutting classes. And while the federal government's policy changes are intended to impact international students, there cannot be a massive reduction in international students without there being a ripple effect felt in the entire institution. Domestic offerings will drop also, and with them, services such as counselling and supports for Indigenous learners will be cut. Job losses will mean ripple effects in the communities we are situated in, and the loss of international students will have an impact both socially, but also on communities where international students contribute greatly as workers and community members. The effects of these changes will be severe, and they are already starting to happen. Canada's "brand" as an international destination has been tarnished, and already students are choosing to go elsewhere.

We ask for your assistance in the following ways:

- Task the new Minister of Post-Secondary Education and Future Skills to immediately take the necessary steps, working with other provincial counterparts to develop an appropriate strategy to expand the PGWP eligibility.
- As Premier, ask for this issue to be placed on the next agenda of the First Ministers' Meeting.
- Consult with institutions and advocate with the federal government for NOC code expansion.
- Discuss with the federal government a relief plan for institutions hit the hardest by these abrupt changes.

Thanks for considering these requests.

Respectfully,

Taryn Thomson

President, Vancouver Community College Faculty Association

Cc:

VCC Board of Governors

Ajay Patel, President, VCC

Joan Phillip – MLA Vancouver-Strathcona   joan.phillip.mla@leg.bc.ca

Terry Beech – Member of Parliament   Terry.Beech@parl.gc.ca

Jenny Kwan – Member of Parliament   jenny.kwan@parl.gc.ca

Don Davies – Member of Parliament   don.davies@parl.gc.ca

INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: November 27, 2024

ISSUE: Education Council Chair Report to Board of Governors

EDUCATION COUNCIL ELECTIONS

We saw great engagement in the recent election, and almost all positions on EdCo have been filled – a big thank you to all candidates for putting their names forward to participate in the governance process at VCC.

We warmly welcome our new members: Student representatives Anik Joy Varghese, Poorna Karthikeya Balachandar, and Rahul Ranwa; and faculty representatives Andy Sellwood, Emily Logan, Nafiseh Tohidi, and Stephanie Callaghan. Brianna Higgins (faculty) was re-elected.

We would like to say thank you and farewell to our departing members:

Faculty representatives Belinda Kaplan and Derek Sproston completed a two-year term on Education Council. Heidi Parisotto (faculty) was first elected to EdCo in 2018 and continues to serve as member of the Education Quality Committee. Sarah Kay (faculty) served in various roles during her four years on Education Council, including as EdCo Vice-Chair and Chair of EdCo's Education Policy Committee.

Dana Valeria Rodriguez Arellano, Jessica Ligeralde, Marcus Ng, and Simranjot Kaur contributed the student perspective to EdCo and its standing committees during their terms.

ACADEMIC GOVERNANCE COUNCIL (AGC)

The Academic Governance Council consists of representatives from Education Councils and Program Councils at publicly funded institutions in BC. The AGC met on November 18, 2024 to discuss ongoing and emerging issues of interest. Major themes of discussion included enrolment trends, institutional response to the changing landscape around international students, and the concomitant impacts on curriculum and program changes.

Some rural institutions have relatively few international students, but noted that the federal labour market eligibility criteria for post-graduation work permits does not serve local labour market demand, particularly in tourism and early childhood education. Other institutions with a greater dependence on international enrolment reported on early initiatives to restabilize program offerings.

Regarding domestic populations, some regional institutions are bucking sector trends and reporting increased enrolment. We heard that the cost of living and availability of housing may be affecting student mobility, as fewer students have the opportunity to move away to a different region than in the past.

We heard about a range of institutional strategies to respond to enrolment trends and changes in demand. Some institutions are reducing their program offerings or refocusing on development of new curriculum. Others are exploring new ways to approve or implement curriculum and policy changes to meet institutional needs.

The AGC also had a discussion about how curriculum changes are initiated. While practices vary somewhat among institutions, the importance of having initial review and approval from departments or schools prior to governance review was emphasized.

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: November 21, 2024

![VCC logo]

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: November 27, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Program Name Changes

BACKGROUND:

Immigration, Refugee and Citizenship Canada (IRCC) has revised the eligibility criteria for international students applying for a post-graduation work permit (PGWP). As of November 1, 2024, college graduates must graduate from a program in an eligible field of study. The federal government has specified eligible fields of study associated with specific Classification of Instructional Program (CIP) codes.

VCC has analysed the list of CIPs provided by IRCC and determined that several of our programs align with the designated CIPs, but will require a name change in order to confirm this alignment.

These are the current programs that have been realigned to meet the IRCC CIP. The proposed new names for these programs will align with the CIPs recognized by IRCC for PGWP eligibility. An appendix with details of the current and proposed CIP codes is enclosed.

Current name	Current CIP	Current CIP name	Proposed name	Proposed CIP	Proposed CIP name
Marketing Technology Diploma			**Digital Marketing Technology Diploma**	52.1404	Digital marketing
Culinary Arts Diploma	12.0505	Food preparation/ professional cooking/ kitchen assistant	**Culinary Arts and Food Service Management Diploma**	19.0505	Foodservice systems administration/ management
Hospitality Management Diploma	52.0901	Hospitality administration/ management, general	**Hospitality and Food Service Systems Management Diploma**	19.0505	Foodservice systems administration/ management
Hospitality Management Post-Degree Diploma	52.0901	Hospitality administration/ management, general	**Hospitality and Food Service Systems Management Post-Degree Diploma**	19.0505	Foodservice systems administration/ management

Current name	Current CIP	Current CIP name	Proposed name	Proposed CIP	Proposed CIP name
Bachelor of Hospitality Management	52.0901	Hospitality administration/ management, general	**Bachelor of Hospitality and Food Service Systems Management**	19.0505	Foodservice systems administration/ management
Automotive Service Technology Diploma	47.0604	Automobile/ automotive mechanics technology/ technician	**High Performance and Custom Engine Technician Diploma**	47.0617	High performance and custom engine technician/ mechanic
Automotive Collision and Refinishing Diploma	47.0603	Autobody/collision and repair technology/ technician	**Automotive Repair and Refinishing Technician Diploma**	47.0000	Mechanics and repairers, general

DISCUSSION:

The proposed program name changes were presented to Education Council on November 12, 2024 by VP Academic & Research David Wells.

Members asked for information about how much of a profession covered by a CIP code needs to be included in a credential for the CIP classification to be considered appropriate. The general approach taken is to consider whether a program graduate would be eligible to work in a position within the CIP classification. Further, in BC, the province delegates responsibility to institutions to determine appropriate CIP codes for a program. Communication from the ministry has affirmed that programs can be realigned with a different CIP code.

There was a question about exclusions that are listed in many CIP descriptions. It was explained that CIP classifications can be broad and programs within a CIP can have a specific, focused concentration. For the purposes of PGWP eligibility, a program within an eligible CIP should not specialize in an area of exclusion.

Members asked about the impact on domestic students and on recruitment. In many cases, domestic students would not be impacted by a CIP reclassification. Some programs are exclusive to international students. For trades programs where a specific CIP is necessary for SkilledTradesBC alignment, domestic students can be identified with a different CIP from international students. Regarding recruitment and the impact of changing the program name, Jennifer Gossen, Director of International Education (IE), explained that IE educates prospective students about the nature and content of programs. Brett Griffiths and Lucy Griffith, Deans of Trades, Technology, and Design, noted that industry partners are supportive of the proposed steps VCC is taking in the areas of automotive and transportation trades and skin and body therapy. Proposed name changes would not affect SkilledTradesBC apprenticeship credit eligibility.

Some curriculum changes are planned for renamed programs. Because realignment with different CIP codes is so dependent on curriculum, EdCo included a mention of curriculum in its motion and advice to the Board of Governors. The phrase "significant curriculum changes" was discussed, and it was clarified

that the scope of change could include new courses or changes to the program content guide (PCG), and that revised curriculum would be approved by EdCo.

Four programs in Culinary Arts and Hospitality Management are being renamed and aligned with CIP code **19.0505 Foodservice systems administration/management.** D. Innes, Dean of Hospitality, Food Studies, and Applied Business, emphasized that skills learned in the HM and Culinary Arts programs are transferable and enable graduates to work in various institutions such as hospitals and senior living facilities, rather than just hotels.

A concern was raised about whether the Culinary Arts and Hospitality Management programs are sufficiently aligned in content with the proposed CIP, compared with programs at other institutions using the same CIP. Other institutions that offer a Food Services Administration diploma have significantly different course content from Hospitality Management; the majority of courses focus on nutrition and institutional menus or food service. Further, CIP 19.0505 lists hospitality administration as an exclusion. D. Innes responded, acknowledging that conversations have started about the level of food systems in the hospitality management programs, and that there is a discussion about seeking accreditation with the Canadian Society for Nutrition Management for the foodservice systems management programs. He emphasized the overlap of skills required for hospitality management and institutional food service management, noting that some VCC Hospitality Management graduates have gone on to work in institutional delivery. There are plans to make some changes to include more nutrition and food safety content in the programs.

Summary of planned curriculum changes:

- **Marketing Technology Diploma** requires minor changes, which were approved at the Nov. 12 EdCo meeting

- **Culinary Arts Diploma:** Discussions are ongoing regarding planned curriculum changes. Delivery of this diploma is aligned with the domestic Professional Cook 1 and Professional Cook 2 certificate programs, which will remain unchanged. The school is considering making changes in Term 4 of the international diploma in order to incorporate content on nutrition and business practices.

- The **Hospitality Management Diploma** and **Bachelor of Hospitality Management** are a broad introduction to hospitality management, rather than focused explicitly on tourism or hotel management. Few changes are planned.

- The **Hospitality Management Post-Degree Diploma** will require more changes. Currently, there are no program learning outcomes relating to food service systems; while there is one course on hospitality, food, and beverage services, the overall program focus is on tourism and hospitality. A shift toward courses that are related to food and include an institutional focus will be required.

