



Vancouver Community College Education Council
 Meeting Agenda
 April 14, 2026
 3:30–5:30 p.m. Videoconference
 Teams: [Join the meeting now](#)
 Meeting ID: 294 782 236 206 07
 Passcode: 9UH73BN3

Topic	Action	Speaker	Time	Attachment	Page
1. CALL TO ORDER		L. Dannhauer			
2. ACKNOWLEDGEMENT		M. Hayre			
3. ADOPT AGENDA	Approval	L. Dannhauer	1 min	✓	1-2
4. APPROVE PAST MINUTES	Approval	L. Dannhauer	1 min	✓	3-8
5. ENQUIRIES & CORRESPONDENCE	Info	L. Dannhauer	1 min		
6. BUSINESS ARISING					
i. Chair Report	Info	L. Dannhauer	10 min		
ii. Post-Secondary Sector Update	Info	D. Wells	5 min		
iii. Annual Deans' and Directors' Presentations – Part 4	Info	W. Aroca Aguirre	10 min		
iv. Program Suspensions: • Business and Technical Writing Certificate • Sport and Recreation Management Certificate • Makeup Artistry Certificate • Event Management Short Certificate • Gladue Report Writing Certificate • Networking Security Advanced Certificate • Optician Diploma	Approval	A. Lipsett, C. Sauvé	15 min	✓	9-11
v. Concept Paper: Construction Engineering Technician Diploma	Info	K. Wightman	5 min	✓	12-30
vi. Concept Paper: Supply Chain and Logistics Short Certificate	Info	W. Aroca Aguirre, A. Sellwood	5 min	✓	31-40

Topic	Action	Speaker	Time	Attachment	Page
7. COMMITTEE REPORTS					
a. Curriculum Committee					
i. Program Update: Pharmacy Technician Diploma	Approval	J. Nguyen	5 min	✓	41-54
ii. Program Update: Global Supply Chain Management Post-Degree Diploma	Approval	A. Sellwood	5 min	✓	55-132
iii. New Program: Supply Chain and Logistics Short Certificate	Approval	A. Sellwood	5 min	✓	133-140
iv. Learning Environment Types	Approval	T. Rowlatt	10 min	✓	141-144
v. Course Deactivation: DNTL 1107	Approval	T. Rowlatt	2 min	✓	145
b. Policy Committee					
i. Enrolment Plan Management (408) & Suspension and/or Discontinuance of Programs (414)	Info	E. Logan	10 min	✓	146-159
ii. Use of Library Resources (512)	Info	E. Logan	5 min	✓	160-166
iii. Minor Updates: • Appeal of Final Grade (322) • Student Non-Academic Conduct (324) • Appeal to Education Council on Educational Matters (321)	Info	E. Logan	5 min	✓	167-196
iv. Update: Education Policy Committee Terms of Reference	Approval	E. Logan	2 min	✓	197-198
c. Education Quality Committee					
i. 2026–27 CD Fund	Info	A. Sellwood	5 min	✓	199-200
ii. Program Renewal Reports: • Career Awareness & Food Services Careers Certificates • Medical Device Reprocessing Technician Certificate	Info	A. Sellwood	5 min	✓	201-242
8. STUDENT REPORT	Info	TBD	5 min		
9. NEXT MEETING & ADJOURNMENT	Info	L. Dannhauer	1 min		
Next meeting: May 12, 2026, 3:30–5:30 p.m.					



VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL

DRAFT – MEETING MINUTES

March 10, 2026

3:00–5:00 p.m., Videoconference

ATTENDANCE

Education Council Members

Louise Dannhauer (Chair)	Emily Simpson	Michael Weber
Adrian Lipsett	James Stansfield	Nafiseh Tohidi
Andy Sellwood	Jessie Williams	Nelba Garcia
Brianna Higgins	Joyce Chang	Rosie Gosling
Dave McMullen	Lisa Beveridge	Todd Rowlatt
David Wells	Mandy Hayre	
Emily Logan	Marcus Ng	

Regrets

Arshpreet Kaur Mangat	Vivian Munroe
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Guests

Alan Kelly	Feras Ghesen	Lucia Zabrieszach
Alison Rudko	Francesco Barillaro	Lucy Griffith
Amber Ariss	Heidi Parisotto	Nancy Baily
Anastasiya Stolyarova	Herbie Atwal	Natasha Mandryk
Asal Murdock	Hirpal Hundial	Pervin Fahim
Barbara Mykle-Hotzon	Jamie Choi	Ruth Lunn
Chelsea Hunter	Jennifer Gossen	Sarah Cain
Chelsea Savage	Jennifer Kelly	Shirley Lew
Christina Carnacete	Karen Brooke	Sky Yu
Christine Poznanski	Kirsten Hagemoen	Stephanie Callaghan
Cindy McCaw	Kseniia Osipova	Tanis Morgan
Claire Sauv�	Les Apouchtine	Taryn Thomson
Dawn Cunningham Hall	Ling Lo Yan	Willy Aroca Aguirre
Feras Ghesen	Lisa MacNeill	

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 3:31 p.m.

2. ACKNOWLEDGEMENT

- M. Hayre acknowledged the College's location on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwx̱ wú7mesh (Squamish), and səliłw̓ ətaʔt (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the March 10, 2026 agenda as presented.

Moved by L. Dannhauer, Seconded & CARRIED (Unanimously)

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approves the February 10, 2026 minutes as presented.

Moved by L. Dannhauer, Seconded & CARRIED (Unanimously)

5. ENQUIRIES & CORRESPONDENCE

- L. Dannhauer welcomed newly elected EdCo members Joyce Chang, staff in the Music department; James Stansfield, American Sign Language student; and Arshpreet Kaur Mangat, student in the Health and Wellness Professional Diploma in Cosmetology.
- Following the discussion at the last EdCo meeting, D. Wells provided a note regarding intake cancellations and the recent closed Board meeting. Related policy development is underway. The note was circulated to EdCo members.
- L. Dannhauer received a consultation request regarding the Accessibility Plan 2026-2029; a meeting with N. Scott, Associate Director, Student Accessibility, is planned.
- Conversations are in progress with C. Munro regarding policy updates following the closure of the Arbiter of Student Issues Office.

6. BUSINESS ARISING

a. Budget Update

- J. Choi presented the draft budget for 2026/27, which was recently shared at a College-wide session. Principles and assumptions were outlined. In view of international enrollment reductions following IRCC policy changes over the last years, a budget deficit is expected. The final version of the budget will be presented to the Board of Governors for approval at the end of March.

b. Reorganization Update

- D. Wells provided an update on the planned consolidation of VCC's four Schools – Arts & Sciences; Trades, Technology & Design; Health Sciences; and Hospitality, Food Studies & Applied Business – into three Schools, grouping related programming together and improving operational efficiency. Details are being finalized, and the goal is to fully implement the new structure by September.
- There were questions about BC's public post-secondary education system review led by D. Avison. The final report is expected at the end of March.

c. Enrolment Plan 2026–27

MOTION: THAT Education Council advises the Board of Governors not to approve the 2026/27 Enrolment Plan as currently proposed as many of the proposed reductions have no educational rationale and are not consistent with the College's mission, values and stated strategic priorities; this advice should include a summary of the concerns raised in the meeting prepared by the Education Council Chair in consultation with Education Council members to be provided to the Board.

In addition, Education Council requests the Board of Governors create a public opportunity for consultation with programs being reduced at a future Board meeting to share comments and concerns about the impact of these program reductions prior to making a final decision.

Moved by T. Rowlatt, Seconded & CARRIED (14 in favour, 4 opposed, 1 abstention)

- D. Wells and N. Mandryk presented the Enrolment Plan 2026–27. The structure of the plan was updated this year and to provide clearer data visualization, ratios comparing budgeted and actual registrations, and details around cohorts and classes, making it easier to identify changes in the number of intakes.
- A number of questions and concerns around the enrolment plan and programming reductions (submitted in advance, as well as provided at the meeting), were addressed by D. Wells during a longer

discussion. Factors influencing the proposed enrolment levels, including changes in international student enrolment patterns, program demand, program delivery costs, and broader financial considerations affecting the College were outlined. Key themes raised during the discussion included:

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Student access and educational pathways

- Education Council expressed concern about the potential impact of the proposed reductions on student access to programs and pathways into further education and employment. Concern was raised regarding programs that provide entry points into post-secondary education or support progression into high-demand fields.

Reductions affecting programs with demonstrated demand or workforce relevance

- Questions were raised about reductions affecting programs where there appears to be strong student demand or identified workforce need. Discussion referenced examples in health sciences, foundational programming, and other areas where reductions may occur despite ongoing demand. For example, there are 202 applicants for 36 (reduced from 72) seats in Certified Dental Assisting and 72 applicants for 24 seats in the to-be-paused Bachelor of Science in Nursing cohort for September.

Impact on programs serving specific communities

- Discussion highlighted potential impacts on programs that serve specific communities or require higher levels of instructional support, including Deaf and Hard of Hearing programming and Employment Access and Skills Development programs, which already have years long waitlists. Discussion focused on the role these programs play in supporting access and inclusion within the College's educational mandate.

Consultation and opportunity for programs to provide input

- Education Council raised questions regarding the consultation process used in developing the enrolment plan and recommended that programs affected by significant reductions should have an opportunity to share their perspectives and potential impacts prior to a final decision by the Board.

Longer-term program mix and institutional direction

- Interest was expressed in understanding how some of the proposed reductions may have longer-term implications for the range of programs offered by the College over time, particularly in areas involving higher-support or foundational programming.
- Following discussion, Education Council voted to recommend that the Board not approve the enrolment plan in its current form, and to request the Board provide a public opportunity for consultation with departments experiencing reductions prior to making a final decision.

d. Annual Affiliation Agreements Update

- Following the verbal update by D. Wells at the last EdCo meeting, the list of affiliation agreements was circulated before the meeting.

e. Automotive Collision and Refinishing Foundation Certificate (Online Youth) – Resolution Update

MOTION: THAT Education Council recommends the Board of Governors approve the reduction in credits for the Automotive Collision and Refinishing Foundation (Online Youth) Certificate program.

Moved by E. Simpson, Seconded & CARRIED (Unanimously)

- L. Dannhauer presented the motion. The Automotive Collision and Refinishing Foundation (Online Youth) Certificate program was recently revised, including removal of one course resulting in a reduction of program credits from 45.5 to 41. While the revised curriculum was approved by Education Council in December 2025, there was no formal EdCo recommendation to the Board of Governors regarding implementation of the program change/reduction in credits at that time. This motion was

brought to the March EdCo meeting to ensure alignment with the Program Development and Approval Procedures (409).⁶

f. Bachelor of Hospitality Management – Resolution Update

MOTION: THAT Education Council rescind the motion approved at the September 12, 2023 meeting recommending the Board of Governors approve the implementation of the significantly revised Bachelor of Hospitality Management program.

Moved by M. Weber, Seconded & CARRIED (Unanimously)

- L. Dannhauer presented the motion. The Bachelor of Hospitality Management was revised following program renewal, and the curriculum approved by Education Council in September 2023. At that time, Education Council voted to make a recommendation for implementation of the “significantly revised” Bachelor of Hospitality Management program to the Board of Governors. The Degree Quality Assessment Board (DQAB) ultimately determined that the revisions did not constitute a new degree. Based on the DQAB review and in consultation with the department, Dean, and VP Academic & Applied Research, there is agreement that this curriculum change does not meet the threshold of “significantly revised.” There are no plans to seek program re-costing.
- For these reasons, Board approval is not required for this revision. The current proposal is for EdCo to rescind its September 2023 advice to the Board, as it is redundant. The curriculum was already approved by Education Council in 2023, and no further approvals are required.

7. COMMITTEE REPORTS

a. Curriculum Committee

i) Course Update: DAST 1600 CDA Directed Studies

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the course outline for DAST 1600 CDA Directed Studies.

Moved by T. Rowlett, Seconded & CARRIED (Unanimously)

- T. Rowlett presented proposed revisions to DAST 1600 CDA Directed Studies. This is a clinical remediation course for dental assisting students who require additional education to meet entry-to-practice licensing standards in British Columbia. Instruction is customized to meet the specific clinical competencies for each specific student after taking the National Dental Assisting Examining Board clinical practice evaluation. Curriculum Committee requested minor adjustments, which were completed.

ii) Program Update: Health Care Assistant Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Health Care Assistant Certificate program, including changes to admission requirements.

Moved by T. Rowlett, Seconded & CARRIED (Unanimously)

- T. Rowlett presented proposed revisions to the admission requirements for the Health Care Assistant Certificate program. Updates were made to align with processes and standardized language used across the School of Health Sciences.

iii) Course Update: MUSC 4108 Music Capstone Project

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to MUSC 4108 Music Capstone Project, including to the course name.

Moved by T. Rowlett, Seconded & CARRIED (Unanimously)

- T. Rowlett presented proposed revisions to MUSC 4108 Music Capstone Project. This course is part of the revised Bachelor of Applied Music program currently under DQAB review. The department would

like to change the course name from “Music Practicum” to “Music Capstone Project” to more accurately reflect the course content.

- Curriculum Committee requested further clarification regarding the focus of this course, and whether students need to complete a capstone project, industry placement, or both. As the department head was unable to attend the meeting and address these questions, the proposal was deferred to the next committee meeting.
- Following the meeting, and in view of submission timelines for the DQAB review, the Curriculum Committee Chair, in consultation with the EdCo Chair, agreed to bring the revised proposal directly to Education Council. The department has confirmed that up until now, all students have completed capstone projects rather than practicum placements. The course outline was updated to remove any references to industry placements and focus solely on the capstone project. Should any further minor adjustments be required, these will be reviewed by Curriculum Committee.

iv) New Course: PSYC 2400 Directed Studies in Psychological Research

- T. Rowlett presented proposed new course PSYC 2400 Directed Studies in Psychological Research. This directed studies course is designed to provide second-year psychology students with an opportunity to engage in independent, faculty-supervised research or advanced readings on a topic of personal and academic interest. The course supports students in learning advanced research processes, critical thinking, and academic writing, expanding on the Research Methods in Psychology course (PSYC 2320).
- VCC’s Transfer Credit Office has indicated that the course is unlikely to receive transfer credit, as equivalent courses at other institutions are delivered as upper-level (3rd year) coursework. Dean S. Lew will explore whether the College can list this course as third year, given its content and focus, potentially making transfer credit available.
- EdCo agreed to defer this proposal to the next meeting, pending determination whether the course can be leveled up to third-year post-secondary.

v) Program Update: Sign Language Interpretation Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Sign Language Interpretation Diploma, including revisions to admission requirements.

Moved by T. Rowlett, Seconded & CARRIED (Unanimously)

- T. Rowlett presented proposed revisions to admission requirements for the Sign Language Interpretation Diploma to include completion of INTR 1000 Introduction to Sign Language Interpreting and ASLD 1215 American Sign Language Level 7B. These two bridging courses were developed following the ASL & Deaf Studies Certificate renewal, which saw the program shortened from ten to eight months. These courses cover content that was removed from the certificate program but is required for entrance to the Sign Language Interpretation Diploma. Additional updates were made to clarify progression language and program considerations.

vi) Program Name Change: Construction Electrician & Clean Energy Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the updated program content guide for the renamed Construction Electrician & Clean Energy Diploma, and recommend the Board of Governors approve the name change from Clean Energy Technology Diploma.

Moved by T. Rowlett, Seconded & CARRIED (Unanimously)

- T. Rowlett presented the proposal to change the name of the Clean Energy Technology Diploma to Construction Electrician & Clean Energy Diploma. Students in the program are eligible to earn Level 1 technical training credit for construction electrician, and the name change will make this clearer for prospective students and increase the visibility of the program.

vii) New Courses & Course Content Guide: RACM – Refrigeration and Air Conditioning Mechanic Apprentice

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MOTION: THAT Education Council approve, in the form presented at this meeting, four new Refrigeration and Air Conditioning Mechanic Apprentice course outlines and the accompanying Course Content Guide.

Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)

- T. Rowlatt presented the proposal for four new apprenticeship courses in Refrigeration and Air Conditioning Mechanic, aligned with the SkilledTradesBC (STBC) program outline for Refrigeration & Air Conditioning Mechanic. These courses complement VCC's existing Foundation program and provide a clear pathway for students to enter this skilled trade.

viii) New Courses & Course Content Guide: HMAP – Heavy Mechanical Trades Apprentice

MOTION: THAT Education Council approve, in the form presented at this meeting, five new Heavy Mechanical Trades Apprentice course outlines and the accompanying Course Content Guide.

Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)

- T. Rowlatt presented the proposal for five new apprenticeship courses in Heavy Mechanical Trades. The curriculum aligns with the STBC program outlines for multiple trades: Truck and Transport Mechanic, Transport Trailer Technician, Diesel Engine Mechanic and Heavy Duty Equipment Technician.

ix) Learning Environment Types

- Item deferred due to time constraints.

b. Education Policy Committee

- Deferred.

c. Education Quality Committee

i) Program & Education Service Renewal Schedules 2025–2030

- The schedules were included in the meeting package.

8. CHAIR REPORT

- Deferred.

9. STUDENT REPORT

- Deferred.

10. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on April 14, 2026, 3:30–5:30 p.m.
- The meeting was adjourned at 5:46 p.m.

Louise Dannhauer
Chair, VCC Education Council



DECISION NOTE

DATE: April 14, 2026

PREPARED FOR: Education Council

ISSUE: Recommendation to Suspend Continuing Studies Programs

BACKGROUND:

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

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

DISCUSSION:

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

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

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

Recreation Management program were supported in completing the credential through overlapping courses and PLAR.

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

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

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

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

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

In consultation with relevant departments, we recommend the suspension of the programs listed above. These programs are being suspended either due to consistently low enrolment resulting in cancellation or to external constraints that preclude any planned future intakes. While we may elect to reintroduce one or more of these programs should demand resurface in the future, given our observations and attempts over the past several years, it is appropriate at this point to proceed with program suspension, per policy.

RECOMMENDATION:

THAT Education Council recommends to the Board of Governors to suspend the programs listed in this note, effective June 1, 2026.

PREPARED BY:

Adrian Lipsett, Dean Continuing Studies

Claire Sauvé, Associate Director, Continuing Studies

Chelsea Hunter, Operations Manager, Continuing Studies

New Concept Paper Proposal

Construction Engineering Technician Diploma

Name of Program:

Construction Engineering Technician Diploma

School/Centre:

Trades, Technology & Design

Credential Level:

Diploma

Anticipated Start Date:

September 2027

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

Contact(s)

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

PART 1: CONCEPT

Purpose and Context

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

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

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

Program Objectives

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

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

Occupations and Job Titles

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

Proposed 2nd year Courses:

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

Design & BIM/CAD Roles

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

Municipal, Government & Regulatory Roles

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

Project Support & Office-Based Construction Roles

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

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

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

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

Why VCC?

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

Alignment with VCC's Mission

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

This program supports the mission by:

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

Alignment with VCC's Core Values

1. Learning First

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

2. Student Success

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

3. Accountability & Quality

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

4. Community & Industry Partnerships

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

5. Innovation

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

Alignment With VCC Strategic and Academic Priorities

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

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

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

2. Applied Learning and Experiential Education

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

The program integrates:

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

These elements embody VCC's applied-education mandate.

3. Indigenization, Inclusivity, and Accessible Pathways

The program structure supports multiple VCC commitments:

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

4. Technology Integration and Digital Literacy

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

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

Alignment With Ministerial and Provincial Priorities

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

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

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

Summary

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

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

Supports Business, Project Management, and Continuing Studies Offerings

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

Needs Assessment

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

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

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

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

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

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

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

Key drivers include:

Digital Transformation of Construction

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

Industry Demand for Job-Ready Technicians

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

Growing Use of Reality Capture Technologies

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

Increased Project Complexity and Coordination Requirements

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

Regulatory and Documentation Requirements

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

Productivity and Cost Pressures

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

Bridging the Design–Construction Gap

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

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

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

Drafting Technologists & Technicians

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

2. Construction / Site Inspectors (Building Inspectors)

1. Job Outlook for Inspectors

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

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

2. Active Job Postings

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

3. Structural Demand in Construction

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

Interpretation: What This Means for a Construction Engineering Technician Program

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

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

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

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

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

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

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

Competitive Analysis

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

Construction / CAD / BIM / Technician Programs Comparison

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

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

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

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

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

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

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

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

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

Student Profile

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

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

Gender

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

Educational Background / Entry Requirements

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

Work Experience

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

Other Important Characteristics

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

Geographic / Demographic Source

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

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

1. High School Outreach

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

2. Post-Secondary Transfer & Continuing Education

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

3. International Student Recruitment

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

4. Industry Partnerships and Employer Engagement

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

5. Digital and Social Media Marketing

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

6. Alumni & Peer Networks

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

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

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

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

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

Quality

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

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

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

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

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

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

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

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

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

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

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

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

Admission, Delivery, and Design

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

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

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

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

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

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

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

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

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

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

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

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

Operational Needs

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

Program Costs and Resource Considerations

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

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

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

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

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

If the necessary funding for curriculum development, professional development, and related program resources is not available, the program cannot be developed or implemented.

Without these resources, the quality of the program, its ability to be effectively marketed, and the timeline for development would be compromised, making program launch unfeasible.

Phase In/Phase Out Plan

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

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

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Please see costing from Finance.

Attach Initial Business Case

2026-27 Program Costing Construction Engineering Technician Diploma DRAFT .xlsx

Program Name Construction Engineering Technician Diploma
Program Start Date Sep 2027

Program Start Date Sep 2027	Current	Proposal 1	
Scenarios	2 Year diploma (1+1 option)	Renewal for Year 2 curriculum with DOM and INT rate update	
	Tuition per credit per student - International	\$632.50	\$644.28
	Tuition per student - International	\$44,275.00	\$45,099.81
	Tuition per credit per student - Domestic	\$0.00	\$0.00
	Tuition per student - Domestic	\$12,704.40	\$18,810.74
No. of Intakes	1	1	
No. of students per intake - Domestic (projected)	30	30	
No. of students per intake - International (proj)	8	8	
Total students (with X FTE attrition) - Domestic	10	10	
Total students (with X FTE attrition) - International	7	7	
Duration - instructor months	31	30	
Program Duration (months)	17	18	
Duration - instructional programming days	612	600	
Other days	0	0	
Department head release days	90	90	
Duty days per year	180	180	
Instructor FTE required per intake	3.90	3.83	
Number of credits	70	70	
Support Staff FTE	1.00	1.00	
Operational costs	8,000	10,500	
Block fund per student FTE	\$ 6,166	\$ 6,166	

Revenue			
Projected Tuition revenue -Domestic	\$	285,036	\$ 335,257
Projected Tuition revenue - International	\$	335,225	\$ 341,470
Projected Tuition revenue -Other Fees	\$	14,846	\$ 15,913
Block/Other funding	\$	246,638	\$ 246,638
Total revenue (projected)	\$	881,745	\$ 939,278
Instructor			
Salary (step 1)	\$	462,475	\$ 454,569
Benefits (30%)	\$	129,493	\$ 127,279
Total instructor costs	\$	591,968	\$ 581,849
Support Staff			
Salary (Step 5)	\$	63,897	\$ 63,897
Benefits (32.5%)	\$	19,489	\$ 19,489
Total support staff costs	\$	83,386	\$ 83,386
Total labour cost	\$	675,354	\$ 665,235
Operational costs			
Operational Expenses	\$	8,000	\$ 10,500
Capital/Technology/Equipment	\$	-	\$ -
Curriculum Renewal	\$	39,200	\$ 39,200
Intl Student Agency Fees	\$	50,284	\$ 51,220
Total operational costs	\$	97,484	\$ 100,920
Indirect student support			
Indirect student support	\$	463,703	\$ 459,693
Total indirect student support	\$	463,703	\$ 459,693
Total expenditures	\$	1,236,540	\$ 1,225,849
Net contribution to VCC overhead / (Deficit)	\$	(354,795)	\$ (286,571)
Net contribution to VCC overhead / (Deficit)		-40.2 %	-30.5 %

Gross margin breakeven tuition per student	43156	42763
Minimum number of students (intl) to cover gross margin	3	5
Minimum number of students (intl) to cover direct + indirect (no Dom)	17	17
Minimum number of students (intl) to cover all costs (no Dom)	28	27
Minimum number of students (dom) to cover gross margin	12	11
Minimum number of students (dom) to cover direct + indirect (no Intl)	61	41
Minimum number of students (dom) to cover all costs (no Intl)	97	65

Notes/Assumptions:
2627 tuition rate for Year 1 domestic is 180.33 for domestic and \$632.50 for international. Year 2 students will come from 3 different certificates with a different rate from Year 1, which is \$228.80 for domestic. International students's year 2 rate is the same as year 1. Currently all certificates have same tution rates. Courses in the year 2 in proposal 1 are all new.

New Concept Paper Proposal

Supply Chain and Logistics Short Certificate

Name of Program:

Supply Chain and Logistics Short Certificate

School/Centre:

Hospitality, Food Studies & Applied Business

Credential Level:

Short Certificate

Anticipated Start Date:

January 2027

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

Contact(s)

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

PART 1: CONCEPT

Purpose and Context

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Needs Assessment

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

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

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

It would address the following competencies:

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

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

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

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

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

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

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

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

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

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

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

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

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

Competitive Analysis

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

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

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

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

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

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

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

Student Profile

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

We have identified two target student personas for this program:

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

They need:

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

They need:

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

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

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

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

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

Quality

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

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

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

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

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

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

Admission, Delivery, and Design

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

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

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

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

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

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

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

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

Operational Needs

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

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

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

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

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

The project will only proceed if Ministry funding is received.

Phase In/Phase Out Plan

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

N/A

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

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

A costing is attached.

Attach Initial Business Case

Supply Chain & Logistics Short Cert - Costing.xlsx

Program Name Supply Chain & Logistics Short Certificate

Program Start Date Sept 2026

Scenarios	Current	Proposal 1
	Global Supply Chain Diploma	Short Cert - online
	Tuition per credit per student - International	\$547.97
	Tuition per student - International	\$4,931.77
	Tuition per credit per student - Domestic	\$292.57
Tuition per student - Domestic	\$14,042.88	\$2,633.10
No. of Intakes	1	1
No. of students per intake - Domestic (projected)	10	40
No. of students per intake - International (proj)	18	0
Total students (with X FTE attrition) - Domestic	9	38
Total students (with X FTE attrition) - International	17	0
Duration - instructor months	14	3
Program Duration (months)	16	3
Duration - instructional programming days	288	54
Other days	0	0
Department head release days	0	0
Duty days per year	180	180
Instructor FTE required per intake	1.60	0.30
Number of credits	48	9
Support Staff FTE	0.40	0.10
Block fund per student FTE	\$ 0	\$ 0

Revenue

Projected Tuition revenue -Domestic	\$ 140,429	\$ 105,324
Projected Tuition revenue - International	\$ 516,646	\$ -
Projected Tuition revenue -Other Fees	\$ 15,811	\$ 6,202
Block/Other funding	\$ -	\$ -
Total revenue (projected)	\$ 672,886	\$ 111,526

Net contribution to VCC overhead / (Deficit)	\$ 3,759	\$ 5,600
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Net contribution to VCC overhead / (Deficit)	0.6 %	5.0 %
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Minimum number of students (dom) to cover direct + indirect (no Intl)	30	25
Minimum number of students (dom) to cover all costs (no Intl)	48	40

Notes/Assumptions:
Max class size of 40
Domestic students only
Adopt same online, continuous entry model as SIE



DECISION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2026

ISSUE: Pharmacy Technician Diploma Credit Correction

BACKGROUND:

The new Pharmacy Technician Diploma was approved by the Board of Governors on March 25, 2026.