- **Automotive Service Technician Diploma** will have curriculum changes including one new course and changes to program and course learning outcomes. In discussion about the proposed change and refocus to high performance, B. Griffiths explained that while there aren't specific jobs advertised for "High Performance Technicians," students will have the skills and knowledge to build on and work in the industry.

- **Automotive Collision and Refinishing Diploma** has no curriculum changes planned.

A separate proposal to change the name of the Business and Project Management Post-Degree Diploma to Project Management Post-Degree Diploma was reviewed at the October 8, 2024 Education Council meeting. This program launched in 2019, and over the years the focus of the curriculum has shifted towards project management. The name change reflects this shift in focus.

At the time of EdCo's meeting to provide advice on proposed name changes, the Automotive Collision and Refinishing Diploma was proposed to change to **Automotive Mechanic and Refinishing Diploma.** Following the meeting, upon consultation with the department, B. Griffiths requested an updated name change to **Automotive Repair and Refinishing Technician Diploma.** The updated name change would not affect the proposed new CIP or the program implementation, but better describes the program. As chair of EdCo, I considered that the discussion and advice likely applies equally well to the new proposed name and agreed to send the new name forward to the Board.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the following program name changes:

- Business and Project Management Post-Degree Diploma to Project Management Post-Degree Diploma
- Automotive Collision and Refinishing Diploma to Automotive Repair and Refinishing Technician Diploma
- Marketing Technology Diploma to Digital Marketing Technology Diploma

THAT, on the advice of Education Council, the Board of Governors approve name changes for the following five programs, with the understanding that significant curriculum changes will be required:

- Rename Automotive Service Technology Diploma to High Performance and Custom Engine Technician Diploma
- Rename Culinary Arts Diploma to Culinary Arts and Food Service Management Diploma
- Rename Bachelor of Hospitality Management to Bachelor of Hospitality and Food Service Systems Management
- Rename Hospitality Management Diploma to Hospitality and Food Service Systems Management Diploma
- Rename Hospitality Management Post-Degree Diploma to Hospitality and Food Service Systems Management Post-Degree Diploma

ATTACHMENT: Appendix A: Decision note for Education Council re: Program Name Changes
                     Appendix B: CIP comparisons by program

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: November 21, 2024

Decision Note

Request for change to program names

Prepared for: Education Council

Date: November 7, 2024

Issue: Program Name Changes

Background: Immigration, Refugee and Citizenship Canada (IRCC) has changed its policy on which programs will be post-graduate work permit (PGWP) eligible. As of November 1, 2024, programs must align to a designated Classification of Instructional Program (CIP) in order to provide PGWP eligibility to international students. The federal government uses CIPs to classify instructional programs according to field of study.

Discussion: VCC has analysed the list of CIPs provided by IRCC, and have determined that many of our programs align with the designated CIPs, but will require a name change in order to confirm this alignment.

These are the current programs that have been realigned to meet the IRCC CIP. The proposed new names for these programs will align with the CIPs recognized by IRCC for PGWP eligibility.

Current program	CIP Code	Renamed Program	Proposed CIP Code	
Marketing Technology Diploma		Digital Marketing Technology Diploma	52.1404	STEM
		Rationale – The existing program has significant program content related to the use of digital technology in the execution of marketing interventions. The expectations for this role under the revised STEM CIP code are reasonable.		*52.1404 Digital marketing This instructional program class comprises any program that prepares individuals to develop a digital marketing plan and integrate marketing, advertising, sales, and logistics across physical and digital channels. These programs include courses in digital marketing, e-commerce, online consumer psychology, search engine optimization, social media marketing, and web analytics. Illustrative example(s) • cybermarketing*

• digital marketing
• e-marketing
• electronic marketing

Culinary Arts Diploma	12.0505	Culinary Arts and Food Service Management Diploma	19.0505

Rationale – The revised program title more accurately reflects the program content and learning outcomes that align with this profession within an institutional context. The majority of the students practical hours during their two-year diploma are obtained via production within an institutional setting.

19.0505 Foodservice systems administration/management
This instructional program class comprises any program that focuses on the principles and practices relating to the administration of food service systems in institutional settings, and that prepares individuals to manage such operations in public and private facilities. These programs include courses in human nutrition, food safety, the design and organization of food service systems, purchasing, personnel management, and related business practices.
Illustrative example(s)
• dietary and food service management
• food services management
• foodservice systems administration
• foodservice systems management
• nutrition and food service management

Hospitality Management Diploma	52.0901	Hospitality and Food Service Systems Management	19.0505

Rationale – A significant portion of the education within the Hospitality program is directly, and indirectly in relation to work within the Food Services side of Hospitality, including front-of-house and back-of-house management. Consequently, this title more accurately captures the program and learning outcomes achieved by graduates of this credential

19.0505 Foodservice systems administration/management
This instructional program class comprises any program that focuses on the principles and practices relating to the administration of food service systems in institutional settings, and that prepares individuals to manage such operations in public and private facilities. These programs include courses in human nutrition, food safety, the design and organization of food service systems, purchasing, personnel management, and related business practices.
Illustrative example(s)
• dietary and food service management

• food services management
• foodservice systems administration
• foodservice systems management
• nutrition and food service management

Hospitality Management Post Degree Diploma	52.0901	Hospitality and Food Service Systems Management	19.0505

Rationale – A significant portion of the education within the Hospitality program is directly, and indirectly in relation to work within the Food Services side of Hospitality, including front-of-house and back-of-house management. Consequently, this title more accurately captures the program and learning outcomes achieved by graduates of this credential

19.0505 Foodservice systems administration/management
This instructional program class comprises any program that focuses on the principles and practices relating to the administration of food service systems in institutional settings, and that prepares individuals to manage such operations in public and private facilities. These programs include courses in human nutrition, food safety, the design and organization of food service systems, purchasing, personnel management, and related business practices.
Illustrative example(s)
• dietary and food service management
• food services management
• foodservice systems administration
• foodservice systems management
• nutrition and food service management

Hospitality Management Degree	52.0901	Hospitality and Food Service Systems Management	19.0505

Rationale – A significant portion of the education within the Hospitality program is directly, and indirectly in relation to work within the Food Services side of Hospitality, including front-of-house and back-of-house management. Consequently, this title more accurately captures the program

19.0505 Foodservice systems administration/management
This instructional program class comprises any program that focuses on the principles and practices relating to the administration of food service systems in institutional settings, and that prepares individuals to manage such operations in public and private facilities. These programs include courses in human nutrition, food safety, the design and organization of food service systems, purchasing, personnel management, and related business

		and learning outcomes achieved by graduates of this credential		*practices.* *Illustrative example(s)* *• dietary and food service management* *• food services management* *• foodservice systems administration* *• foodservice systems management* *• nutrition and food service management*
Automotive Service Technician Diploma	47.0604	High Performance and Custom Engine Technician Diploma *Rationale – There was significant overlap between the Automotive Service Technician CIP code and the High Performance and Custom Engine Technician Diploma CIP code. There will be some modest curriculum changes coming to Curriculum Committee and Education Council in the next few months, updating the learning outcomes and replacing one course to better align with skills in High Performance space.*	47.0617	*47.0617 High performance and custom engine technician/mechanic* *This instructional program class comprises any program that prepares individuals to apply technical knowledge and skills to increase the power of diesel and automotive engines; enhance the performance of automobiles; and repair, service, and maintain high performance vehicles. These programs include courses in adding performance accessories; modifying powertrains; tuning custom engines, suspension, and exhaust systems; and using dynamometers and other diagnostic equipment.* *Illustrative example(s)* *• automotive high performance mechanic* *• automotive high performance technician* *• custom engine mechanic* *• high performance and custom engine mechanic* *• high performance and custom engine technician* *• high performance powertrain mechanic* *• high performance powertrain technician*
Automotive Collision and Refinishing Diploma	47.0603	Automotive Mechanic and Refinishing Diploma *Rationale -This name change aligns more closely with the target CIP category, which is a more expansive code capturing all repairers*	47.0000	

of machines. A number of exclusions are listed which do not include collision repair of vehicles. The inclusion of mechanical refers to the structural (frame and related) work that graduates from this program will engage in.

Recommendation:

THAT Education Council recommends to the Board of Governors, in the form presented at this meeting, the revised program names as identified in the relevant program content guides for the following programs.

Current program	Renamed Program
Marketing Technology Diploma	Digital Marketing Technology Diploma
Culinary Arts Diploma	Culinary Arts and Food Service Management Diploma
Hospitality Management Diploma	Hospitality and Food Service Systems Management
Hospitality Management Post Degree Diploma	Hospitality and Food Service Systems Management
Hospitality Management Degree	Hospitality and Food Service Systems Management
Automotive Service Technician Diploma	High Performance and Custom Engine Technician Diploma
Automotive Collision and Refinishing Diploma	Automotive Mechanic and Refinishing Diploma

Prepared by: David Wells, Vice President Academic & Research

Jennifer Gossen, Director International Education

APPENDIX B

Program Name	Current CIP	Proposed CIP
Marketing Technology Diploma		**52.1404 Digital marketing**
		This instructional program class comprises any program that prepares individuals to develop a digital marketing plan and integrate marketing, advertising, sales, and logistics across physical and digital channels. These programs include courses in digital marketing, e-commerce, online consumer psychology, search engine optimization, social media marketing, and web analytics.

		Illustrative example(s)
		    cybermarketing
		    digital marketing
		    electronic marketing
		    e-marketing

		Exclusion(s) marketing(52.1401)
Culinary Arts Diploma	**12.0505 Food preparation/ professional cooking/ kitchen assistant**	**19.0505 Foodservice systems administration/ management**
	This instructional program class comprises any program that prepares individuals to serve under the supervision of chefs and other food service professionals as kitchen support staff and commercial food preparation workers. These programs include courses in kitchen organization and operations, sanitation and quality control, basic food preparation and cooking skills, kitchen and kitchen equipment maintenance, and quantity food measurement and monitoring.	This instructional program class comprises any program that focuses on the principles and practices relating to the administration of food service systems in institutional settings, and that prepares individuals to manage such operations in public and private facilities. These programs include courses in human nutrition, food safety, the design and organization of food service systems, purchasing, personnel management, and related business practices.