Following this meeting, a discrepancy was identified in the number of program credits: the proposal submitted to the Ministry included 61.5 credits, and the Board approved tuition based on this number. However, the program content guide approved by Education Council lists 61 credits.

DISCUSSION:

To rectify this discrepancy, the department is proposing adding 0.5 credit to PHAR 2110 Pharmacology for Pharmacy Technicians 2, making this a 3.5-credit course (60 lecture hours). As a result, the credit:hours ratio for this course deviates from the standard 1:20 ratio used in the program.

The Registrar's Office and Curriculum Committee Chair were consulted and would prefer to have some hours added to the course to ensure consistency in the ratio across all courses in the program.

The department's rationale for keeping the same hours is that this particular course exceeds the standard for learning expectations, student preparatory work and effort compared to the other courses. The course involves more units, drug classes, case studies, and more frequent assessments; assigning 3.5 credits ensures the course is weighted appropriately relative to its greater depth of content and student workload.

The Curriculum Committee Chair and EdCo Chair agreed to bring this proposal straight to Education Council to avoid delays in correcting the program credits.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revised credits for the Pharmacy Technician Diploma and PHAR 2110 Pharmacology for Pharmacy Technicians 2.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: April 8, 2026

Program Change Request

Date Submitted: 04/08/26 12:31 pm

Viewing: **Pharmacy Technician Diploma**

Last approved: 03/26/26 3:30 pm

Last edit: 04/08/26 12:37 pm

Changes proposed by: drabadzija

In Workflow

1. **5005 Leader**
2. SHS Dean
3. Curriculum Committee
4. Education Council

Program Name:

Pharmacy Technician Diploma

Credential Level: Diploma

Effective Date: January 2027

Effective Catalog Edition: 2026-2027 Academic Calendar

School/Centre: Health Sciences

Department Pharmacy Technician (5005)

Contact(s)

History

1. Mar 26, 2026 by Jennifer Vo (jvo)
2. Mar 26, 2026 by Darija Rabadzija (drabadzija)
3. Mar 26, 2026 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Jennifer Vo	jvo@vcc.ca	778-783-5023

Program Content Guide

Purpose

This full time program prepares graduates for employment as pharmacy technicians in a variety of settings including community, hospital, and long-term care pharmacies. Graduates will have the skills and knowledge necessary to perform the technical and administrative functions required to provide patient-centred pharmacy services. In addition, students learn to be responsible and accountable for ensuring patient safety and for accuracy and quality of product preparation and release. Students learn to collaborate with other health care professionals in the promotion of wellness and delivery of pharmacy services. Graduates meet the entry-to-practice competencies outlined by the National Association of Pharmacy Regulatory Authorities (NAPRA) and educational outcomes outlined by the Canadian Pharmacy Technician Educator Association (CPTEA).

This program welcomes diverse applicants.

Grade 12 graduation or equivalent.

English Studies 12 with a minimum 'B' grade, or [equivalent as specified for the Pharmacy Technician program](#)

One of the following:

Foundations of Math 12 with a minimum 'C+' grade, or [equivalent](#)

Pre-Calculus 11 with a minimum 'C+' grade, or [equivalent](#)

Chemistry 11 with a minimum 'C+' grade, or [equivalent](#)

Anatomy & Physiology 12 with a minimum 'C+' grade, or [equivalent](#)

[VCC Health Sciences Math Assessment](#) with a minimum 80%

Upon acceptance:

Students must submit a negative tuberculosis (TB) skin test or chest X-ray dated a maximum of six months prior to the program start date. An additional TB test is required after each potential exposure to TB and/or travel to areas with a known prevalence of TB.

Criminal Record Check (CRC). Students in this program are required to complete a CRC. The CRC must be completed according to [VCC's Criminal Record Check instructions](#). Students whose CRC results indicate they pose a risk to vulnerable populations will not be able to complete the requirements of the program (e.g. practicums) or graduate.

Immunization Record: A [School of Health Sciences Student Immunization Record](#) must be completed. Students may be declined placement in a clinical or practicum site if a completed immunization record is not provided.

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program.

Program Duration & Maximum Time for Completion

The Pharmacy Technician Diploma Program is one year (12 months) of full-time study. The maximum time to complete the program is four (4) years from the start of the program.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Demonstrate the role of a pharmacy technician within legal requirements while upholding professional standards of practice and the College of Pharmacists of BC's Code of Ethics.
PLO #2	Establish and maintain professional relationships with patients, healthcare providers, and pharmacy team members, using clear and respectful communication to optimize patient care.

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

PLO #3	Accurately prepare and check pharmaceutical products using a variety of distribution systems to ensure their safe distribution to patients.
PLO #4	Demonstrate leadership and management skills by overseeing pharmacy operations and optimizing workflows to ensure efficient delivery of safe and high-quality pharmacy services.
PLO #5	Demonstrate the application of health promotion activities for patients and the public within pharmacy practice to enhance community health and well-being.
PLO #6	Access, evaluate, and apply relevant information and research to make evidence-informed decisions to enhance patient care.
PLO #7	Collaborate with members of the intra- and inter-professional health teams to facilitate the delivery of comprehensive services and promote continuity of patient care.
PLO #8	Establish and maintain quality assurance policies and procedures to optimize patient safety and foster a culture of safety in pharmacy practice.
PLO #9	Provide culturally safe, person-centered care that recognizes and respects the uniqueness of each individual and is sensitive to cultural humility, cultural safety, and diversity.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Instructional activities include lectures, discussions, group work, audio-visual presentations, demonstrations, dispensing labs, compounding labs, aseptic technique labs, case studies, role-plays, and field trips. The lab component of the program provides the learner with the opportunity to integrate practice and theory in a simulated pharmacy setting.

The program emphasizes meaningful engagement and students will be expected to contribute to classroom discussions, online forums, and lab-based activities. Instructors will foster a learning environment that encourages safe and respectful participation. Throughout the program, the instructor will encourage and support students in becoming increasingly more self-directed and responsible for their own learning.

Students' progress in the classroom, online and the lab setting will be evaluated. Theoretical concepts will be evaluated through quizzes, tests, exams, case studies, projects, presentations and assignments.

Evaluation of practical skills will be based on checklists and practical exams.

Students must successfully complete all courses in one semester before enrolling in the next semester. It is not possible to re-do part of a semester in this program. Unsuccessful students may reapply for the program.

Students must receive a minimum grade of 'B' (3.00) or 'S' to successfully complete each course, and a minimum program term grade point average of 3.00 to advance into subsequent terms in the program, and a minimum program cumulative grade point average of 3.00 upon completion of all program courses to successfully graduate. In addition, students must meet the zero tolerance criteria in pharmaceutical calculations in PHAR 2115 and prescription checking in PHAR 1106 as required by the accreditation body - the Canadian Council for Accreditation of Pharmacy Programs (CCAPP). If a student fails to achieve 100% after the allocated attempts on either assessment, they will not be able to progress in the program.

Program Considerations

Program tasks require precise hand-eye coordination and fine motor skills for measuring medications and preparing sterile products.

Program tasks require extended periods of standing during laboratory work and practicum placements.

Program tasks require visual distinction of fine details and small print.

Practicum placements can require variable work schedules, including evening and weekend shifts.

Learning environment involves potential exposure to pharmaceutical ingredients that may cause allergic reactions or sensitivities during practicum placements.

Courses

Plan of Study Grid

Term One	Credits
<u>PHAR 1100</u> Professional Practice for Pharmacy Technicians 1	6
<u>PHAR 1102</u> Pharmacology for Pharmacy Technicians 1	3
<u>PHAR 1103</u> Pharmaceutical Calculations 1	1.5
<u>PHAR 1104</u> Communications for Pharmacy Technicians 1	1.5
<u>PHAR 1105</u> Management for Pharmacy Technicians 1	1.5
<u>PHAR 1106</u> Community Pharmacy	7.5
Credits	21
Term Two	
<u>PHAR 1206</u> Hospital Pharmacy	7
<u>PHAR 1207</u> Sterile Products	3

<u>PHAR 2100</u> Professional Practice for Pharmacy Technicians 2	3
<u>PHAR 2110</u> Pharmacology for Pharmacy Technicians 2	3.5
<u>PHAR 2115</u> Pharmaceutical Calculations 2	1.5
<u>PHAR 2120</u> Communications for Pharmacy Technicians 2	1.5
<u>PHAR 2130</u> Management for Pharmacy Technicians 2	1.5
Credits	21
Term Three	
<u>PHAR 2230</u> Non-Prescription Medications and Complementary Therapies	1.5
<u>PHAR 2240</u> Career Development and Licensing Preparation	1.5
<u>PHAR 2250</u> Non-Sterile Compounding Lab	2
<u>PHAR 2260</u> Pharmacy Practicum Preparation	1.5
<u>PHAR 2265</u> Pharmacy Technician Practicum	13
Credits	19.5
Total Credits	61.5

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

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

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

Grading Standard

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

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

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.

Rationale and Consultations

Provide a rationale
for this proposal.

The new program and course creations were approved by the Board of Governors on March 25, 2026.

After the meeting, a discrepancy in credits was identified (61.5 credit-program submitted to Ministry and for tuition approval to the Board; PCG approved by EdCo has 61 credits).

To rectify this, 0.5 credit was added to PHAR 2110.

Rationale: This course would benefit from being a 3.5 credit course instead of a 3 credit course. It was originally calculated as a 3 credit course based on the 1:20 ratio for the program. The department used this ratio as the standard because most of the program delivery is high contact hours with a lot of hands-on learning and less student prep. The 1:20 ratio reflects the standard level of scope, complexity, and student workload. However, the department feels that Pharmacology 2 is a unique case in that it exceeds this standard in terms of learning expectations, student preparatory work and effort. There are more units, more drug classes, more case studies, and more frequent assessments. Assigning 3.5 credits ensures the course is weighted appropriately relative to its greater depth of content and student workload.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	Preference to have some hours added to the course so that the ratio aligns with other courses in the program.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 06/03/25 2:52 pm

Viewing: **PHAR 2110 : Pharmacology for Pharm
Tech 2**

Last edit: 04/08/26 12:38 pm

Changes proposed by: jvo

Programs
referencing this
course

[232: Pharmacy Technician Diploma](#)

Course Name:

Pharmacology for Pharmacy Technicians 2

Effective Date: January 2027

School/Centre: Health Sciences

Department: Pharmacy Technician (5005)

Contact(s)

In Workflow

1. 5005 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 06/04/25 8:28 am
Jennifer Vo (jvo):
Approved for 5005
Leader
2. 06/04/25 8:42 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 06/21/25 11:13 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee
4. 09/15/25 11:39 am
Darija Rabadzija
(drabadzija):
Approved for
Education Council
5. 03/26/26 10:55 am
Darija Rabadzija
(drabadzija):
Approved for Board
of Governors
6. 04/08/26 12:00 pm
Darija Rabadzija

50
(drabadzija):
Rollback to
Education Council
for Records

Name	E-mail	Phone/Ext.
Jennifer Vo	jvo@vcc.ca	778-783-5023

Banner Course Pharmacology for Pharm Tech 2
Name:

Subject Code: PHAR - Pharmacy

Course Number 2110

Year of Study 2nd Year Post-secondary

Credits: 3.5

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

This course builds upon foundational pharmacology knowledge, exploring the therapeutic use and mechanisms of action of drugs affecting the gastrointestinal, endocrine, urinary, eye/ear, skin, reproductive, and immune systems. In addition, students will examine the role of home health care products, nutrition, and healthy eating in disease prevention and management. Students will also learn the proper usage of advanced medical devices. The health practices of Indigenous peoples in Canada will be further explored, with a focus on integrating cultural perspectives into modern pharmacological and therapeutic practices.

Course Pre-Requisites (if applicable):

PHAR 1102.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss the pathophysiology of common diseases and disorders of the gastrointestinal, endocrine, urinary, eye/ear, skin, reproductive and immune systems. (1)
CLO #2	Recall the generic and brand names of commonly used drugs of the gastrointestinal, endocrine, urinary, eye/ear, skin, reproductive and immune systems. (2)
CLO #3	Identify the therapeutic uses of commonly used drugs of the gastrointestinal, endocrine, urinary, eye/ear, skin, reproductive and immune systems. (3)
CLO #4	List the side effects of commonly used drugs of the gastrointestinal, endocrine, urinary, eye/ear, skin, reproductive and immune systems. (4)
CLO #5	Demonstrate the use of advanced medical devices. (5)
CLO #6	Explain how to use home healthcare products. (6)
CLO #7	Describe the principles of nutrition and healthy eating. (7)
CLO #8	Examine a variety of traditional and cultural healthcare practices used by Indigenous peoples of Canada. (8)
CLO #9	CLOs align with the following NAPRA Competencies: (1) 1.6. (2) 1.6. (3) 1.6. (4) 1.6. (5) 1.4, 1.5. (6) 1.1, 1.2. (7) 1.1, 1.2. (8) 5.4.
CLO #10	CLOs align with the following CPTEA Educational Outcomes: (1) 3.2, 6.2, 6.3. (2) 3.1, 3.2, 6.2, 6.3. (3) 3.1, 3.2, 6.2, 6.3. (4) 6.2, 6.3. (5) 2.3, 7.1, 7.2, 7.3. (6) 2.3, 7.1, 7.2, 7.3. (7) 2.3, 7.1, 7.2, 7.3. (8) 5.3.

Instructional

Strategies:

Lecture, independent study, group work, simulations, role-play, research

Evaluation and Grading

Grading System: Letter Grade (A-F)
B (72%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	Assignments x 2
Quizzes/Tests	10	Mini quizzes on Moodle x 7

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	15	Test 1
Quizzes/Tests	20	Test 2
Quizzes/Tests	20	Test 3
Final Exam	25	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 60

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

1. Pathophysiology

Course Topics:

2. Pharmacology

3. Therapeutics

4. Medical devices

5. Home Healthcare

6. Nutrition and healthy eating

7. Indigenous healing practices

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Pharmacy Technician Diploma

Additional Information

Provide any additional information if necessary.