Program Name	Current CIP	Proposed CIP

	Illustrative example(s)
	    assistant cook
	    commercial cooking aide
	    food preparation
	    kitchen help
	    professional cooking assistant
		Illustrative example(s)
		    dietary and food service management
		    food services management
		    foodservice systems administration
		    foodservice systems management
		    nutrition and food service management

	Exclusion(s)
	    chef(12.0503)
	    cook(12.0500)
	    cooking and other domestic skills(36.0112)
	    food processing technology(01.1002)
	    food service worker(12.0508)
		Exclusion(s)
		    food and beverage service(12.0507)
		    hospitality administration(52.0901)
		    hotel management(52.0904)
		    restaurant culinary management(12.0504)
		    restaurant management(52.0905)

Hospitality Management Diploma **Hospitality Management Post-Degree Diploma** **Bachelor of Hospitality Management**	**52.0901 Hospitality administration/ management, general**	**19.0505 Foodservice systems administration/ management**

Program Name	Current CIP	Proposed CIP
	This instructional program class comprises any program that prepares individuals to serve as general managers and directors of hospitality operations on a system-wide basis, including both travel arrangements and promotion and the provision of traveller facilities. These programs include courses in principles of operations in the travel and tourism, hotel and lodging facilities, food services, and recreation facilities industries; hospitality marketing strategies; hospitality planning; management and coordination of franchise and unit operations; business management; accounting and financial management; hospitality transportation and logistics; and hospitality industry policies and regulations.	This instructional program class comprises any program that focuses on the principles and practices relating to the administration of food service systems in institutional settings, and that prepares individuals to manage such operations in public and private facilities. These programs include courses in human nutrition, food safety, the design and organization of food service systems, purchasing, personnel management, and related business practices.

	Illustrative example(s)
	    hospitality administration
	    hospitality and tourism administration
	    hospitality and tourism management
	    hospitality management
		Illustrative example(s)
		    dietary and food service management
		    food services management
		    foodservice systems administration
		    foodservice systems management
		    nutrition and food service management

	Exclusion(s)
	    facilities management(19.0604)
	    hospitality and recreation marketing operations(52.1910)
	    hotel management(52.0904)
	    recreation facilities management(31.0301)
	    resort management(52.0906)
	    sports and fitness management(31.0504)
	    tourism and hotel management(52.0999)
	    tourism and travel services management(52.0903)
		Exclusion(s)
		    food and beverage service(12.0507)
		    hospitality administration(52.0901)
		    hotel management(52.0904)
		    restaurant culinary management(12.0504)
		    restaurant management(52.0905)

Program Name	Current CIP	Proposed CIP
Automotive Service Technology Diploma	47.0604 Automobile/ automotive mechanics technology/ technician	47.0617 High performance and custom engine technician/ mechanic
	This instructional program class comprises any program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. These programs include courses in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air condition systems.	This instructional program class comprises any program that prepares individuals to apply technical knowledge and skills to increase the power of diesel and automotive engines; enhance the performance of automobiles; and repair, service, and maintain high performance vehicles. These programs include courses in adding performance accessories; modifying powertrains; tuning custom engines, suspension, and exhaust systems; and using dynamometers and other diagnostic equipment.

	Illustrative example(s)
	    alignment and brakes technician
	    alignment mechanic
	    automotive electrical repair
	    automotive electronics
	    automotive maintenance technician
	    automotive mechanic
	    automotive repair
	    automotive service technician
	    automotive transmission repair
	    motor vehicle mechanic
		Illustrative example(s)
		    automotive high performance mechanic
		    automotive high performance technician
		    custom engine mechanic
		    high performance and custom engine mechanic
		    high performance and custom engine technician
		    high performance powertrain mechanic
		    high performance powertrain technician

Program Name	Current CIP	Proposed CIP

	Exclusion(s)
	    agricultural mechanics(01.0205)
	    auto body repair(47.0603)
	    automotive engineering technician(15.0803)
	    brakeman/brakewoman(49.0208)
	    heavy vehicle mechanic(47.0613)
	    high performance powertrain mechanic(47.0617)
	    mechanical engineering technology(15.0805)
	    natural gas powered vehicle service technician(47.0614)
	    recreation vehicle (RV)
		Exclusion(s)
		    alternative fuel powered vehicle technician(47.0614)
		    automobile mechanic(47.0604)
		    diesel mechanic(47.0605)
		    motorsports engineering technician(15.0807)
		    small engine mechanic(47.0606)

Automotive Collision and Refinishing Diploma	**47.0603 Autobody/collision and repair technology/ technician**	**47.0000 Mechanics and repairers, general**
	This instructional program class comprises any program that prepares individuals to apply technical knowledge and skills to repair, reconstruct and finish automobile bodies, fenders, and external features. These programs include courses in structure analysis, damage repair, non-structural analysis, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, and damage analysis and estimating.	This instructional program class comprises any program that generally prepares individuals to apply technical knowledge and skills in the adjustment, maintenance, part replacement, and repair of tools, equipment, and machines.

	Illustrative example(s)
	    auto body mechanic
	    auto body painting
	    auto body repair
	    auto body technician
	    automotive collision repair technician
	    automotive painter
	    automotive refinishing technician
	    automotive spray painting
	    motor vehicle body refinisher
	    motor vehicle body repairer (painter)
		Illustrative example(s)
		    equipment mechanic
		    equipment repair
		    general mechanic
		    machine mechanic
		    machine repair
		    maintenance mechanic
		    mechanic

Program Name	Current CIP	Proposed CIP

	Exclusion(s)
	    auto glass technician(46.0406)
	    fine art painting(50.0708)
	    painter and wall coverer(46.0408)
	    parts and warehousing operations and maintenance(47.0409)
	    vehicle repair(47.0600)
		Exclusion(s)
		    agricultural mechanics(01.0205)
		    electromechanical technician(15.0403)
		    heavy equipment mechanic(47.0302)
		    heavy vehicle mechanic(47.0613)
		    industrial mechanics(47.0303)
		    mechanical engineering(14.1901)
		    mechanical engineering

Program Name	Current CIP	Proposed CIP
	Exclusion(s)	Exclusion(s)

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: November 27, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
    Significantly Revised Program: Certified Dental Assisting Certificate

BACKGROUND:

The School of Health Sciences is proposing significant revisions to the Certified Dental Assisting Certificate. The program name will be slightly adjusted by removing the word "onsite."

The proposed program revision aligns more closely with other programs in BC in terms of the number of credits (45 instead of 52), standard term structure, and admission requirements. The grading standard was changed to one of VCC's standard scales. A tuition reset will be sought.

Previously, the number of hours for this program was too high to schedule within a ten-month time frame. Hours have been reduced, resulting in a lower number of credits. There are no specific minimum time requirements set by the accrediting body.

Curriculum was purchased from Camosun College and adapted for VCC. One of the benefits of adopting Camosun's curriculum (also used by Vancouver Island University) is that students will have options for transfer within the province. Provincial curricula already exist for other health programs, and the ministry is encouraging partnerships and sharing curricula across the public post-secondary sector. Learning outcomes around Indigenization, equity, diversity, and inclusion (EDI) and cultural humility and safety were included, using language from the Dental Reception program.

Certified Dental Assisting Certificate graduates will be able to meet the following program learning outcomes:

- Safely and competently perform Certified Dental Assistant skills to address client needs and support the dental team.
- Apply theoretical knowledge of dental sciences to dental assisting practice.
- Promote oral health and support clients to make informed choices.

- Communicate effectively, concisely, and correctly with clients, team members, and external partners.
- Use critical thinking processes for problem-solving and decision-making in dental assisting practice.
- Use effective time management and organizational skills to facilitate the comfort and safety of the client and to contribute to the efficient functioning of the dental office.
- Support and promote the effective functioning of the dental team.
- Function as a CDA in a professional manner within the dental setting.
- Demonstrate cultural safety and humility in their interactions with patients and colleagues.

DISCUSSION:

Curriculum Committee reviewed the proposal in September 2023 and requested only minor adjustments. Education Council unanimously voted to approve the significantly revised curriculum at its October 10, 2023 meeting.

The initially proposed effective date of September 2024 was delayed to September 2025 due to pending ministry approval of revised tuition.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the significantly revised Certified Dental Assisting Certificate program.

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the Certified Dental Assisting Certificate

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: November 21, 2024

Certified Dental Assisting Certificate

Program Content Guide

Effective Date: <u>September 2025</u>

Purpose

The accredited Certified Dental Assistant program provides students with opportunities to develop the knowledge, skills, and values necessary for a successful career as a Certified Dental Assistant (CDA).

CDAs are health professionals who make unique contributions to the dental team. They perform selective skills, support clients of all ages and needs throughout dental procedures, and promote effective oral health practices in clinical and community environments while respecting and honoring diverse cultural backgrounds.

In preparation for a career as a CDA, students will acquire comprehensive knowledge related to CDA practice, with a commitment to cultural safety and humility, and will be expected to demonstrate employment qualities such as self-awareness, competence, effective communication, and professional integrity. Students have opportunities to develop effective strategies for teamwork, dental career development, adapting to change within the dental profession, and continuing their education while fostering a culturally inclusive environment.

Successful completion of the National Dental Assisting Examination Board (NDAEB) examination is required prior to practicing as a registered and licensed CDA in British Columbia. Once qualified, CDAs will work independently within their scope of practice as members of a dental health team and with the supervision and/or direction of a dentist.

Following graduation, CDAs may choose to pursue further experience and education in order to perform specialized skills, utilize their knowledge in administrative roles such as dental treatment coordinators, office managers, and serve the community in public dental health settings.

Admission Requirements

- Grade 12 graduation or equivalent.*

- English Language Proficiency as demonstrated by *one* of the following:*
    - English Studies 12 with a minimum 'C' grade, or equivalent
      or
    - English Language Proficiency at an English 12 'C' level

- One of:**
    - Anatomy and Physiology 12, or equivalent (recommended),
      or
    - Life Sciences 11, or equivalent

* Students who have completed the Vancouver Community College Dental Reception program are exempt from these admission requirements.

** Students who have completed the BC College of Oral Health Professionals
(BCCOHP) Provincial Radiography credential are exempt from this admission requirement.

It is highly recommended that applicants spend a minimum of two days observing in a dental practice prior to entering the program.

UPON ACCEPTANCE TO THE PROGRAM:

- **Criminal Record Check**
    - Students in this program are required to complete a Criminal Record Check (CRC). The CRC must be completed according to <u>VCC's Criminal Record Check instructions</u>. Students whose CRC results indicate they pose a risk to vulnerable populations may not be able to complete the requirements of the program (e.g. practicums) or graduate.

    - **Note:** BCCOHP is the regulatory body for Certified Dental Assistants. They require each applicant to undergo another criminal records search prior to registration and certification. Registration and certification to practice is mandatory in BC.

- **Current CPR Level C**
    - CPR Level C includes:
        - Adult/Child/Baby CPR – one rescuer
        - Adult/Child CPR – two-rescuer
        - Adult/Child/Baby – choking

- **TB Screening**
    - Students must submit a negative TB skin test taken within 6 weeks of acceptance to the program. If the TB skin test is positive, a negative TB chest x-ray is required.

- **Covid-19 Vaccination**
    - Proof of vaccination required.

- **Immunizations**
    - An <u>Immunization Record</u> must be completed.
    - Immunizations in the following are *strongly recommended* and in some case *may be required* for practicum placements:
        - Diphtheria/Tetanus/Pertussis
        - Polio
        - Measles, Mumps & Rubella
        - Varicella (Chickenpox)
        - Hepatitis B
        - Influenza

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses. PLAR is available for the following course:

- DENT 1190 Dental Office Management

Tuition and fees will still apply to PLAR candidates. Methods of assessment include test and demonstration. Please contact the Department for details.
See <u>Prior Learning Assessment and Recognition</u> policy for more information.

Program Duration & Maximum Time for Completion

The Certified Dental Assisting Program is 10 months (41 weeks) in length, divided into 3 terms, and it should be completed in one (1) year. Students have two years to complete the program.

Program Learning Outcomes

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

- Safely and competently perform Certified Dental Assistant skills to address client needs and support the dental team.
- Apply theoretical knowledge of dental sciences to dental assisting practice.
- Promote oral health and support clients to make informed choices.
- Communicate effectively, concisely, and correctly with clients, team members, and external partners.
- Use critical thinking processes for problem-solving and decision-making in dental assisting practice.
- Use effective time management and organizational skills to facilitate the comfort and safety of the client and to contribute to the efficient functioning of the dental office.
- Support and promote the effective functioning of the dental team.
- Function as a CDA in a professional manner within the dental setting.
- Demonstrate cultural safety and humility in their interactions with patients and colleagues.

Instructional Strategies, Design, and Delivery Mode

The Certified Dental Assisting program is offered on a full time basis, over three terms. Each term consists of both theory and clinical courses.

Theory courses are presented through online activities, lectures, seminars, small group discussions, assigned readings and self-study. Clinical skills are presented in the dental clinic and laboratory. The clinical competencies are developed on manikins, peers, and patients. Acquisition of clinical skills is enhanced through partnerships with the University of British Columbia (UBC) Dental Clinic Program, Community partners and practica rotations to dental practices.

Evaluation of Student Learning

Theory courses are evaluated by assignments, group projects and presentations, quizzes and examinations. The acquired knowledge from the theory courses is integrated into clinical practice. Clinical competencies are evaluated using manikins, peers and patients.

Attendance of all classes and clinical experiences is highly recommended for success in the program. Students must maintain 100% attendance for community presentations, UBC Dental Clinic/Community Clinic rotations, and practica. Students who do not attend all scheduled classes, may be unsuccessful in their courses/program.

Students must receive a minimum program grade point average of 'C+' (2.33) in each theory course and a grade of satisfactory (S) in each clinical course to advance into subsequent courses/terms in the program. A student who is unsuccessful in a final clinical evaluation is offered a supplemental evaluation. Students must receive a minimum program grade point average of 'C+' (2.33) and a grade of satisfactory in each clinical course to successfully graduate.

Recommended Characteristics of Students

- Ability to communicate effectively in a team environment
- Empathic and caring attitude
- Ability to work independently and within a team environment
- Ability to complete tasks that require manual dexterity and fine motor skills
- Detail oriented
- Effective time management skills
- Basic computer literacy (email, word processing and use of the internet)

Considerations – The physical demands of the CDA profession may worsen back, wrist, neck or shoulder problems. Materials used in oral health care may affect persons living with conditions such as latex sensitivity or other allergies.

Courses

Term	Course #	Course Name	Credits
One	DENT 1105	Dental Assisting Professionalism 1	1.0
	DENT 1115	Applied Dental Sciences 1	2.5
	DENT 1125	Clinical Support Theory 1	2.5
	DENT 1135	Preventive Approaches for Dental Health 1	1.5
	DENT 1145	Dental Assisting Practice 1	9.5
	DENT 1190	Dental Office Management	1.0
		Total Credits per Term:	18.0
Two	DENT 1205	Dental Assisting Professionalism 2	1.0
	DENT 1215	Applied Dental Sciences 2	2.5
	DENT 1225	Clinical Support Theory 2	2.0
	DENT 1235	Preventive Approaches for Dental Health 2	2.5
	DENT 1245	Dental Assisting Practice 2	8.5
	DENT 1255	Dental Assisting Practicum 1	3.0
		Total Credits per Term:	19.5
Three	DENT 1345	Dental Assisting Practice 3	2.5
	DENT 1390	Patient Care Clinic	2.0
	DENT 1355	Dental Assisting Practicum 2	3.0
		Total Credits per Term:	7.5

Total Program Credits: 45.0

Transcript of Achievement

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

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

Grading Standard

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

Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.

2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

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

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: November 27, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Significantly Revised Program: Asian Culinary Arts Certificate

BACKGROUND:

The School of Hospitality, Food Studies, and Applied Business is proposing significant revisions to the Asian Culinary Arts Certificate. Based on recommendations from the 2023 program renewal and feedback from students and industry, the program was extended from five to eight months and aligned with the standard term schedule, and the number of credits increased from 20 to 36. The program content was also refocused on a smaller number of cuisines, while increasing the attention to development of professional and interpersonal skills needed for success in this field.

The lengthened program allows for opportunity to enhance the development of wok cooking skills and incorporates a work-integrated learning experience to better prepare students to enter industry. The program duration aligns with SkilledTradesBC's Professional Cook 1.

A tuition reset will be sought for this significantly revised program.

Asian Culinary Arts Certificate graduates will be able to meet the following program learning outcomes:

- Apply cookery skills and knowledge to the preparation, presentation, and service of a range of Asian culinary dishes for a commercial hospitality environment.
- Demonstrate basic competence in professional wok skills, techniques, knowledge, and safety.
- Evaluate products for consistency and accuracy in yield, taste, flavour, and overall appearance according to product specifications and standards.
- Adhere to industry standards and procedures for food and kitchen safety and sanitation in a production kitchen.

- Apply the knowledge, skills, and attitudes necessary for success and sustainable professional practice in the Asian culinary industry.
- Critically self-reflect on performance to identify and enhance professional skills.

DISCUSSION:

Curriculum Committee reviewed the proposal in December 2023 and requested adjustments to recommended characteristics of students, which included physical characteristics, with a view to accessibility and inclusion. This has been an ongoing conversation at the committee. A working group is reviewing language used in and alternatives to the recommended characteristics sections of program content guides.

Wording of one recommended characteristic was adjusted from requiring certain physical capabilities to more descriptive language of the type of work done. This is intended to appropriately frame opportunities for reasonable accommodations for students.

Education Council unanimously voted to approve the significantly revised curriculum at its January 16, 2024 meeting.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the significantly revised Asian Culinary Arts Certificate program.

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the Asian Culinary Arts Certificate

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: November 21, 2024

VCC

Asian Culinary Arts Certificate

Program Content Guide

Effective Date: <u>September 2025</u>

Purpose
The Asian Culinary Arts Certificate is designed to prepare students for employment and advancement in the hotel/restaurant/food service industry focusing on Asian cooking. Students will learn to use and maintain cooking tools and commercial equipment common to Asian cuisine kitchens. Through Cantonese, Japanese, Korean, Thai, and Vietnamese cuisines, they will gain basic skills in professional wok cooking and develop fundamental cooking principles and techniques. Students will also focus on professional skills such as food safety and sanitation, organization and time management, communication, basic customer service and interpersonal skills. The final work experience course provides an opportunity for students to consolidate all they have learned in an industry setting.

Admission Requirements
- Knowledge of English demonstrated by *one* of the following:
  - Any grade 10 English or equivalent, *or*
  - English Language Proficiency at an English 10 level, *or*
  - Department approval
- Any grade 10 Mathematics or equivalent, or department approval

Upon Acceptance
- Valid Food Safe Level 1 Certificate (certification must remain valid throughout the program)
- Applicants must be able to physically handle: all seafood including but not limited to fish & shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes.
- Any known food allergies must be disclosed to the department.

Prior Learning Assessment & Recognition (PLAR)
Prior learning assessment and recognition is not available for this program.