Note:

Program and course creations were approved by the Board of Governors on March 25, 2026. After the meeting, a discrepancy in credits was identified (61.5 credit-program submitted to Ministry and for tuition approval to the Board; PCG approved by EdCo has 61 credits).

To rectify this, 0.5 credit was added to PHAR 2110.

Rationale: This course would benefit from being a 3.5 credit course instead of a 3 credit course. It was originally calculated as a 3 credit course based on the 1:20 ratio for the program. The department used this ratio as the standard because most of the program delivery is high contact hours with a lot of hands-on learning and less student prep. The 1:20 ratio reflects the standard level of scope, complexity, and student workload. However, the department feels that Pharmacology 2 is a unique case in that it exceeds this standard in terms of learning expectations, student preparatory work and effort. There are more units, more drug classes, more case studies, and more frequent assessments. Assigning 3.5 credits ensures the course is weighted appropriately relative to its greater depth of content and student workload.

Supporting
documentation:

Reviewer
Comments

Darija Rabadzija (drabadzija) (04/08/26 12:00 pm): Rollback: rollback - correcting credits

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Badge Effective

Date

Badge Name

Badge Description

Badge Earning

Criteria



DECISION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2026

ISSUE: Revised Global Supply Chain Management Post-Degree Diploma

BACKGROUND:

The Department of Project Management is proposing revisions to Global Supply Chain Management Post-Degree Diploma. This program has been offered since 2025 and is primarily aimed at international students who have already obtained a minimum three-year degree. Given that the program requires a degree for entrance, the proposal is to 'level-up' most of the courses to 3rd and 4th year level. This matches similar courses taught at other institutions. Some early courses have been kept at a lower level as they provide an introduction to the key concepts, with students expected to quickly build on these concepts at a higher level of study. This change will better recognize the level of outcomes students are achieving, and facilitate students transferring courses or using them for entrance into further studies.

A similar 'leveling up' process was carried out for the IT Project Management Post-Degree Diploma courses in 2025. Feedback from students and instructors for that program is so far very positive.

DISCUSSION:

Andy Sellwood, Department Head for the program, presented the proposal. Curriculum Committee requested a few minor revisions including to prior learning assessment and recognition (PLAR), evaluation of student learning, and program considerations. There was a discussion about the heavy exam-focus in evaluation plans for several introductory courses. Dr. Sellwood will bring this discussion back to the department to consider more project-based learning approaches.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revised Global Supply Chain Management Post-Degree Diploma program content guide, 2 revised and 13 new course outlines.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: March 20, 2026

Program Change Request

Date Submitted: 03/06/26 1:20 pm

Viewing: **Global Supply Chain Management Post-Degree Diploma**

Last approved: 11/29/24 4:43 pm

Last edit: 03/17/26 3:34 pm

Changes proposed by: asellwood

Catalog Pages Using
this Program

[Global Supply Chain Management Post-Degree Diploma](#)

Program Name:

Global Supply Chain Management Post-Degree Diploma

Credential Level: Post-Degree Diploma

Effective Date: January 2027 ~~May 2025~~

Effective Catalog
Edition: 2026-2027 Academic Calendar

School/Centre: Hospitality, Food Studies & Applied Business

Department: Global Supply Chain Management (4812)

Contact(s)

In Workflow

1. 4812 Leader
2. SHP Dean
3. Curriculum Committee
4. Education Council

Approval Path

1. 03/06/26 1:27 pm
Andy Sellwood
(asellwood):
Approved for 4812
Leader
2. 03/06/26 1:37 pm
Willy Aroca Aguirre
(warocaaguirre):
Approved for SHP
Dean
3. 03/18/26 3:31 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Sep 19, 2024 by
Andy Sellwood
(asellwood)
2. Sep 19, 2024 by
Darija Rabadzija
(drabadzija)
3. Oct 4, 2024 by
Darija Rabadzija
(drabadzija)

- 57
4. Oct 8, 2024 by
Darija Rabadzija
(drabadzija)
 5. Oct 21, 2024 by
Darija Rabadzija
(drabadzija)
 6. Nov 29, 2024 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Program Content Guide

Purpose

This program provides post-degree students with the advanced knowledge and skills necessary to excel in the dynamic and complex world of supply chain management.

The program equips graduates for entry-level roles in supply chain organizations. Graduates will be equipped to help organizations make strategic decisions, improve operational excellence, and enhance collaboration. Graduates will be prepared to contribute to the sustainable growth and success of supply chain organizations in an increasingly globalized and interconnected world.

Students will be introduced to the emerging technology and digital tools being used in the supply chain industry, as well as how artificial intelligence is increasingly being used to make supply chain decisions.

Admission Requirements

Successful completion of a minimum 3-year undergraduate degree from an accredited post-secondary institution, as determined by the institution ~~and~~ English Studies 12 with a minimum 'C' grade or equivalent

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

PLAR is available for the following course:

OPMT 1110 Fundamentals of Supply Chain and Logistics Management

A maximum of 65% of the total credits of the program may be completed through PLAR and/or transfer credit.

Tuition and fees apply to PLAR.

Methods of PLAR vary by course, and may include a challenge exam and/or an interview. Please contact the Department for details.

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

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

See Prior Learning Assessment and Recognition policy for more information.

~~Prior learning assessment and recognition is not available for this program.~~

Program Duration & Maximum Time for Completion

The program is delivered over four academic terms, each four months long. There is one term break between terms two and three.

Maximum time to complete the program is 5 years.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Explain supply chain processes, including procurement, logistics, inventory management, transportation, distribution, and demand forecasting.
PLO #2	Make informed and strategic decisions in supply chain operations, considering factors such as cost, risk, quality, and customer satisfaction.
PLO #3	Use emerging technologies and digital tools that are utilized in supply chain operations, such as artificial intelligence (AI), blockchain, Internet of Things (IoT), and supply chain management software.
PLO #4	Evaluate sustainability and ethical considerations in supply chain management.
PLO #5	Construct and implement strategies for risk management, contingency planning, and supply chain integration and diversification.

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

PLO #6	Navigate the complexities of global supply chains, including international trade regulations, cultural considerations, and cross-border logistics.
PLO #7	Demonstrate communication, negotiation, and conflict management skills to collaborate effectively with diverse stakeholders in the supply chain, including suppliers, manufacturers, distributors, governments, regulators, and customers.
PLO #8	Interpret Key Performance Indicators (KPIs) and apply strategies to instill a culture of continuous improvement and lean principles within supply chain operations.
PLO #9	Identify, evaluate, and manage suppliers in different tiers of supply chain network.
PLO #10	Apply critical-thinking and problem-solving techniques to make sound business decisions and recommendations.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The courses will be presented using a variety of instructional strategies, resources and activities including lectures, active learning strategies, online activities, group activities, and projects.

Instructional activities require students to be actively engaged and collaborate with other students.

Evaluation of Student Learning

Evaluation of courses may include a combination of assignments, projects, authentic case studies, theory and/or practical exams.

To encourage active learning and student engagement, each course will have a mechanism to evaluate individual student participation.

Students must receive a minimum grade of 'D' (1.00) in each course, and a minimum term ~~cumulative~~ grade point average ~~(CGPA)~~ of 2.00 ('C') ~~'C' (2.00)~~ to advance into subsequent courses/terms in the program. Students must receive a minimum program grade point average of 2.00 ~~'C' (2.00)~~ to successfully graduate.

Learning activities and assignments in the program make considerable use of analytical and critical thinking skills. The program is delivered primarily class-based but with some delivery asynchronous online, requiring students to manage their own study schedules and assignment completion. Students will be expected to work in groups for some learning activities and assignments.

~~Motivated and disciplined~~

~~Well-developed analytical and critical thinking skills~~

~~Experienced in word processing and use of spreadsheets~~

Courses

This full-time program can be completed over four (4) terms by successfully completing the following: 12 credits (term 1), 12 credits (term 2), 12 credits (term 3), 12 credits (term 4).

Plan of Study Grid

First Year	Credits
<u>OPMT 1110 Fundamentals of Supply Chain and Logistics Management</u>	<u>3</u>
<u>OPMT 1130 Transportation Management</u>	<u>3</u>
<u>MGMT 1015 Applied Quantitative Skills</u>	<u>3</u>
<u>OPMT 2100 Knowledge Systems, Analytics, and Optimization Modeling</u>	<u>3</u>
<u>OPMT 2200 Inventory Analytics and Strategic Materials Management</u>	<u>3</u>
<u>OPMT 3210 Operations Strategy and Supply Chain Integration</u>	<u>3</u>
<u>OPMT 3230 Distribution Network Design, Fulfillment Strategy & E-Commerce Logistics</u>	<u>3</u>
<u>OPMT 3240 Strategic Sourcing, Contract Governance, and Supplier Relationship Mgmt</u>	<u>3</u>
Credits	24
Second Year	
<u>OPMT 4110 Global Supply Network Strategy, Trade Policy, and Geopolitical Risk</u>	<u>3</u>
<u>OPMT 4120 Operational Excellence, Lean Systems, and Advanced Process Innovation</u>	<u>3</u>
<u>OPMT 4130 Omnichannel Strategy and Market-Driven Supply Networks</u>	<u>3</u>
<u>OPMT 4140 Supplier Ecosystems and Enterprise Risk Governance</u>	<u>3</u>
<u>OPMT 4210 Digital Supply Networks and Data Architecture</u>	<u>3</u>
<u>OPMT 4220 Sustainable Supply Network Design and ESG Strategy</u>	<u>3</u>
<u>OPMT 4230 Capstone: Integrated Supply Network Strategy and Transformation</u>	<u>3</u>
<u>OPMT 4240 Strategic Supply Chain Finance, Cost Analytics, and Value Creation</u>	<u>3</u>
Credits	24
Total Credits	48

Plan of Study Grid

First Year	Credits
~~OPMT 1110 Fundamentals of Supply Chain and Logistics Management~~	~~3~~
~~OPMT 1120 Knowledge Management & Optimization~~	~~3~~

OPMT 1130 Transportation Management	3
MGMT 1015 Applied Quantitative Skills	3
OPMT 1210 Supply Chain Operations Management	3
OPMT 1220 Inventory Control and Materials Management	3
OPMT 1230 Warehousing and Distribution Centres	3
OPMT 1240 Procurement, Contracts & Supply Management	3
- Credits	0
Second Year	
OPMT 2110 Global Supply Chain and International Trade	3
OPMT 2120 Process Improvement and Operational Excellence	3
OPMT 2130 Marketing Strategies & Channel Management	3
OPMT 2140 Supplier Management & Supply Chain Risk Management	3
OPMT 2210 Supply Chain Technology & Database Design	3
OPMT 2220 Sustainability & Green Supply Chain	3
OPMT 2230 Integrated Supply Chain Leadership Capstone	3
OPMT 2240 Supply Chain Finance and Cost Accounting	3
- Credits	0
- Total Credits	0

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression grade	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	70 and above	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 Standing			
R		Audit. No credit.	N/A
EX		Exempt. Credit granted.	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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.

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.

Rationale and Consultations

Provide a rationale
for this proposal.

Through a comparison of existing GSCM courses in the program and the level at which these courses are offered at other institutions, it makes sense to 'level-up' most of the courses. In addition, students come to the program already having obtained a three-year degree. Some early courses have been kept at a lower level as they provide an introduction to the key concepts. Students are then expected to quickly build on these concepts at a higher level of study, which they will be prepared for considering their prior educational background.

A similar leveling up process was carried out for the IT Project Management PDD courses in 2025. Feedback from students and instructors for that program is so far very positive.

Are there any
expected costs to
this proposal.

No additional costs are expected.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Fionna Chong consulted on course level, course names, descriptions, and outcomes. Feb-March 2026
Registrar's Office	Feedback obtained on course titles and numbers Feb-March 2026.
Faculty/Department	Faculty input obtained on course titles, descriptions, and learning outcomes.
International Education	Contacted March 2026 for input.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

Course Change Request

Date Submitted: 03/06/26 1:22 pm

Viewing: **OPMT 1110 : Fundamentals of SC & Logi
Mgmt**

Last approved: 11/30/24 8:48 am

Last edit: 03/17/26 9:51 am

Changes proposed by: asellwood

Programs
referencing this
course

[197: Global Supply Chain Management Post-Degree Diploma](#)
[208: Open Studies](#)

Course Name:

Fundamentals of Supply Chain and Logistics Management

Effective Date: January 2027

School/Centre: Hospitality, Food Studies & Applied Business

Department: Global Supply Chain Management (4812)

Contact(s)

In Workflow

1. **4812 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 03/06/26 1:27 pm
Andy Sellwood
(asellwood):
Approved for 4812
Leader
2. 03/06/26 1:38 pm
Willy Aroca Aguirre
(warocaaguirre):
Approved for SHP
Dean
3. 03/18/26 3:32 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Oct 9, 2024 by Andy
Sellwood
(asellwood)
2. Nov 30, 2024 by
Darija Rabadzija
(drabadzija)

Name	E-mail	65 Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course Name: Fundamentals of SC & Logi Mgmt

Subject Code: OPMT - Operations Management

Course Number 1110

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course introduces students to the essential strategic planning and scheduling elements of supply chain management. Students explore and examine the knowledge and skills essential for actively contributing to the strategic planning and scheduling of material requirements. Students will learn how to coordinate inventory needs, as well as the efficient handling of goods, services, materials, and related information within and between supply chains.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

Methods of assessment may include a challenge exam, and/or an interview. Please contact the Department for details.