Program Duration & Maximum Time for Completion
The Asian Culinary Arts Certificate Program is two consecutive terms in length. Students have a maximum of 3 years to complete the credential.

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

- Apply cookery skills and knowledge to the preparation, presentation, and service of a range of Asian culinary dishes for a commercial hospitality environment.
- Demonstrate basic competence in professional wok skills, techniques, knowledge, and safety.
- Evaluate products for consistency and accuracy in yield, taste, flavour, and overall appearance according to product specifications and standards.
- Adhere to industry standards and procedures for food and kitchen safety and sanitation in a production kitchen.
- Apply the knowledge, skills, and attitudes necessary for success and sustainable professional practice in the Asian culinary industry.
- Critically self-reflect on performance to identify and enhance professional skills.

Instructional Strategies, Design, and Delivery Mode
The certificate is designed to align with the training needs of the industry for cooks in Asian cuisine kitchens. Courses are delivered 5 days per week over 2 academic terms.

The program is delivered in a fully operational commercial kitchen with modern equipment and multiple wok stations that operates in conjunction with a cafeteria providing food service to the VCC community and public. Working in the authentic service kitchen and cafeteria provides the opportunity for students to develop their practical cooking and professional skills such as teamwork, time management, and interpersonal communication. Classroom instruction supports students in developing theoretical knowledge. Active student learning and participation are emphasized to promote deep learning.

The work experience course provides real-world industry experience and enables students to consolidate their knowledge and skills as they prepare for employment.

Throughout the certificate, there is a heavy emphasis on the practical application of skills. Theoretical study is designed to complement the practical work being done.

At the beginning of the certificate, students complete a foundation course: Introduction to Asian Culinary Principles. In subsequent weeks, students receive daily theoretical instruction in Asian cooking, followed by instruction in the kitchen classroom where students practice technical cooking skills by contributing to the daily operation of a VCC food service. Course content is integrated into daily kitchen classroom instructional activities. Courses are not offered on a stand-alone basis.

Evaluation of Student Learning
Evaluation of student learning includes both summative and formative assessments. Formative feedback on student progress and learning needs will be provided throughout the program. Summative evaluation of students' theoretical, practical and professional skills will occur through practical assessments, theory quizzes, assignments and reflection. Students' integration of professional skills, practical and theoretical learning will be assessed through a final project and work experience in industry.

Students must receive a **minimum 70%** in each course to receive the Asian Culinary Arts Certificate. Successful completion of the Work Experience course is required.

Recommended Characteristics of Students
- Ability to work independently and in teams
- Interpersonal and respectful communication skills
- Ability to manage time effectively
- Some creativity is an asset

Considerations: This program can be physically taxing, with students typically needing to perform motor skills and hand-eye coordination over extended time periods, including a need to stand over hot stoves. The physical demands of the profession may worsen existing wrist, shoulder, and back conditions.

Note: Some travel to alternate locations will be required during the work experience course.

Program Content Guide   *3*

Courses

Course #	Course Name	Credits
ACUL 1100	Asian Kitchen Orientation	4.0
ACUL 1105	Fundamentals of Asian Cooking	4.5
ACUL 1110	Basic Asian Cooking Techniques 1	4.5
ACUL 1115	Basic Asian Cooking Techniques 2	4.5
ACUL 1220	Intermediate Asian Cooking Techniques 1	4.5
ACUL 1225	Intermediate Asian Cooking Techniques 2	5.5
ACUL 1230	Asian Production Kitchen	4.5
ACUL 1240	Asian Culinary Work Experience	4.0

Total Program Credits: 36.0

Transcript of Achievement

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75	Minimum Pass	2.67
F	0-69	Failing Grade - unable to proceed to next Term	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.

2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

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

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: November 27, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Significantly Revised Program: Legal Administrative Assistant Certificate

BACKGROUND:

The School of Hospitality, Food Studies and Applied Business is proposing significant revisions to the Legal Administrative Assistant Certificate program.

Following completion of program renewal in March 2023, the program was significantly revised based on recommendations from renewal, including feedback from employers, current students and former students. The name was slightly adjusted (removing "Full Time").

Based on student feedback and other considerations arising from program renewal, the program duration was extended from five to six months to give students more time to develop their knowledge and skills. While still shorter than other similar programs, it provides more time for students to fully develop their knowledge and skills.

A practicum readiness course was included to help prepare students for their placements. Additional changes were made to bring the curriculum up-to-date and align it with actual teaching practice. A computer applications course was added, and adjustments made to better reflect current teaching practice. Overall, the program has added 7.5 credits and 4 weeks to the program.

Since the program was substantially revised and the number of credits increased, a tuition reset will be sought.

Legal Administrative Assistant Certificate graduates will be able to meet the following program learning outcomes:

- Create, edit, print, store and retrieve legal documents and correspondence
- Perform legal administrative assistant duties and procedures in the areas of corporate law, conveyancing, litigation, family law, and wills and estates

- Apply time management principles and set priorities
- Analyze and solve problems independently and collaboratively
- Communicate effectively and maintain confidentiality
- Perform keyboarding, proofreading and transcription skills accurately and effectively
- Demonstrate effective job search techniques to meet career goals
- Acquire skills and knowledge of legal office procedures, legal terminology, court systems, legal record-keeping, and the process of billing clients

DISCUSSION:
Curriculum Committee reviewed the proposal in October 2023. Committee members were impressed with the curriculum and only had a few comments.

Education Council unanimously voted to approve the significantly revised curriculum at its November 14, 2023 meeting.

RECOMMENDATION:
THAT, on the advice of Education Council, the Board of Governors approve the implementation of the significantly revised Legal Administrative Assistant Certificate program.

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the Legal Administrative Assistant Certificate

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: November 21, 2024

VCC

Legal Administrative Assistant Certificate

Program Content Guide

Effective Date: <u>January 2025</u>

Purpose
This specialist program is intended for learners seeking a career in the legal field. Graduates will be eligible for junior legal positions in a variety of settings such as: law firms, offices of notaries public, legal departments of large corporations, real estate companies, insurance companies, financial organizations, court registry, court services and other government departments.

Admission Requirements
o   Grade 12 graduation, or equivalent
o   <u>English Language Proficiency</u> as demonstrated by *one* of the following:
     o   English 12 with a minimum 'C' grade, or equivalent
          or
     o   English Language Proficiency at an English 12 'C' level
o   Proficiency in Microsoft Word as demonstrated by *one* of the following:
     o   Completion of the <u>Administrative Professional Certificate</u> program, or equivalent
     o   Completion of an introductory computer course in MS Word, or equivalent experience
o   Evidence of a minimum one year of administrative experience (including the use of MS Word)
o   A <u>tested keyboarding speed</u> of a minimum of 50 gross words per minute on a 5-minute test with a maximum of 5 errors

Prior Learning Assessment & Recognition (PLAR)
Prior learning assessment and recognition is not available for this program.

Program Duration & Maximum Time for Completion
The Legal Administrative Assistant Program is 25 weeks of full-time study. Students must complete the certificate within three years.

Program Learning Outcomes
Upon successful completion of this program, graduates will be able to:
o   Create, edit, print, store and retrieve legal documents and correspondence
o   Perform legal administrative assistant duties and procedures in the areas of corporate law, conveyancing, litigation, family law, and wills and estates
o   Apply time management principles and set priorities
o   Analyze and solve problems independently and collaboratively
o   Communicate effectively and maintain confidentiality
o   Perform keyboarding, proofreading and transcription skills accurately and effectively
o   Demonstrate effective job search techniques to meet career goals
o   Acquire skills and knowledge of legal office procedures, legal terminology, court systems, legal record-keeping, and the process of billing clients

Instructional Strategies, Design, and Delivery Mode
The Legal Administrative Assistant Program is offered as a full-time blended or online delivery program. This intensive certificate program has emphasis on practical skills training including keyboarding and document production. Students will work individually and in groups. Both practical and theoretical knowledge may be supported with field trips and guest presenters.

The last two weeks of the program are comprised of the practicum component which provides students with opportunities to apply skills learned in the program and engage in work integrated learning in a legal environment.

Evaluation of Student Learning
Students are evaluated through theory and practical examinations, assignments and performance in a practical environment. Students must receive a minimum program grade point average of 'C+' (2.33) to successfully graduate, and a minimum grade point average of 'C+' (2.33) in each course to advance into subsequent courses in the program.

In this fast paced and compact program, active participation, punctuality and regular attendance are strongly advised. Engaging in class discussions, collaborative activities, and interacting with peers and instructors will greatly enhance understanding, mastery of the subject matter and successful completion of the program.

Recommended Characteristics of Students
o   Due to the heavy emphasis on communication and the consequences of error, strong English fluency skills are strongly recommended.
o   Ability to accept responsibility, to plan and reason logically, and to prioritize effectively
o   Ability to follow instructions and work under pressure
o   Good organizational skills
o   Adaptability to change
o   Ability to work cooperatively with others
o   Competency in business arithmetic

Courses

Course #	Course Name	Credits
OADM 1140	Computer Applications for Legal Administrative Assistants	2.5
OADM 1150	Office Procedures for Legal Administrative Assistants	3.5
OADM 1160	Corporate Law for Legal Administrative Assistants	3.5
OADM 1170	Conveyancing for Legal Administrative Assistants	4.5
OADM 1180	Career Development	1.0
OADM 1190	Civil Litigation for Legal Administrative Assistants	3.5
OADM 1250	Family Law for Legal Administrative Assistants	3.5
OADM 1260	Wills and Probates for Legal Administrative Assistants	3.5
OADM 1270	Practicum Readiness	1.0
OADM 1456	Legal Administrative Assistant Practicum	2.0

Total Program Credits: 28.5

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

Transcript of Achievement

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	51-55	Minimum Pass	1.00
F	0-50	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	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: November 27, 2024

ISSUE: **2024/25 Forecast to Budget and Procurement Status Update**

2024/25 October Forecast to Budget Overview

2024/25 August Forecast (6 months actual + 6 months forecast) in **Table 4** shows that VCC is projecting a small surplus. Revenue is forecasted to be $190 million compared to budget of $186.3 million ($3.76 million above budget) and prior year of $170.9 million ($19.1 million above than prior year). Domestic tuition revenue is up by $527K (excluding ABE/EAL and Future Skills Grant) compared to original budget, and international revenue is up by $1.77 million. **(Table 1, 2 and 3)**.