Course Learning

Outcomes (CLO):

Upon successful completion of this course, students will be able to:

CLO #1	Compare and contrast concepts related to logistics and supply chain management
CLO #2	Explain Global Supply Chain Management & International Trade concepts
CLO #3	Apply key supply chain management techniques and strategies to real-world scenarios
CLO #4	Explain the importance of supply chain integration and collaboration, and the benefits of supply chain management and strategy implementations on overall business
CLO #5	Elaborate on the significance of sustainability, modern technologies (including AI) and adaptability within the realm of supply chain management
CLO #6	Recognize the role of transportation in supply chain management
CLO #7	Describe inventory and distribution methods and processes
CLO #8	Utilize Incoterms®, the world's essential terms of trade for the sale of goods
CLO #9	Explain the importance of relationship building throughout a supply chain
<u>CLO #10</u>	<u>Describe the structure of the Canadian supply chain and logistics workplace, including key industry sectors, common job roles, workplace practices, and basic regulatory requirements</u>

Instructional

Strategies:

Lectures, case studies, group work

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	20	<u>Class-Based</u>
Final Exam	30	<u>Class-Based</u>
Assignments	20	<u>Class-Based</u> . Group and individual assignments
Quizzes/Tests	20	<u>Class-Based</u> . Two or more quizzes
Participation	10	<u>Class-Based</u> .

Type	Percentage	Brief description of assessment activity
<u>Quizzes/Tests</u>	<u>15</u>	<u>Online. A number of open-book quizzes.</u>
<u>Assignments</u>	<u>30</u>	<u>Online. Two or more case studies.</u>
<u>Assignments</u>	<u>20</u>	<u>Online. Final reflection paper.</u>
<u>Project</u>	<u>35</u>	<u>Online. Includes multiple components such as project artifacts, final written report, presentation, and peer evaluation.</u>

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

SCM Overview
 Supply Chain Strategy and Design
 Integrated Operations Planning
 Demand Planning and Forecasting
 Forecasting Technique & Performance Measurement
 Procurement, Inventory, and Warehousing
 Logistics and Transportation
 Global SCM
 Strategic Planning and SCM Customers
 Digital supply chain and Network Design
 Resilient supply chain and Risk Management
 Sustainability and Supply Chain
 Supplier Relationship Management and Relationship Building in Supply Chains
 Distribution and Logistics Management
 Technology in Supply Chain Management
 Ethical Considerations in Supply [Chain](#)
[Introduction to the Supply Chain](#) [and Logistics Workplace in Canada](#)

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Global Supply Chain Management

Additional Information

Course Change Request

Date Submitted: 03/06/26 1:23 pm

Viewing: **OPMT 1130 : Transportation**

Management

Last approved: 11/30/24 8:48 am

Last edit: 03/06/26 1:23 pm

Changes proposed by: asellwood

Programs
referencing this
course

[197: Global Supply Chain Management Post-Degree Diploma](#)

[208: Open Studies](#)

Course Name:

Transportation Management

Effective Date: January 2027

School/Centre: Hospitality, Food Studies & Applied Business

Department: Global Supply Chain Management (4812)

Contact(s)

In Workflow

1. **4812 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 03/06/26 1:27 pm
Andy Sellwood
(asellwood):
Approved for 4812
Leader
2. 03/06/26 1:39 pm
Willy Aroca Aguirre
(warocaaguirre):
Approved for SHP
Dean
3. 03/18/26 3:32 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Oct 9, 2024 by Andy
Sellwood
(asellwood)
2. Nov 30, 2024 by
Darija Rabadzija
(drabadzija)

Name	E-mail	70 Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course Name: Transportation Management

Subject Code: OPMT - Operations Management

Course Number 1130

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

In this course, students will explore the fundamental principles of transportation systems, examining various modes, networks, and associated services. Students will gain an understanding of key stakeholders, the necessary hard infrastructure, and the roles played by human capital and institutions in facilitating transportation processes. Students will also develop the competencies required to effectively manage the transportation of raw materials and goods, both internationally and within the complex geography of Canada. The focus is on strategic decision-making, with an emphasis on selecting the safest, most cost-effective, and time-appropriate modes or combinations of modes for efficient transportation management.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

Upon successful completion of this course, students will be able to:

CLO #1	Explain the importance of transportation to the economic vitality of Canada and other countries and regions
CLO #2	Distinguish between the different types of ships, railroad cars, vehicles, and jets used in transportation, and explore the criteria for selecting each
CLO #3	Compare the efficiencies of diverse transportation modes (rail, road, air, water, and pipeline) along with the requisite procedures and documentation for each
CLO #4	Examine how transportation affects the price of goods, services, and market areas
CLO #5	Examine the importance of transportation to globalization and global supply chains and how it contributes to the effective flow of commerce among close and distant regions
CLO #6	Recognize the important role of equipment technology in transportation sustainability, safety, and cargo security
CLO #7	Identify disruptive technologies, including AI, blockchain, and automation, that will drive innovation in transportation services

Instructional

Strategies:

Lectures, case studies, groupwork.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10-20	<u>Class-Based.</u>
Project	10-20	<u>Class-Based.</u> Individual project
Midterm Exam	10-20	<u>Class-Based.</u>
Final Exam	20	<u>Class-Based.</u>
Project	30-40	<u>Class-Based.</u> Group project, including presentation

Type	Percentage	Brief description of assessment activity
<u>Quizzes/Tests</u>	<u>15</u>	<u>Online. A number of open-book quizzes.</u>
<u>Assignments</u>	<u>30</u>	<u>Online. Two or more case studies.</u>
<u>Assignments</u>	<u>20</u>	<u>Online. Final reflection paper.</u>
<u>Project</u>	<u>35</u>	<u>Online. Includes multiple components such as project artifacts, final written report, presentation, and peer evaluation.</u>

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Canadian Transportation System;
 Transportation by Water, Rail, Air, and Pipeline;
 Small Package Transportation;
 Intermediate Transportation Agencies;
 Transportation of Dangerous Goods;
 Movement, Transportation, and Location;
 The Demand and Supply for Transportation;
 Transportation and Government Policy;
 International Economics, Policy, and Trade;
 Transportation and Environment;
 Regulatory Compliance;
 Transportation Claims;
 Contracts of Carriage

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Global Supply Chain Management

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 03/06/26 1:23 pm

Viewing: **OPMT 2100 : Know Systems, Analytics & Opti**

Last edit: 03/06/26 1:23 pm

Changes proposed by: asellwood

Programs
referencing this
course

[197: Global Supply Chain Management Post-Degree Diploma](#)

Course Name:

Knowledge Systems, Analytics, and Optimization Modeling

Effective Date: January 2027

School/Centre: Hospitality, Food Studies & Applied Business

Department: Global Supply Chain Management (4812)

Contact(s)

In Workflow

1. **4812 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 03/06/26 1:27 pm
Andy Sellwood
(asellwood):
Approved for 4812
Leader
2. 03/06/26 1:40 pm
Willy Aroca Aguirre
(warocaaguirre):
Approved for SHP
Dean
3. 03/18/26 3:32 pm
Darija Rabadzija
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Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course Name: Know Systems, Analytics & Opti

Subject Code: OPMT - Operations Management

Course Number: 2100

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course examines how knowledge systems, data analytics, and optimization models support effective decision-making in modern supply chains. The first component focuses on knowledge management frameworks and digital information systems that enable organizations to capture, structure, share, and apply operational knowledge across complex supply networks. Students explore how data governance, enterprise systems, and decision-support technologies enhance coordination, visibility, and performance.

The second component introduces quantitative optimization techniques used to improve supply chain efficiency and resource allocation. Students apply tools such as linear programming, network modeling, forecasting, and scheduling methods to real-world operational challenges. The course also examines the emerging role of generative AI in modeling, simulation, and scenario analysis, enabling data-driven insights and adaptive decision-making. Through applied exercises, students develop practical skills in analyzing supply chain problems and designing optimized, technology-enabled solutions.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the importance of Knowledge Management in Supply Chains
CLO #2	Utilize Techniques for Knowledge Capture and Transfer as they apply to an organization or supply chain

Upon successful completion of this course, students will be able to:

CLO #3	Integrate technology for Knowledge Management
CLO #4	Apply the principles and techniques of knowledge mapping and analysis throughout a supply chain
CLO #5	Apply organization learning and continuous improvement processes in maintaining quality, reliability and/or standards
CLO #6	Create Linear Programming Models
CLO #7	Apply various techniques to optimize efficiency such as Linear Programming, Dual, the Transportation Model, Assignment, and Scheduling
CLO #8	Use Artificial Intelligence for scenario analysis, modeling, and optimization within supply chain processes
CLO #9	Use Generative AI for conducting what-if scenarios within a digital twin environment, accurately reflecting real-world supply chain dynamics

Instructional

Strategies:

Lectures, case-studies, groupwork

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	15-20	
Final Exam	25-30	
Assignments	20-30	Individual and group assignments
Quizzes/Tests	20	Two or more quizzes
Participation	10	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Fundamentals of Knowledge Management in Supply Chains

Techniques for Knowledge Capture and Transfer

Technology Integration for Knowledge Management

Knowledge Mapping and Analysis in Supply Chains

Organizational Learning and Continuous Improvement

Linear Programming Fundamentals

Dual for linear programming model

Transportation models

Assignment and Scheduling

Intellectual Property (IP), legal and ethical considerations in knowledge management and knowledge sharing

Course Change Request

New Course Proposal

Date Submitted: 03/06/26 1:24 pm

Viewing: **OPMT 2200 : Inventory Analytics & Strategi**

Last edit: 03/06/26 1:24 pm

Changes proposed by: asellwood

Programs
referencing this
course

[197: Global Supply Chain Management Post-Degree Diploma](#)

[260: Supply Chain and Logistics Short Certificate](#)

Course Name:

Inventory Analytics and Strategic Materials Management

Effective Date: January 2027

School/Centre: Hospitality, Food Studies & Applied Business

Department: Global Supply Chain Management (4812)

Contact(s)

In Workflow

1. **4812 Leader**

2. **SHP Dean**

3. **Curriculum
Committee**

4. **Education Council**

5. Records

6. Banner

Approval Path

1. 03/06/26 1:27 pm

Andy Sellwood
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Approved for 4812
Leader

2. 03/06/26 1:40 pm

Willy Aroca Aguirre
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Approved for SHP
Dean

3. 03/18/26 3:32 pm

Darija Rabadzija
(drabadzija):

Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
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Banner Course Name: Inventory Analytics & Strategi

Subject Code: OPMT - Operations Management

Course Number: 2200

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course provides the students with the knowledge and skills to delve into effective inventory management strategies within complex supply chains. Topics include the role of safety inventory in risk mitigation, impact of supply uncertainty, multi-echelon management strategies, various inventory control methods, lean practices for efficiency, and accurate inventory auditing techniques.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply the role of safety inventory in managing supply chain risks
CLO #2	Evaluate the impact of supply uncertainty on safety inventory in supply chains
CLO #3	Analyze the effects of aggregation principles on inventory management
CLO #4	Develop strategies for managing inventory in multi-echelon supply chains
CLO #5	Compare and assess various inventory control methods in supply chains
CLO #6	Implement lean inventory practices to enhance operational efficiency
CLO #7	Design and execute inventory auditing procedures for accuracy in inventory control
CLO #8	Define and apply Key Performance Indicators (KPIs) for assessing inventory performance

Upon successful completion of this course, students will be able to:

CLO #9 Evaluate the role of technology (Software, Internet of Things) in optimizing inventory levels

Instructional

Strategies:

Class-Based: Lecture, teamwork, case studies, discussions, presentations, guest speakers, online activities.

Online/Asynchronous: Videos, discussion forums, teamwork, case studies, presentations.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	10-20	Class-Based.
Final Exam	20-30	Class-Based.
Assignments	20-30	Class-Based. Individual and group assignments
Quizzes/Tests	20	Class-Based. Two or more quizzes
Participation	10	Class-Based.
Quizzes/Tests	15	Online. A number of open-book quizzes.
Assignments	30	Online. Two or more case studies.
Assignments	20	Online. Final reflection paper.
Project	35	Online. Includes multiple components such as project artifacts, final written report, presentation, and peer evaluation.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Inventory Management in Supply Chains
 The role of safety inventory in a supply chain
 The impact of supply uncertainty on safety inventory
 The impact of aggregation on safety inventory
 Managing safety inventory in a multi-echelon supply chain
 Inventory control methods (e.g., FIFO, LIFO)
 Lean Inventory Practices
 Inventory Auditing and Accuracy
 Materials Requirement Planning (MRP)
 Inventory Control Models
 Supplier Relationship Management

Course Topics:

KPIs for inventory control

Inventory management technology (Inventory management software, IoT in inventory management, etc.)

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Global Supply Chain Management

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments

Badge Information

*NOT REQUIRED FOR GOVERNANCE APPROVAL.**For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.*

Is a Badge being offered for this course?

Badge Effective

Date

Course Change Request

New Course Proposal

Date Submitted: 03/06/26 1:23 pm

Viewing: **OPMT 3210 : Operations Strategy & Supply**

Last edit: 03/06/26 1:23 pm

Changes proposed by: asellwood

Programs
referencing this
course

[197: Global Supply Chain Management Post-Degree Diploma](#)

Course Name:

Operations Strategy and Supply Chain Integration

Effective Date: January 2027

School/Centre: Hospitality, Food Studies & Applied Business

Department: Global Supply Chain Management (4812)

Contact(s)

In Workflow

1. **4812 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 03/06/26 1:27 pm
Andy Sellwood
(asellwood):
Approved for 4812
Leader
2. 03/06/26 1:40 pm
Willy Aroca Aguirre
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Dean
3. 03/18/26 3:33 pm
Darija Rabadzija
(drabadzija):
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Curriculum
Committee

Name	E-mail	Phone/Ext.
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Banner Course Name: Operations Strategy & Supply

Subject Code: OPMT - Operations Management

Course Number: 3210

Year of Study 3rd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

Operations Management is a cornerstone discipline in business that focuses on the design, management, and continuous improvement of processes to efficiently produce goods and services. This course is designed to provide a deep exploration of the principles, strategies, and techniques used in operations management. It aims to equip students with the capacity to analyze how operations impact an organization's competitiveness, productivity, and overall success.

Students will also examine how operations integrate across the broader supply chain, aligning internal processes with suppliers, distributors, and customers to enhance coordination, responsiveness, and value creation.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Evaluate and integrate operations management and quality management principles across manufacturing, service, and supply chain environments.
CLO #2	Examine strategic decision-making approaches in capacity planning, inventory policy, and production scheduling under uncertainty and demand variability.
CLO #3	Design and evaluate Lean and Agile operational systems to enhance flexibility, responsiveness, and waste reduction.

Upon successful completion of this course, students will be able to:

CLO #4	Analyze and formulate operations strategies that align process capabilities with competitive business strategy.
CLO #5	Evaluate strategic differences between service and manufacturing operations and their implications for process design and capacity management.
CLO #6	Analyze the impact of organizational structure, workforce capability, and leadership systems on operational performance and execution.
CLO #7	Examine complex operational challenges under uncertainty and evaluate the role of digital technologies and process innovation in enhancing operational performance.
CLO #8	Evaluate and redesign transformation systems by analyzing process flow, capacity constraints, bottlenecks, and inventory dynamics.
CLO #9	Design and evaluate supply chain integration strategies that align internal operations with suppliers, logistics networks, and customer value requirements.

Instructional

Strategies:

Lectures and presentations, Case studies, Group discussions, Problem-solving scenarios, and Group projects

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Quizzes/Tests	10-20	Two or more quizzes
Assignments	20-30	Individual and group assignments, case studies
Midterm Exam	20-25	
Final Exam	25-30	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to Operations Management
 Strategic positioning and operational effectiveness
 Aligning operations with the overall business strategy
 Operational concepts: capacity, process flow, flow rate and bottlenecks
 Total quality management and process optimization tools and techniques
 Inventory analysis and the tools used for optimizing inventory levels
 Little's Law and the Theory of Constraints
 Production planning and scheduling strategies
 Performance measures
 Competitive priorities and balancing cost leadership and differentiation
 Service process design, service quality, and customer-centric approaches
 Process Analysis and Improvement
 Operational Excellence Methodologies and Techniques

Course Topics:

Operations Risk Management
 Technology and innovation in operations management
 Green operations and environmental responsibility
 Workplace performance and managing people

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Global Supply Chain Management

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Course Change Request

New Course Proposal

Date Submitted: 03/06/26 1:24 pm

Viewing: **OPMT 3230 : Distribution, Fulfill & E-Comm**

Last edit: 03/06/26 1:24 pm

Changes proposed by: asellwood

Programs
referencing this
course

[197: Global Supply Chain Management Post-Degree Diploma](#)

Course Name:

Distribution Network Design, Fulfillment Strategy & E-Commerce Logistics

Effective Date: January 2027

School/Centre: Hospitality, Food Studies & Applied Business

Department: Global Supply Chain Management (4812)

Contact(s)

In Workflow

1. **4812 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 03/06/26 1:27 pm
Andy Sellwood
(asellwood):
Approved for 4812
Leader
2. 03/06/26 1:42 pm
Willy Aroca Aguirre
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3. 03/18/26 3:33 pm
Darija Rabadzija
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Curriculum
Committee

Name	E-mail	Phone/Ext.
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Banner Course Name: Distribution, Fulfill & E-Comm

Subject Code: OPMT - Operations Management

Course Number: 3230

Year of Study 3rd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course provides a comprehensive exploration of warehousing, distribution operations, and distribution network design within modern supply chains. Students examine the essential aspects of warehouse logistics and operational management, including warehouse types, layout principles, material handling equipment, safety protocols, and space utilization strategies. Core operational processes—such as order picking, packing, cross-docking, transshipment, and shipment consolidation—are analyzed to support efficient distribution centre performance.

The course also addresses the growing importance of e-commerce logistics, including high-volume order fulfillment, last-mile distribution, returns management, and the integration of online retail channels with warehouse and transportation operations. Students explore the role of Warehouse Management Systems (WMS) and related digital technologies in supporting both traditional distribution and e-commerce fulfillment. Emphasis is placed on safety, process optimization, and effective operational management to improve efficiency, responsiveness, and service levels in modern distribution and fulfillment environments.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain warehouse fundamentals, types, and layout principles for efficient operations
CLO #2	Apply effective inventory management and order fulfillment strategies.

Upon successful completion of this course, students will be able to:

CLO #3	Evaluate the efficiency of material handling equipment, safety protocols, and space optimization
CLO #4	Apply strategies for order picking, packing, cross-docking, transshipment, and shipment consolidation
CLO #5	Use Warehouse Management Systems (WMS) software to promote and maintain efficient operations
CLO #6	Analyze, design, and optimize warehouse and distribution center processes
CLO #7	Explain safety measures for material handling and warehousing operations
CLO #8	Demonstrate proficiency in managing distribution center logistics to maximize operational efficiency.
CLO #9	Apply green warehouse practices and implement sustainable packaging and materials handling practices
CLO #10	Analyze the operational requirements of e-commerce logistics, including order fulfillment, last-mile delivery, and returns management

Instructional

Strategies:

Lectures, Group work, case studies.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	10-20	
Final Exam	20-30	
Assignments	20-30	Individual and group assignments. Includes a warehouse and distribution center processes design project
Quizzes/Tests	20	Two or more quizzes
Participation	10	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Warehousing Basics: Introduction to warehousing concepts and functions, Types of warehouses (e.g., public, private, automated), and Warehouse design and layout.

Inventory Management in Warehouses

Material Handling: Equipment and technologies for material handling (e.g., forklifts, conveyor systems, automation), Safety protocols and best practices, and Warehouse space optimization.

Distribution Center Operations: Order fulfillment, picking and packing strategies, Cross-docking and transshipment, and Shipment consolidation and routing, and Distribution Network Design and Optimization.

Warehouse Management Systems: Introduction to WMS software, WMS features and benefits, Implementation and integration of WMS.

Environmental sustainability in warehousing: Green warehouse practice, reverse logistics, energy-efficient warehouse design, and sustainable packaging.

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Global Supply Chain Management

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 03/06/26 1:24 pm

Viewing: **OPMT 3240 : Strategic Sourcing & Contracts**

Last edit: 03/06/26 1:24 pm

Changes proposed by: asellwood

Programs
referencing this
course

[197: Global Supply Chain Management Post-Degree Diploma](#)

Course Name:

Strategic Sourcing, Contract Governance, and Supplier Relationship Mgmt

Effective Date: January 2027

School/Centre: Hospitality, Food Studies & Applied Business

Department: Global Supply Chain Management (4812)

Contact(s)

In Workflow

1. **4812 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 03/06/26 1:27 pm
Andy Sellwood
(asellwood):
Approved for 4812
Leader
2. 03/06/26 1:43 pm
Willy Aroca Aguirre
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3. 03/18/26 3:33 pm
Darija Rabadzija
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Banner Course Name: Strategic Sourcing & Contracts

Subject Code: OPMT - Operations Management

Course Number: 3240

Year of Study 3rd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

In this course, students will examine the complexities of Procurement, Contracts & Supply Management, including strategic sourcing decisions, hidden costs of outsourcing, centralized versus decentralized purchasing, and tactical supply chain choices. Students will implement advanced supplier selection methods, including Vendor-Managed Inventory (VMI) strategies and technology integration. Students will also develop expertise in acceptance sampling plans and negotiation, while focusing on legal, ethical, and sustainable aspects integral to modern procurement practices.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Conduct procurement planning, sourcing, and contract management.
CLO #2	Apply the core concepts of Procurement and Supply Management, incorporating the legal, ethical, and sustainable aspects
CLO #3	Analyze and optimize sourcing decisions within supply chains, considering benefits and drawbacks, including VMI implementation strategies
CLO #4	Design and implement sourcing portfolios, considering the hidden costs of outsourcing and the application of VMI technologies

Upon successful completion of this course, students will be able to:

CLO #5	Evaluate centralized and decentralized purchasing models, applying strategic and tactical decision-making, integrating VMI benefits and technology considerations
CLO #6	Implement supplier selection methods such as Weighted Factor and Analytic Hierarchy Process (AHP)
CLO #7	Assess acceptance sampling plans, including single and multiple plans in line with Military Standard 105E, ensuring efficient procurement quality control strategies
CLO #8	Develop negotiation and auction management skills in procurement, considering the legal, ethical, and sustainability aspects integral to procurement practices

Instructional

Strategies:

Lectures, groupwork, case studies.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	10-20	
Final Exam	20-30	
Assignments	20-30	Individual and group assignments
Quizzes/Tests	20	Two or more quizzes
Participation	10	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to Procurement and Purchasing Management
 Strategic Sourcing and Supplier Selection
 Supplier Relationship Management
 Contract Management and Negotiation
 Ethical and Sustainable Procurement Practices
 Procurement and Supply Chains within, to, and from Indigenous businesses
 E-Procurement and Technology in Purchasing
 Supplier Performance Measurement and Evaluation

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Global Supply Chain Management

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Badge Effective

Date

Badge Name

Badge Description

Badge Earning

Criteria

Badge Skills

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 03/06/26 1:24 pm

Viewing: **OPMT 4110 : Global Supply Network Strategy**

Last edit: 03/06/26 1:24 pm

Changes proposed by: asellwood

Programs
referencing this
course

[197: Global Supply Chain Management Post-Degree Diploma](#)

Course Name:

Global Supply Network Strategy, Trade Policy, and Geopolitical Risk

Effective Date: January 2027

School/Centre: Hospitality, Food Studies & Applied Business

Department: Global Supply Chain Management (4812)

Contact(s)

In Workflow

1. **4812 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 03/06/26 1:27 pm
Andy Sellwood
(asellwood):
Approved for 4812
Leader
2. 03/06/26 1:43 pm
Willy Aroca Aguirre
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3. 03/18/26 3:33 pm
Darija Rabadzija
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Curriculum
Committee

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Banner Course Name: Global Supply Network Strategy

Subject Code: OPMT - Operations Management

Course Number: 4110

Year of Study 4th Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course critically examines the legal, financial, and operational complexities of contracts and logistics within global supply chain environments. Students analyze contract structures, pricing mechanisms, negotiation strategy, dispute resolution frameworks, transportation law, trade documentation, insurance instruments, and regulatory compliance across jurisdictions. Emphasis is placed on risk allocation, Incoterms application, customs governance, and the strategic implications of international trade policy. Through applied case analysis and scenario-based simulations, students evaluate the integration of purchasing, transportation network design, inventory strategy, warehousing systems, and customer service within global markets. The course develops the capacity to structure and negotiate agreements that balance cost, service, risk, and compliance while aligning logistics execution with enterprise strategy and international trade dynamics.

Course Pre-Requisites (if applicable):

OPMT 1110.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Analyze the structural, geopolitical, regulatory, and sustainability challenges inherent in global supply chain management
CLO #2	Evaluate and design global sourcing and procurement strategies for goods and services
CLO #3	Develop comprehensive global risk mitigation frameworks
CLO #4	Analyze and evaluate global sourcing, logistics, procurement, and supply chain strategies

Upon successful completion of this course, students will be able to:

CLO #5	Apply effective strategies for managing international logistics and customs compliance
CLO #6	Measure and manage global logistics performance
CLO #7	Evaluate outsourcing and offshoring strategies
CLO #8	Assess the role of federal procurement and supply chain policy in advancing Indigenous economic participation
CLO #9	Design and evaluate partnership models between Indigenous enterprises and industry supply chains (e.g., marine, aerospace, mining)

Instructional

Strategies:

Lectures, Case Studies, Groupwork.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10-20	Two or more individual or group applied case study assignments
Project	10-20	Indigenous business and supply chains project
Midterm Exam	10-20	
Final Exam	20-30	
Project	30-40	Global sourcing, logistics, procurement, and supply chain project. Includes presentation.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Globalization and International Trade (incl. customs compliance);
 Supply Chain Strategy: Lean and Agile;
 Service Supply Chains;
 Systems and Networks;
 Global Transportation;
 Containerization and Unitization;
 Logistics Service Providers;
 Facilitating International Freight Flows;
 Incoterms Inventory Management (incl. export/import regulations), Planning and Control;
 Materials Handling and Warehousing;
 Outsourcing, Offshoring and Procurement;
 Data Flows and Digitization;
 Managing Vulnerability;

Course Topics:

Sustainability in Logistics and Supply Chain Management;
 Emerging Supply Chain Designs;
 Global Sourcing and Supplier Selection;
 Global Logistics and Transportation Challenges;
 Risk Management in Global Supply Chains;
 Federal Supply Chains and Indigenous Industries;
 Cultural and Ethical Considerations in Global Operations;
 Indigenous businesses and industry supply chains

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Global Supply Chain Management

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

Course Change Request

New Course Proposal

Date Submitted: 03/06/26 1:25 pm

Viewing: **OPMT 4120 : Op Excellence, Lean & Adv Proc**

Last edit: 03/06/26 1:24 pm

Changes proposed by: asellwood

Programs
referencing this
course

[197: Global Supply Chain Management Post-Degree Diploma](#)

Course Name:

Operational Excellence, Lean Systems, and Advanced Process Innovation

Effective Date: January 2027

School/Centre: Hospitality, Food Studies & Applied Business

Department: Global Supply Chain Management (4812)

Contact(s)

In Workflow

1. **4812 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 03/06/26 1:27 pm
Andy Sellwood
(asellwood):
Approved for 4812
Leader
2. 03/06/26 1:44 pm
Willy Aroca Aguirre
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Approved for SHP
Dean
3. 03/18/26 3:33 pm
Darija Rabadzija
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Curriculum
Committee

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course Name: Op Excellence, Lean & Adv Proc

Subject Code: OPMT - Operations Management

Course Number 4120

Year of Study 4th Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course provides a strategic and analytical examination of Lean systems, Total Quality Management (TQM), and Six Sigma as integrated frameworks for enterprise-wide operational excellence. Students critically evaluate the theoretical foundations, quantitative methods, and organizational implications of continuous improvement across manufacturing and service environments. Emphasis is placed on data-driven decision-making, statistical process control, variation reduction, value stream design, and advanced process innovation. The course also explores the leadership, cultural, and governance mechanisms required to sustain performance transformation. Through applied case analysis and project-based work, students design and justify improvement and innovation initiatives that align operational capability, customer value, financial performance, and long-term competitive strategy.