The School of Hospitality, Food Studies and Applied Business domestic tuition revenue is $28,994 higher than budget. International tuition revenue is up by $1 million; Project Management and Hospitality programs are up by $854K, and Baking & Pastry program is up by $63K, meanwhile Accounting and Marketing programs international tuition revenues are down by $93K. The School of Trades, Technology and Design domestic tuition revenue is higher than budget by $84K and international tuition revenue is higher than budget by $75K.

The School of Health and Science domestic tuition revenue is higher by $52,491 and international tuition revenue is higher by $6,937 than budget. The School of Arts and Sciences domestic tuition is higher than budget by $13,441, and international tuition revenue is up by $368K. For domestic tuition revenues, College Career Access and College Foundations programs tuition revenues are up by $46K than budget, and ESL Pathway programs domestic tuition is increased by $122K, and ECCE international tuition is increased by $112K compared to budget.

Continuing Studies domestic tuition revenue was higher by $181K, and international tuition revenue was up by $307K from ECCE and Optician programs. Domestic tuition at the Centre for Education Excellence has increased by $167K, primarily because the Future Skills Grant was not available until August. Other revenues such as parking, space rental, commercial services and interest income are higher by $956K.

Expenses are forecasted to be $189.7 million compared to budget of $186.3million ($3.4 million higher than budget) and prior year of $169.8 million ($19.9 million above than prior year). The higher salary and benefit expenses reflect the faculty salaries and benefits associated with the ECCE program, which has been transferred to the academic area. Additionally, the increase includes expanded support for EAL international services and a rise in overall benefit costs.

The College is closely monitoring enrolment for January. However, recent changes to IRCC policies have created uncertainty for certain programs. As a result, tuition revenue projections have been revised downward to align with current enrolment trends. An updated forecast reflecting these changes will be presented at the January Finance & Audit Committee meeting.

ATTACHMENTS: **APPENDIX A**
Table 1, 2 and 3: Summary – Forecast Revenue by School (Apr 2024 – Mar 2025)
Table 4 – Statement of Operations: 2024/25 Forecast with Six Months Actual (Ended September 30, 2024) and Six Months Forecast

PREPARED BY: Jamie Choi, Executive Director, Financial Services & CFO

Summary – Forecast Revenue by School   APPENDIX A

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

	Current Year 2024/25 Forecast (Apr 2024 - Mar 2025)	Current Year 2024/25 Budget (Apr 2024 - Mar 2025)	Variance (Forecast vs Budget)	Prior Year 2023/24 Actuals (Apr 2023 - Mar 2024)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	2,055,895	1,874,671	181,224	2,757,842	(701,946)
SCHOOL OF ARTS AND SCIENCES	1,714,599	1,701,158	13,441	1,533,922	180,677
ABE & EAL TUITION FREE	4,071,427	3,929,643	141,784	3,996,848	74,579
SCHOOL OF HEALTH	4,548,267	4,495,776	52,491	4,487,857	60,410
SCHOOL OF HOSP, FOOD & BUSINESS	1,630,174	1,601,180	28,994	1,457,559	172,616
CENTER FOR EDUCATION EXCELLENCE	536,587	369,323	167,264	774,243	(237,656)
SCHOOL OF TRADES, TECH & DESIGN	2,736,712	2,652,587	84,125	2,661,587	75,125
FUTURE SKILLS GRANT	366,649	736,927	(370,278)	555,783	(189,134)
****	**17,660,310**	**17,361,265**	**299,045**	**18,225,640**	**(565,330)**

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

	Current Year 2024/25 Forecast (Apr 2024 - Mar 2025)	Current Year 2024/25 Budget (Apr 2024 - Mar 2025)	Variance (Forecast vs Budget)	Prior Year 2023/24 Actuals (Apr 2023 - Mar 2024)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	7,675,191	7,368,053	307,138	9,484,467	(1,809,276)
SCHOOL OF ARTS AND SCIENCES	3,220,145	2,851,394	368,751	1,095,654	2,124,492
SCHOOL OF HEALTH	2,208,592	2,201,655	6,937	1,374,914	833,678
SCHOOL OF HOSP, FOOD & BUSINESS	48,223,016	47,204,593	1,018,423	44,713,414	3,509,601
CENTER FOR EDUCATION EXCELLENCE	2,207	0	2,207	1,278	929
SCHOOL OF TRADES, TECH & DESIGN	12,511,828	12,436,612	75,216	12,844,443	(332,615)
****	**73,840,980**	**72,062,307**	**1,778,673**	**69,514,170**	**4,326,809**

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

	Current Year 2024/25 Forecast (Apr 2024 - Mar 2025)	Current Year 2024/25 Budget (Apr 2024 - Mar 2025)	Variance (Forecast vs Budget)	Prior Year 2023/24 Actuals (Apr 2023 - Mar 2024)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	9,731,086	9,242,724	488,362	12,242,309	(2,511,223)
SCHOOL OF ARTS AND SCIENCES	4,934,745	4,552,552	382,193	2,629,576	2,305,169
ABE & EAL TUITION FREE	4,071,427	3,929,643	141,784	3,996,848	74,579
SCHOOL OF HEALTH	6,756,859	6,697,431	59,428	5,862,770	894,089
SCHOOL OF HOSP, FOOD & BUSINESS	49,853,190	48,805,773	1,047,417	46,170,973	3,682,217
CENTER FOR EDUCATION EXCELLENCE	538,794	369,323	169,471	775,521	(236,727)
SCHOOL OF TRADES, TECH & DESIGN	15,248,540	15,089,199	159,341	15,506,030	(257,490)
FUTURE SKILLS GRANT	366,649	736,927	(370,278)	555,783	(189,134)
	91,501,290	**89,423,572**	**2,077,718**	**87,739,810**	**3,761,480**

2

Statement of Operations – Comparison to Budget and Prior Year
2024/25 Forecast with Six Months Actual (Ended Sept 30, 2024) and Six Months Forecast

Table 4:

(In $ Thousands)	Current Year 2024/25 Forecast (6 + 6)	Current Year 2024/25 Budget	Forecast vs Budget	Comments	Prior Year 2023/24 Actuals	Current Year Forecast vs Prior Year Actuals
Province of B.C. Grants	66,409	66,128	281		49,139	17,270
Adult Upgrading Grant (AUG)	421	375	46		372	49
Future Skills Grant	367	737	(370)	Future Skills Grant funding not available until August	556	
Sales of goods and services	5,154	5,078	77		5,392	(238)
Tuition and student fees	91,971	89,741	2,230	Table 1, 2 & 3	88,157	3,814
ABE/EAL Tuition Free	4,071	3,930	142	CCA $46K, EAL $122K higher than buddget; ABE $33K lower than budget	3,997	75
Other grants, fees & contract services	8,374	8,042	331	Various contracts increased revenues not in budget; DigiBC $121K, Heiltsuk Project $105K	8,780	(407)
Miscellaneous income	2,391	2,304	87		2,835	(444)
Donation income (Foundation Related)	845	777	68		866	(21)
Amortization of deferred capital contribution	6,155	6,078	77		6,192	(37)
Interest income	3,939	3,147	792	Due to higher interest rates	4,680	(740)
REVENUES	**190,097**	**186,337**	**3,760**		**170,966**	**19,131**
SALARY AND BENEFIT EXPENSES	**133,345**	**131,088**	**(2,257)**	Faculty salary and benefit increased due to ECCE transfer to academic area and addition of EAL international support. Overall benefits costs increased	**118,862**	**(14,483)**
Supplies and general expenses	17,155	16,966	(190)	Overall general supplies and equipment increased	13,929	(3,226)
AUG Financial Aid	421	375	(46)		372	(49)
Bursary/Scholarship	845	777	(68)		866	21
Professional fees	16,214	15,717	(497)	Some project cost higher than budget, $220K int'l agency fee increased	16,284	70
Building and telecom	8,390	8,135	(255)		7,127	(1,263)
Cost of Goods Sold	3,608	3,577	(31)		3,422	(186)
Depreciation Expense	9,774	9,702	(72)		8,969	(805)
OPERATING EXPENSES	**56,407**	**55,249**	**(1,158)**		**50,970**	**(5,437)**
TOTAL EXPENSES	**189,752**	**186,337**	**(3,416)**		**169,832**	**(19,920)**
NET SURPLUS (DEFICIT)	**345**		**345**		**1,134**	**(789)**

*ABE : Adult Basic Education   *EAL : English as Additional Language   *CCA: College & Career Access
*AUG: Adult Upgrading Grant   *CF: College Foundation

3

Vendor	Commodity	Contract Start Date	Contract End Date	Cumulative Contract Commitment	Status	FAC Approval Required?
BCNET Common Needs Projects:						
Pacific Blue Cross, Sun Financial	Group Insurance Specifications		1-Dec-24	>$1M	Planning Stage	Yes, Decision Note will be required
Lifeworks (Canada) Ltd (formerly Morneau Shepell)	Employee and Family Assistance Plan Services	29-Nov-21	28-Nov-24	$200,000	Planning Stage	No, projected 5 year spend is over $200k but less than $500K. For FAC information purposes only

Notes:

Recurrent Needs - open recurrent contracts expiring before Mar 31, 2025

Known New Opportunities - New opportunities revealed by end user departments

BCNET Common Needs Projects - Group purchasing opportunities

4

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: November 27, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Domestic Tuition: VCC's Post-Degree Diplomas

BACKGROUND:

VCC currently offers Post-Degree Diploma (PDD) Programs to international students, and it would now like to expand access to include domestic students by setting a standard rate per credit for all PDD's.