Course Pre-Requisites (if applicable):

OPMT 1110, OPMT 3210.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Evaluate the theoretical foundations and evolution of Lean, TQM, and Six Sigma as integrated enterprise performance systems.
CLO #2	Design and integrate operational excellence methodologies to enhance efficiency, flexibility, and strategic alignment.
CLO #3	Diagnose systemic sources of waste and performance variability across complex value streams and develop corrective interventions.

Upon successful completion of this course, students will be able to:

CLO #4	Model and optimize end-to-end processes using advanced analytical, statistical, and constraint-based frameworks.
CLO #5	Lead structured problem-solving initiatives using advanced quality and statistical tools to achieve sustainable operational improvement.
CLO #6	Assess the role of leadership, governance, and organizational culture in enabling enterprise-wide transformation.
CLO #7	Design performance measurement systems and KPIs that align operational capability with financial and strategic objectives.
CLO #8	Evaluate and redesign operational systems to drive innovation, resilience, and long-term competitive advantage.
CLO #9	Analyze and evaluate lean manufacturing processes and continuous improvement strategies

Instructional

Strategies:

Lectures, case studies, group discussions, problem-solving scenarios, group projects..

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Quizzes/Tests	10	Two or more quizzes
Assignments	10-20	Two or more case analysis group assignments
Project	20	Group project
Midterm Exam	15-25	
Final Exam	15-25	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

History and evolution of quality management
 Introduction to Lean Management and Waste Reduction
 Process improvement strategies: breakthrough and incremental improvements
 Six Sigma and DMAIC methodology
 Lean philosophy and principles
 Lean tools and techniques: standardization, stability, JIT, 5S, Kanban, and Jidoka
 Statistical tools for Six Sigma projects
 Value Stream Mapping (VSM) and process charting
 Total Quality Management (TQM) Principles
 Data collection and analysis
 Classic and modern quality tools
 Process control and capability analysis

Course Topics:

Kaizen events

Lean Six Sigma deployment and implementation

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Global Supply Chain Management

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments

Badge Information

*NOT REQUIRED FOR GOVERNANCE APPROVAL.**For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.*

Is a Badge being offered for this course?

Badge Effective

Date

Course Change Request

New Course Proposal

Date Submitted: 03/06/26 1:25 pm

Viewing: **OPMT 4130 : Omnichannel Strategy & Market**

Last edit: 03/06/26 1:25 pm

Changes proposed by: asellwood

Programs
referencing this
course

[197: Global Supply Chain Management Post-Degree Diploma](#)

Course Name:

Omnichannel Strategy and Market-Driven Supply Networks

Effective Date: January 2027

School/Centre: Hospitality, Food Studies & Applied Business

Department: Global Supply Chain Management (4812)

Contact(s)

In Workflow

1. **4812 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 03/06/26 1:27 pm
Andy Sellwood
(asellwood):
Approved for 4812
Leader
2. 03/06/26 1:45 pm
Willy Aroca Aguirre
(warocaaguirre):
Approved for SHP
Dean
3. 03/18/26 3:33 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

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Banner Course Name: Omnichannel Strategy & Market

Subject Code: OPMT - Operations Management

Course Number 4130

Year of Study 4th Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course critically examines the strategic integration of marketing strategy and channel management within complex supply chain ecosystems. Students explore marketing and supply chain management challenges, trends, and trade-offs that supply chain professionals face in their day-to-day operations. Students will then assess the transformative impact of e-commerce on demand shaping, fulfillment architectures, last-mile logistics, and competitive positioning, developing integrated marketing–supply chain strategies that enhance organizational performance and resilience.

The course includes a strategic modeling project in which students design and evaluate an integrated marketing–channel–supply chain strategy using data-driven analysis and scenario planning techniques.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the marketing and supply chain management challenges, trends, and trade-offs.
CLO #2	Evaluate the strategic alignment of marketing strategy and channel management with supply chain design and execution
CLO #3	Model integrated marketing–supply chain frameworks
CLO #4	Leverage a holistic approach to demand handling.
CLO #5	Examine procurement from a marketing and supply chain management perspective.

Upon successful completion of this course, students will be able to:

CLO #6	Assess the importance of ethical considerations in marketing and supply chain management.
CLO #7	Analyze and evaluate marketing strategies for product positioning, promotion, and pricing.
CLO #8	Apply channel management techniques to optimize distribution and customer reach.
CLO #9	Develop effective marketing plans and discuss the management of marketing channels.

Instructional

Strategies:

Lectures, groupwork, case studies.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10-20	Two or more assignments
Project	10-20	Individual applied case analysis and strategic modeling project
Midterm Exam	10-20	
Final Exam	20-30	
Project	30-40	Group project, includes presentation

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to Marketing Strategy and Channel Management;
 Market Segmentation and Targeting;
 Marketing and supply chain management - challenges, trends, and coexistence in today's market arena;
 Integrated framework of marketing and supply chain management;
 A systemic approach to distribution channels;
 A holistic approach to demand handling;
 Procurement from a marketing and supply chain management point of view;
 Typical approaches of marketing and supply chain management synergies;
 Technologies of marketing and supply chain management synergies;
 Digital Marketing's Impact on Supply Chain Management;
 Ethical Considerations in Marketing and Supply Chain Management;
 E-commerce and its influence on Supply Chain and Marketing;
 Sustainability in Marketing and Supply Chain Management.
 Online selling strategies;
 Integrating the online and offline marketing and selling strategies;
 Product Development and Brand Management;
 Pricing Strategies and Value Proposition;
 Promotion and Advertising Techniques;
 Customer Relationship Management (CRM)

Course Change Request

New Course Proposal

Date Submitted: 03/06/26 1:25 pm

Viewing: **OPMT 4140 : Supply Ecosystems & Risk Gov**

Last edit: 03/16/26 11:48 am

Changes proposed by: asellwood

Programs

referencing this

course

[197: Global Supply Chain Management Post-Degree Diploma](#)

Course Name:

Supplier Ecosystems and Enterprise Risk Governance

Effective Date:

January 2027

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Global Supply Chain Management (4812)

Contact(s)

In Workflow

1. 4812 Leader

2. SHP Dean

3. Curriculum Committee

4. Education Council

5. Records

6. Banner

Approval Path

1. 03/06/26 1:28 pm

Andy Sellwood

(asellwood):

Approved for 4812 Leader

2. 03/06/26 1:45 pm

Willy Aroca Aguirre

(warocaaguirre):

Approved for SHP Dean

3. 03/18/26 3:33 pm

Darija Rabadzija

(drabadzija):

Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
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Banner Course Name:

Supply Ecosystems & Risk Gov

Subject Code:

OPMT - Operations Management

Course Number

4140

Year of Study 4th Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course explores advanced approaches to supplier selection, segmentation, performance management, and relationship governance, emphasizing long-term value creation, innovation partnerships, and total cost of ownership. The course positions suppliers not merely as transactional vendors, but as interconnected ecosystem partners operating within dynamic global networks.

Building on this foundation, the course integrates enterprise risk governance principles into sourcing and supplier strategy. Students develop the capability to identify systemic vulnerabilities across multi-tier supply networks, assess geopolitical, financial, operational, and ESG-related risks, and design governance frameworks that enhance transparency, accountability, and resilience. Through applied analysis, learners evaluate how strategic sourcing decisions influence enterprise-wide risk exposure, business continuity, and organizational sustainability.

Course Pre-Requisites (if applicable):

OPMT 3240.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe and assess the criteria and strategies for selecting and onboarding suppliers
CLO #2	Measure and assess supplier performance using key performance indicators (KPIs)
CLO #3	Develop strategies for resolving conflicts and enhancing cooperation with suppliers
CLO #4	Identify, categorize, and analyze different types of supply chain risks including operational, financial, environmental, geopolitical, and demand-related risks

Upon successful completion of this course, students will be able to:

CLO #5	Assess and mitigate risks associated with suppliers including supplier audits and risk transfer strategies
CLO #6	Develop business continuity and disaster recovery plans for supply chain resilience
CLO #7	Distinguish the ethical considerations and social responsibility involved in supply chain risk management
CLO #8	Utilize generative AI to model and analyze complex situations, what-if scenarios, enabling them to proactively identify and predict supply chain risks, their corresponding impact on operations, and recommend actions to mitigate those risks
CLO #9	Utilize generative AI to analyze diverse data sources, including financial reports, performance metrics, and customer feedback, to comprehensively evaluate supplier performance

Instructional

Strategies:

Lectures and presentations, Case studies, Group discussions, Problem-solving scenarios, Group projects

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Quizzes/Tests	10	At least two quizzes
Assignments	10-20	Two or more group assignments
Project	20	Group project; includes case study and presentation
Midterm Exam	15-25	
Final Exam	15-25	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to supplier management
 Supplier selection and evaluation
 Risk assessment in supplier evaluation
 Supplier relationship management
 Supplier collaboration, innovation, and performance improvement
 Types of supply chain risks
 Risk identification and assessment
 Supply chain risk mitigation strategies
 Business continuity and disaster recovery
 Global sourcing and supplier risk management
 Environmental and sustainability risks
 Ethical considerations in supply chain risk management
 Resilient Supply Chain Strategies

Course Topics:

Risk Management in Supply Chain Finance

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Global Supply Chain Management

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments**Badge Information***NOT REQUIRED FOR GOVERNANCE APPROVAL.**For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.*

Is a Badge being offered for this course?

Badge Effective

Date

Course Change Request

New Course Proposal

Date Submitted: 03/06/26 1:25 pm

Viewing: **OPMT 4210 : Digital Supply Networks & Data**

Last edit: 03/06/26 1:25 pm

Changes proposed by: asellwood

Programs
referencing this
course
[197: Global Supply Chain Management Post-Degree Diploma](#)

Course Name:

Digital Supply Networks and Data Architecture

Effective Date:

January 2027

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Global Supply Chain Management (4812)

Contact(s)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course Name:

Digital Supply Networks & Data

Subject Code:

OPMT - Operations Management

Course Number

4210

In Workflow

1. 4812 Leader
2. SHP Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 03/06/26 1:28 pm
Andy Sellwood
(asellwood):
Approved for 4812 Leader
2. 03/06/26 1:46 pm
Willy Aroca Aguirre
(warocaaguirre):
Approved for SHP Dean
3. 03/18/26 3:33 pm
Darija Rabadzija
(drabadzija):
Approved for Curriculum Committee

Year of Study 4th Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

In this course, students explore how technology and database systems contribute to the efficiency and effectiveness of modern supply chain operations. The course covers concepts in database design and management, emphasizing their application in the context of supply chain processes. Students will explore various supply chain technologies and their integration with database systems to facilitate seamless information flow and decision-making throughout the supply chain.

Course Pre-Requisites (if applicable):

OPMT 2100, MGMT 1015.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and explain key supply chain technologies, including Internet of Things, Generative AI, barcode systems, and cloud computing.
CLO #2	Analyze and evaluate technology solutions for supply chain optimization.
CLO #3	Leverage technology for supply chain visibility and collaboration.
CLO #4	Evaluate the strategic role of database architectures in optimizing end-to-end supply chain performance
CLO #5	Assess the technical foundations and strategic implications of blockchain technology in supply chain ecosystems
CLO #6	Apply predictive analytics techniques for demand forecasting.

Upon successful completion of this course, students will be able to:

CLO #7	Evaluate the automation and optimization of warehousing processes through databases.
CLO #8	Evaluate the role of ERP systems in integrating and streamlining supply chain processes.
CLO #9	Design and justify big data and advanced analytics strategies for supply chain management

Instructional

Strategies:

Lectures, group work, case studies.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	40	Two or more projects based on case studies
Assignments	30	Individual and group assignments
Assignments	20	Two or more presentations based on real world examples
Participation	10	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to Supply Chain Technology

Supply Chain Visibility and Tracking Technologies

Fundamentals of Structured Query Language (SQL).

Role of technology in supply chain optimization.

Database-driven decision-making in logistics and inventory control.

Internet of Things (IoT), barcode technology, and Cloud computing for supply chain optimization

Enterprise resource Planning (ERP): Database architecture, implementation, challenges, and best practices.

Blockchain technology: basics and applications.

Big Data analytics for supply chain.

Collaborative Planning, Forecasting, and Replenishment (CPFR)

Supply Chain Financing Platforms

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Course Change Request

New Course Proposal

Date Submitted: 03/06/26 1:25 pm

Viewing: **OPMT 4220 : Sustainable Supply & ESG Strat**

Last edit: 03/06/26 1:25 pm

Changes proposed by: asellwood

Programs
referencing this
course

[197: Global Supply Chain Management Post-Degree Diploma](#)

Course Name:

Sustainable Supply Network Design and ESG Strategy

Effective Date: January 2027

School/Centre: Hospitality, Food Studies & Applied Business

Department: Global Supply Chain Management (4812)

Contact(s)

In Workflow

1. **4812 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 03/06/26 1:28 pm
Andy Sellwood
(asellwood):
Approved for 4812
Leader
2. 03/06/26 1:47 pm
Willy Aroca Aguirre
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Approved for SHP
Dean
3. 03/18/26 3:33 pm
Darija Rabadzija
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Curriculum
Committee

Name	E-mail	Phone/Ext.
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Banner Course Name: Sustainable Supply & ESG Strat

Subject Code: OPMT - Operations Management

Course Number: 4220

Year of Study 4th Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course provides a strategic and analytical examination of sustainable supply network design and Environmental, Social, and Governance (ESG) strategy within global supply chains. Students evaluate frameworks and quantitative tools used to reduce environmental impact, manage social and ethical risks, and enhance governance transparency across extended supply networks. Emphasis is placed on Scope 1, 2, and 3 emissions management, life cycle assessment (LCA), circular economy models, responsible sourcing, and sustainable logistics optimization. The course integrates sustainability performance measurement, regulatory compliance, and ESG reporting standards to align supply chain design decisions with long-term enterprise resilience, stakeholder value, and competitive advantage. Through applied case analysis and project-based work, students design sustainable supply network strategies that balance cost, risk, environmental performance, and social responsibility.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Evaluate sustainable supply chain and ESG frameworks within global supply networks.
CLO #2	Analyze the strategic and financial implications of sustainability integration across extended supply chains.
CLO #3	Design sustainable supply network strategies that balance cost, risk, service, and environmental performance.