PROPOSED TUITION:

Based on the Registrar's proposed tuition bands, the recommended domestic tuition for VCC's PDD programs is $281.21/credit.

EXAMPLE: VCC's Global Supply Chain Management Post-Degree Diploma

	$/Credit	Credits	Tuition
Proposed domestic tuition	$281.21	48	$13,498

This aligns with the tuition fees at other post-secondary institutions and keeps VCC competitive in the marketplace.

Okanagan College – Domestic Tuition for a 2-year PDD = $12,000
Douglas College – Domestic Tuition for a 2-year PDD = $13,830

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the domestic tuition rate at $281.21/credit or $13,498 for VCC's Post Degree Diplomas, effective August 1, 2025.

PREPARED BY: Dennis Innes, Dean, School of Hospitality, Food Studies & Applied Business

DECISION NOTE

PREPARED FOR: VCC Board of Governors

DATE: November 27, 2024

ISSUE: **RECOMMENDATON FOR APPROVAL:**
Domestic Tuition: Substantially Revised Certified Dental Assisting Certificate Program

BACKGROUND:

The School of Health Sciences submitted a Health Education Program (CIP 51) Review proposal to the Ministry of Post Secondary and Future Skills on April 24, 2024, for major curriculum changes to the Certified Dental Assisting Certificate.

The Ministry has concluded in their letter reference 134875 dated September 13, 2024, that the program has been substantially revised and VCC may establish a new level of tuition and mandatory fees as outlined in the proposal and must apply the Tuition Limit Policy thereafter. To assist with the accessibility and affordability of this program, the Ministry has requested that VCC consider a staged approach to implementing the new level of tuition.

DISCUSSION:

The Certified Dental Assisting Certificate program was last revised over 20 years ago, initially offering two cohorts (AM and PM) with 42 students each per academic year. Over the years, the two intakes were merged into one larger group. Since the pandemic the intake has been capped at 72 students.

The current Certified Dental Assisting (CDA) program has remained largely unchanged since its inception, necessitating a significant curriculum overhaul. This was essential to align with the National Dental Assisting Examining Board (NDAEB) licensing exams and to ensure the program content encompasses the new governing bylaws of the BC College of Oral Health Professionals (BCCOHP) for the Certified Dental Assisting profession. Program revisions were also required to incorporate methods of delivery and formative assessments that would better support student learning. In addition, adjustments in program hours and credit allocation were necessary to align with current VCC credit policies. The absence of any tuition adjustments since the program's inception has impacted the financial sustainability of the program. Although the program is 52 credits, tuition is calculated based on 40 credits, further contributing to the program's financial challenges. Current tuition 40 credits X $98.68/credit = $3,947.

After evaluating CDA curriculum offered at other post-secondary institutions in British Columbia, the Department decided to purchase Camosun College's Certified Dental Assistant curriculum. There will now be three common CDA curriculum in the province i.e. Camosun College, Vancouver Island University and VCC.

VCC had initially proposed a tuition of $11,250 and were requested by the Ministry to lower the tuition. In consultation with VCC Finance, a tuition of $10,874 was proposed which is in line with VCC's tuition bands. This tuition was approved by the Ministry with a request to consider a staged approach in implementing the new level of tuition.

Summary of changes and comparison to current program:

	Current	New
Credits Total	52 credits (billed at 40 credits)	45 credits
Hours	2,586	1,810 hrs
Program length	10 months (43 weeks)	10 months (41 weeks)

Tuition and Fees:

	Current Program 2024/25	Revised Tuition approved by Ministry
Tuition	$3,947	$10,874
Other Fees:		
Student Union Fees	$192	$192
College Initiative Fee	$114	$114
Material Fee	$135	$500 *
Campus Resource Fee	$158	$158
Laundry Fee	$347	$347
Application Fee	$36	$36
Uniform (deposit)	$30	$30
Medical & Dental	$275	$275
U-Pass	$442	$442
Graduation Fee	$45	$45
Total Tuition & Fees	**$5,721**	**$13,013**
Additional costs: student kits, textbooks	$2,200 approx.	$2,200 approx.

* Materials Fee has increased to $500 and will be implemented in September 2025.

VCC is proposing the following staged approach to the tuition implementation:

	Program Tuition	Fee Waiver	Net Tuition
Year 1 2025/26	$10,874	$4,374	$6,500 ($144.44/credit)
Year 2 2026/27	$11,091	$2,191	$8,900 ($197.78/credit)
Year 3 2027/28	$11,313	N/A	$11,313 ($251.40/credit)

In recommending a new tuition for this program, VCC reviewed the tuition of competitive programs in the province. Comparable tuition and fees for 2024/25:

	VCC (current)	Camosun College	University of Fraser Valley	College of New Caledonia	College of the Rockies	Okanagan College	Vancouver Island University
Tuition	$3,947	$9,110	$7,318	$6,567	$4,481	$5,372	$4,992
Other Fees	$1,774	$1,482	$2,300	N/A	$873	$781	$961
Additional costs: student kits, textbooks	$2,200	N/A	$1,479	N/A	N/A	N/A	$2,000
Total	$7,921	$10,414	$11,526	N/A	N/A	N/A	$7,953

PROPOSAL:

Staged tuition increase:

Year 1 $10,874 (less a $4,374 tuition waiver = $6,500)
Year 2 $11,091 assuming a 2% domestic tuition increase (less a $2,191 tuition waiver = $8,900)
Year 3 $11,313 assuming a further 2% domestic tuition increase

Implications: This was the tuition that was accepted by the Ministry in the CIP 51 review. The Finance and Audit Committee approved the recommendation on November 13, 2024.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the proposed staged tuition for the substantially revised Certified Dental Assisting Certificate program effective September 1, 2025:

> Year 1: 2025/26 = $6,500 ($144.44/credit) with fee waiver of $4,374
> Year 2: 2026/27 = $8,900 (197.78/credit) with fee waiver of $2,191
> Year 3: 2027/28 = $11,313 ($251.40/credit) no fee waiver

ATTACHMENTS: APPENDIX A: Program costing

PREPARED BY: Jo-Ellen Zakoor, Dean, School of Health Sciences
DATE: November 14, 2024

Certified Dental Assisting (CDA)
5102

Anticipated Start date: Sept 2025			Staged Tuition Increase		

Scenarios	Current Program Existing -23-24 Budget (updated to 25-26 rates)	Revised Program	Year 1 FY 25/26	Year 2 FY 26/27	Year 3 FY 27/28
Tuition per credit per student - International		$0	$0	$0	$0
Tuition per student - International		$0	$0	$0	$0
Tuition per credit per student - Domestic	$ 102.65	$ 241.64	$ 144.44	$ 197.78	$ 251.41
Tuition per student - Domestic	$ 4,106	$ 10,874	$ 6,500	$ 8,900	$ 11,313
No. of Intakes	1	1	1	1	1
No. of students per intake - Domestic (projected)	72	72	72	72	72
No. of students per intake - International (proj)	0	0	0	0	0
Total students (with X FTE attrition) - Domestic	64	64	64	64	64
Total students (with X FTE attrition) - International	0	0	0	0	0
Student FTE - Domestic	64.0	64.0	64.0	64.0	64.0
Student FTE - Total	64.0	64.0	64.0	64.0	64.0
Duration - instructor months	69	68	68	68	68
Program Duration	10	10	10	10	10
Duration - instructional programming days	1386	1359	1359	1359	1359
Other days	0	40	40	40	40
Department head release days	180	180	180	180	180
Duty days per year	180	180	180	180	180
Instructor FTE required per intake	8.70	8.77	8.77	8.77	8.77
Number of credits	52	45.0	45.0	45.0	45.0
# of Billing Hours (CDA current program based on billing hours	40				
Tuition Fee per Credit -Domestic	102.65	241.64	144.44	197.78	251.41
Tuition Fee per Credit - International	0	0	0	0	0
Support Staff FTE	2.30	2.30	2.30	2.30	2.30
Operational costs	$ 119,425	$ 125,396	$ 125,396	$ 129,158	$ 133,033
Revenue per **credit per student**	$ 237	$ 435	$ 338	$ 391	$ 445
Cost per **credit per student**	$ 776	$ 906	$ 906	$ 933	$ 961
Revenue per **student**	$ 12,304	$ 19,572	$ 15,198	$ 17,598	$ 20,012
Cost (breakeven tuition fee) per **student**	$ 40,353	$ 40,779	$ 40,779	$ 42,002	$ 43,262
Breakeven tuition fee per **credit per student**	$ 636	$ 745	$ 745	$ 772	$ 800
Tuition fees per student - Domestic	$ 4,106	$ 10,874	$ 6,500	$ 8,900	$ 11,313
Tuition fees per student - International					
Block fund per student FTE	$ 7,262	$ 7,262	$ 7,262	$ 7,262	$ 7,262

Revenue

Projected Tuition revenue -Domestic	$ 262,773	$ 695,923	$ 415,987	$ 569,606	$ 724,061
Projected Tuition revenue - International	$ -	$ -	$ -	$ -	$ -
Projected Tuition revenue -Other Fees	$ 59,909	$ 91,909	$ 91,909	$ 91,909	$ 91,909
Block/Contract funding	$ 464,768	$ 464,768	$ 464,768	$ 464,768	$ 464,768
Total revenue (projected)	$ 787,451	$ 1,252,601	$ 972,665	$ 1,126,284	$ 1,280,738

Instructor

Salary (step 1)	$ 1,011,415	$ 1,020,027	$ 1,020,027	$ 1,050,628	$ 1,082,147
Benefits (28.5%) (FY2425)	$ 288,253	$ 290,708	$ 290,708	$ 299,429	$ 308,412
Total instructor costs	$ 1,299,669	$ 1,310,735	$ 1,310,735	$ 1,350,057	$ 1,390,558

Support Staff

Salary	$ 149,434	$ 149,434	$ 149,434	$ 153,917	$ 158,535
Benefits (30.5%)	$ 45,577	$ 45,577	$ 45,577	$ 46,945	$ 48,353
Total support staff costs	$ 195,012	$ 195,012	$ 195,012	$ 200,862	$ 206,888
Total labour cost	$ 1,494,680	$ 1,505,746	$ 1,505,746	$ 1,550,919	$ 1,597,446

Operational costs

Operational Expenses	$ 119,425	$ 125,396	$ 125,396	$ 129,158	$ 133,033
Total operational costs	$ 119,425	$ 125,396	$ 125,396	$ 129,158	$ 133,033

Indirect student support

Indirect student support	$ 968,463	$ 978,686	$ 978,686	$ 1,008,046	$ 1,038,287
Total indirect student support	$ 968,463	$ 978,686	$ 978,686	$ 1,008,046	$ 1,038,287
Total expenditures	$ 2,582,568	$ 2,609,828	$ 2,609,828	$ 2,688,123	$ 2,768,767

DECISION NOTE

PREPARED FOR: VCC Board of Governors

DATE: November 27, 2024

ISSUE: **RECOMMENDATON FOR APPROVAL:**
                     Domestic Tuition: Substantially Revised Asian Culinary Arts Program

BACKGROUND:

The Asian Culinary Arts department has recently completed a program renewal. The program renewal informed the department that students wanted a longer program, more focus on Wok cooking and an opportunity for Work Integrated Learning. This feedback was incorporated into the new program. This resulted in increasing the length of the program from 5 to 8 months and increasing the credits from 20 to 36. Additionally, the department will only offer one cohort per year.

Skilled Trades BC contributes $112,000 per cohort.

We applied to the Ministry to increase the tuition from $98.70/credit to $162.52/credit. This request was approved.

DISCUSSION:

Increasing the credits from 20 to 36 and the tuition from $98.70 to $162.52 is a substantial change in the program. The department believes that because this is the only Wok training program in Canada, possibly North America, and because this updated program will enhance the learner experience that the changes will not negatively affect enrolment. The opportunity to complete a practicum will also be seen as an improvement in the learner experience.

New wok ranges are going to be installed in the next few months, and we are planning to offer the first cohort of this program in September 2025.

Since 2019 the average class size has been 9 domestic and 2 international students with two cohorts per year. The proposed program has the capacity for 14 domestic and 2 international students because there will only be one cohort offered per year. If there is demand, we could offer a second cohort.

The proposed tuition is in line with other post-secondary institutions (PSI).

Institution	$/Credit	Tuition	Total Fees
Camosun Professional Cook 1 – 7 months	$109/week	$3,052	$4,174
Vancouver Island University Professional Cook 1 and Professional Cook 2 – 11 months	$124.80/week	$5,657.60	$7,734
University of The Fraser Valley Professional Cook 1 and Professional Cook 2 – 39 weeks	$132.59/week	$5,171.01	$6,196

RECOMMENDATION:

THAT, on recommendation of the Finance and Audit Committee, the Board of Governors approve the domestic tuition rate of $162.52/credit or $5,850 for the substantially revised Asian Culinary Arts Certificate Program, effective August 1, 2025.

PREPARED BY: Dennis Innes, Dean, School of Hospitality, Food Studies & Applied Business

ATTACHMENT: APPENDIX A – Program Costing

Program Costing: Asian Culinary Arts

SCENARIO	Proposed tuition band by RO
Tuition per credit per student - International	$590
Tuition per student - International	$21,240
Tuition per credit per student - Domestic	$ 163
Tuition per student - Domestic	$ 5,851
No. of Intakes	1
No. of students per intake - Domestic (projected)	15
No. of students per intake - International (proj)	2
Total students (with X FTE attrition) - Domestic	14
Total students (with X FTE attrition) - International	2
Student FTE - Domestic	13.3
Student FTE - International	1.4
Student FTE - Total	11.5
Duration - instructor months	8
Program Duration	8
Duration - instructional programming days	160
Other days	0
Department head release days	20
Duty days per year	180
Instructor FTE required per intake	1.00
Number of credits	36
Tuition Fee per Credit -Domestic	163
Tuition Fee per Credit - International	590
Support Staff FTE	0.50
Operational costs	
Revenue per **credit per student**	$ 623
Cost per **credit per student**	$ 643
Revenue per **student**	$ 22,410
Cost (breakeven tuition fee) per **student**	$ 23,162
Breakeven tuition fee per **credit per student**	$ 643
Tuition fees per student - Domestic	$ 6,176
Tuition fees per student - International	$ 29,500

Revenue

Projected Tuition revenue -Domestic	$81,910
Projected Tuition revenue - International	$42,480
Projected Tuition revenue -Other Fees	$133,776
Total revenue (projected)	**$258,166**

Instructor

Salary (step 1)	$107,056
Benefits (27%) (FY2324)	$28,905
Total instructor costs	**$135,961**

Support Staff

Salary	$18,797
Benefits (30%)	$5,639
Total support staff costs	**$24,437**
Total labour cost	**$160,397**

Operational costs

Operational Expenses	
Direct Student Supports (i.e. interpreting)	
Facility Leasing Costs	
Capital/Technology/Equipment	
Curriculum Renewal	
Intl Student Agency Fees	$6,372
Total operational costs	**$6,372**

Indirect student support

Indirect student support	$100,062
Total indirect student support	**$100,062**
Total expenditures	**$266,831**
Net contribution to VCC overhead / (Deficit)	**$(8,665)**

DECISION NOTE

PREPARED FOR:	Board of Governors
DATE:	November 27, 2024
ISSUE:	**RECOMMENDATION FOR APPROVAL:** Domestic Tuition: Substantially Revised Legal Administrative Assistant Certificate Program

BACKGROUND:

The Applied Business department recently completed a program renewal of the Legal Administrative Assistant Certificate (LAA) program. This resulted in adding one additional month of material - increasing the length of the program from 5 to 6 months and increasing the credits from 21 to 28.5. This program is very popular with VCC's industry partners and gives students a pathway to Paralegal programs.

The VCC program continues to have strong enrolment while other programs in metro Vancouver have closed, most notable Douglas College's Legal Administrative Assistant program.

An existing domestic program that is substantially revised may be submitted to the Ministry for determination as to whether the program is new for the purposes of the Tuition Limit Policy. Increasing the credits from 21 to 28.5 was considered a substantial revision by the Ministry and they approved VCC's request to increase the tuition from $100.63/credit to $241.64/credit.

DISCUSSION:

The current tuition level was not sustainable as can be seen from the chart below. The approved tuition rate of $241.54 produces positive net contribution to the college and is in line with other Legal Administrative Assistant programs. VCC offers the program in-person and in downtown Vancouver, which is seen as a positive for some students.

Since 2019 the average class size has been 18 with two cohorts per year.

	$/Credit	Credits	Tuition	Total Fees	Net Contribution $
Current	$100.63	21	$2,113	$2,595	$(120,369)
Proposed	$241.64	28.5	$6,887	$7,369	$35,432

Institution	Tuition	Total Fees
Capilano University (8-month certificate with 33 credits)	$4,746	$6,492
University of Fraser Valley (7-month certificate) Continuing Studies	$7,803	$7,803
Camosun College (8-month certificate with 30 credits)	$4,500	$5,671

PROPOSED TUITION:

The proposed tuition of $6,887 ($241.64/credit) produces a positive contribution to the college while maintaining an overall tuition comparable to other post-secondary institutions. The Finance and Audit Committee approved the recommendation on November 13, 2024.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve domestic tuition of $6,887 ($241.64/credit) for the substantially revised Legal Administrative Assistant Certificate Program, effective August 1, 2025.

PREPARED BY: Dennis Innes, Dean, School of Hospitality, Food Studies & Applied Business.

ATTACHMENT: APPENDIX A – Program Costing

Program: Legal Administrative Assistant Certificate

Scenario	18 Domestic
Tuition per credit per student - Domestic	$241.64
Tuition per credit per student - International	
Tuition per student - Domestic	$6,887
Tuition per student - International	$0
No. of Intakes	2
No. of students per intake - Domestic (projected)	19
No. of students per intake - International (proj)	0
Total students (with X FTE attrition) - Domestic	36
Total students (with X FTE attrition) - International	0
Student FTE - Total	36.0
Duration - instructor months	6
Program Duration	6
Duration - instructional programming days	243
Other days	0
Department head release days	45
Duty days per year	180
Instructor FTE required	1.60
Number of credits	28.50
Tuition Fee per Credit -Domestic	241.64
Tuition Fee per Credit - International	0.00
Support Staff FTE	0.25
Operational costs	$ 5,000
Revenue per **credit per student**	$ 433
Cost per **credit per student**	$ 398
Revenue per **student**	$ 12,331
Cost (breakeven tuition fee) per **student**	$ 6,308
Block fund per student FTE	$ 5,039

Revenue

Projected Tuition revenue -Domestic	$247,923
Projected Tuition revenue - International	$ -
Projected Tuition revenue -Other Fees	$14,584
Block/Contract funding	$181,404
Total revenue (projected)	**$443,910**

Instructor

Salary (step 1)	$180,470
Benefits (28.5%)	$51,434
Total instructor costs	**$231,904**

Support Staff

Salary	$14,096
Benefits (30.5%)	$4,299
Total support staff costs	**$18,395**
Total labour cost	**$250,299**

Operational costs

Operational Expenses	$5,000
Intl Student Agency Fees	$ -
Total operational costs	**$5,000**

Indirect student support

Indirect student support	$153,179
Total indirect student support	**$153,179**
Total expenditures	**$408,478**
Net contribution to VCC overhead /	**$35,432**