	Upon successful completion of this course, students will be able to:
CLO #4	Evaluate ESG regulatory, disclosure, and governance requirements impacting global supply chains.
CLO #5	Design responsible sourcing and supplier risk management frameworks incorporating ESG criteria.
CLO #6	Model and optimize logistics and distribution networks to minimize carbon emissions and environmental footprint.
CLO #7	Apply life cycle assessment (LCA) and circular economy principles to redesign products and supply networks.
CLO #8	Assess circular economy principles to reduce waste and promote recycling
CLO #9	Develop and justify ESG performance measurement systems and sustainability KPIs aligned with enterprise strategy.

Instructional Strategies:
Lectures and presentations, Case studies, Group discussions, Problem-solving scenarios, Group projects

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Quizzes/Tests	10-20	Two or more quizzes
Assignments	10-20	Two or more group assignments
Project	20	Group project based on a case study
Midterm Exam	20	
Final Exam	20	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to sustainability and principles of sustainable supply chain
 The environmental impact of supply chain operations and strategies for reducing greenhouse gas emissions and resource consumption
 The ethical considerations involved in supply chain management - e.g. fair labour practices and ethical sourcing
 Environmental and Sustainability regulations and standards
 Sustainable procurement and supplier selection
 Green logistics, renewable energy, and transportation
 Circular economy, sustainable packaging and waste reduction
 Sustainable product design and life cycle assessment (LCA)
 Sustainability reporting and metrics
 Social Responsibility in Supply Chains

Course Change Request

New Course Proposal

Date Submitted: 03/06/26 1:25 pm

Viewing: **OPMT 4230 : Capstone: Sup Network & Transf**

Last edit: 03/06/26 1:25 pm

Changes proposed by: asellwood

Programs
referencing this
course

[197: Global Supply Chain Management Post-Degree Diploma](#)

Course Name:

Capstone: Integrated Supply Network Strategy and Transformation

Effective Date: January 2027

School/Centre: Hospitality, Food Studies & Applied Business

Department: Global Supply Chain Management (4812)

Contact(s)

In Workflow

1. **4812 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 03/06/26 1:28 pm
Andy Sellwood
(asellwood):
Approved for 4812
Leader
2. 03/06/26 1:48 pm
Willy Aroca Aguirre
(warocaaguirre):
Approved for SHP
Dean
3. 03/18/26 3:33 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course Name: Capstone: Sup Network & Transf

Subject Code: OPMT - Operations Management

Course Number 4230

Year of Study 4th Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

In this course students will integrate all of the knowledge and skills gained throughout the program by analyzing a real-world supply chain scenario. Students will complete a project in which they investigate and research a specific supply chain challenge, including appropriate data collection and analysis. Students will also develop a professional portfolio that highlights their achievements. Projects will connect to either conventional supply chain scenarios, or to those connected to databases and/or machine learning in supply chains. Students will also have the opportunity to further develop their leadership and teamwork skills with regard to supply chain management. Finally, students will look at the important role Indigenous businesses play in the supply chains of various industries.

Course Pre-Requisites (if applicable):

OPMT 4110, OPMT 4120, OPMT 4140.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Analyze a supply chain network (purchase order to cash)
CLO #2	Solve a specific problem related to a supply chain network using a combination of soft and hard skills
CLO #3	Demonstrate the use of technology and/or AI in the analysis of a supply chain network
CLO #4	Demonstrate the ability to minimize cost, improve productivity and space utilization by applying domain specific knowledge learned throughout the program

Upon successful completion of this course, students will be able to:

CLO #5	Integrate knowledge and skills gained throughout the program into a comprehensive supply chain project.
CLO #6	Apply critical thinking and problem-solving techniques to real-world supply chain challenges.
CLO #7	Demonstrate effective leadership and teamwork in a supply chain context.
CLO #8	Develop a professional portfolio showcasing achievements and skills in supply chain management.
CLO #9	Analyze factors that influence managerial performance

Instructional

Strategies:

Lectures and presentations, Case studies, Group discussions, Problem-solving scenarios, Group projects

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	50	Includes project draft, final project, presentation and reflection paper
Portfolio	10	
Participation	10	
Assignments	20	A number of assignments and presentations where students demonstrate problem-solving and leadership skills related to supply chain management
Assignments	10	Reflective writing assignment related to a team/leader's performance

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Overview of Capstone Project and Guidelines
 Project Proposal and Research Methodology
 Data Collection and Analysis
 Project Implementation and Execution
 Project Evaluation and Reflection
 Final Presentation and Defense
 Professional Portfolio Development
 Leadership in Supply Chain Management
 Roles and activities of managers, ways to measure managerial performance and theories of leadership

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Course Change Request

New Course Proposal

Date Submitted: 03/06/26 1:26 pm

Viewing: **OPMT 4240 : Strategic Supply Chain Finance**

Last edit: 03/06/26 1:26 pm

Changes proposed by: asellwood

Programs
referencing this
course

[197: Global Supply Chain Management Post-Degree Diploma](#)

Course Name:

Strategic Supply Chain Finance, Cost Analytics, and Value Creation

Effective Date:

January 2027

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Global Supply Chain Management (4812)

Contact(s)

In Workflow

1. 4812 Leader

2. SHP Dean

3. Curriculum Committee

4. Education Council

5. Records

6. Banner

Approval Path

1. 03/06/26 1:28 pm
Andy Sellwood
(asellwood):
Approved for 4812 Leader

2. 03/06/26 1:48 pm
Willy Aroca Aguirre
(warocaaguirre):
Approved for SHP Dean

3. 03/18/26 3:33 pm
Darija Rabadzija
(drabadzija):
Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course Name:

Strategic Supply Chain Finance

Subject Code:

OPMT - Operations Management

Course Number

4240

Year of Study 4th Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

In this course students will be introduced to the multiple financial concepts which are critical to supply chain management. Firstly, students will learn about different cost accounting items such as labour, material, and overhead costs. Students will then examine job cost and service statements, as well as cost accounting systems.

Through case analyses, applied problem-solving, and systems-based projects, students will develop integrated approaches to labour costing, overhead allocation, and job and service cost analysis. Students will critically assess alternative costing methodologies and accounting system structures, examining their implications for pricing, profitability, working capital management, and strategic decision-making. Emphasis is placed on aligning cost information with enterprise systems, financial performance, and supply chain strategy to support evidence-based managerial leadership

Course Pre-Requisites (if applicable):

MGMT 1015, OPMT 2100.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain supply chain financial concepts and principles.
CLO #2	Analyze supplier financial data as part of the pre-purchase order/contract award stage.
CLO #3	Account for material costs by completing pro forma stock control documentation relating to the movement of materials into a business, within a business, and from a business.
CLO #4	Evaluate and design labour cost accounting systems

Upon successful completion of this course, students will be able to:

CLO #5	Analyze and justify methods for the apportionment and allocation of overhead costs
CLO #6	Design, interpret, and evaluate job cost and service cost statements
CLO #7	Develop and implement integrated cost accounting systems
CLO #8	Critically assess working capital strategies within supply chains

Instructional

Strategies:

Lectures, groupwork, case studies, problem solving.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	20	Supply chain finance project
Attendance	10	
Assignments	30	A number of assignments related to cost accounting, costing methodologies and accounting system structures
Midterm Exam	15	
Final Exam	25	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to Supply Chain Financial Management and Analysis

Costing Methods and Financial Ratios

Labour costs and documentation

Material costs

Overhead costs

Job cost and service cost statements

Cost accounting systems

Working Capital Management (Overview of working capital and its components, Strategies for optimizing working capital within the supply chain, The relationship between working capital and supply chain efficiency)

Cash Flow Optimization (Understanding the flow of funds within the supply chain, Techniques to enhance cash flow, Managing payment cycles)

Trade Credit and Payment Terms (Exploring trade credit terms, Negotiating and managing trade credit terms, Balancing supplier and buyer needs, Early payment discounts and their implications)

Factoring and Invoice Discounting (Factoring and invoice discounting, Benefits and risks associated with invoice financing)

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):



DECISION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2026

ISSUE: New Program: Supply Chain and Logistics Short Certificate

BACKGROUND:

The Department of Project Management is proposing a new short certificate program in Supply Chain and Logistics. Building off the Global Supply Chain Management Post-Degree Diploma, this program will serve as an easy-entry option for working professionals seeking to advance applied digital skills while earning formal academic credit.

The Supply Chain and Logistics Short Certificate was submitted to the Ministry as part of its call for micro-credential proposals. The College has recently received word that the Ministry is interested in funding its development and expects to hear whether it will be funded in early March 2026. An important note: The development of this program will only proceed if Ministry funds are received.

If developed, completion of the short certificate will lead to direct, earned admission into the Global Supply Chain Management Post-Degree Diploma. The courses will also be eligible for transfer credit, supporting pathways for degree completion at other institutions. In addition, the College has requested Ministry funding to fund bursaries for up to 16 underrepresented learners.

DISCUSSION:

Andy Sellwood, Department Head for the program, presented the proposal. Curriculum Committee had no concerns. The three courses that make up this short certificate are also part of the Global Supply Chain Management Post-Degree Diploma proposal Education Council is reviewing at the April meeting. For this reason, the courses were not included as part of this proposal.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the program content guide for the new Supply Chain and Logistics Short Certificate program, and recommend the Board of Governors approve the credential and implementation of the program.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: March 20, 2026

Program Change Request

New Program Proposal

Date Submitted: 03/06/26 1:21 pm

Viewing: **Supply Chain and Logistics Short Certificate**

Last edit: 03/17/26 10:06 am

Changes proposed by: asellwood

In Workflow

1. **4812 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors

Program Name:

Supply Chain and Logistics Short Certificate

Credential Level: Short Certificate

Effective Date: January 2027

Effective Catalog Edition: 2026-2027 Academic Calendar

School/Centre: Hospitality, Food Studies & Applied Business

Department: Global Supply Chain Management (4812)

Contact(s)

Approval Path

1. 03/06/26 1:27 pm
Andy Sellwood (asellwood):
Approved for 4812 Leader
2. 03/06/26 1:38 pm
Willy Aroca Aguirre (warocaaguirre):
Approved for SHP Dean
3. 03/18/26 3:31 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

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

Program Content Guide

The Supply Chain and Logistics Short Certificate has been designed to develop the essential and in-demand skills needed to enable businesses to transform in alignment with shifting global realities. Particularly well-suited for employees working in warehousing, purchasing, shipping and inventory management, the program introduces the “bigger picture” of supply chain management and logistics and builds a deeper understanding of how supply chains and operations work on a global scale.

Students will develop a comprehensive understanding of supply chain and logistics systems, including how transportation, inventory, and distribution interact to optimize the flow of goods and services. They will apply quantitative and analytical methods to improve transportation efficiency, forecast demand, and optimize inventory levels while minimizing cost and risk. The courses emphasize integrated decision-making, enabling students to design coordinated supply chain solutions and evaluate strategic trade-offs among cost, service, sustainability, and operational resilience in real-world business contexts.

The program's goal is up-skilling and cross-skilling for working professionals who are:

Already working in the supply chain industry and want to further develop their knowledge and skills

Looking to build on experience gained outside of Canada to transition to the Canadian job market, and/or

Preparing for certifications in the supply chain industry

Admission Requirements

Grade 12 graduation, or equivalent

English Studies 12 with a minimum 'C' grade or equivalent

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for the following course:

OPMT 1110 Fundamentals of Supply Chain and Logistics Management

A maximum of 65% of the total credits of the program may be completed through PLAR and/or transfer credit.

Tuition and fees apply to PLAR.

Methods of PLAR vary by course, and may include a challenge exam and/or an interview. Please contact the Department for details.

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

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

See Prior Learning Assessment and Recognition policy for more information.

Program Duration & Maximum Time for Completion

Eight months. Maximum time for completion is three years.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Explain supply chain and logistics principles, including the roles of transportation, inventory, and distribution in optimizing the flow of goods and services.
PLO #2	Analyze and optimize transportation operations, applying principles of route planning, mode selection, and cost-efficiency.
PLO #3	Apply quantitative and analytical methods to inventory management, including demand forecasting, stock level optimization, and strategic materials planning to minimize costs and risks.
PLO #4	Develop integrated supply chain solutions, considering the interplay between logistics, inventory management, and transportation.
PLO #5	Evaluate supply chain decisions in a business context, assessing trade-offs between cost, service levels, sustainability, and risk.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The courses will be delivered in an Online/Asynchronous mode that will include videos, discussion forums, teamwork, case studies, and presentations.

Evaluation of Student Learning

Evaluation of courses may include a combination of low-stakes quizzes, assignments, projects, authentic case studies, and reflection papers.

Students must receive a minimum grade of 'D' (1.00) in each course, and a minimum term grade point average of 2.00 ('C') to advance into subsequent courses/terms in the program. Students must receive a minimum program grade point average of 2.00 to successfully graduate.

Learning activities and assignments in the program make considerable use of analytical and critical thinking skills. The program will utilize experience in word processing and spreadsheet skills and requires access to software and devices.

The program is delivered primarily asynchronous online, requiring students to manage their own study schedules and assignment completion. Most tasks will be completed independently, but in some cases students will be expected to work in groups.

Courses

<u>OPMT 1110</u>	Fundamentals of Supply Chain and Logistics Management	3
<u>OPMT 1130</u>	Transportation Management	3
<u>OPMT 2200</u>	Inventory Analytics and Strategic Materials Management	3
Total Credits		9

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression grade	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	70 and above	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 Standing			
R		Audit. No credit.	N/A
EX		Exempt. Credit granted.	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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.

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.

Rationale and Consultations

Provide a rationale
for this proposal.

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

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

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

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

Are there any
expected costs to
this proposal.

Existing classroom facilities can be used for this program. No other costs are expected.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	Input on new course numbers and titles received Feb 2026.
Centre for Teaching, Learning, and Research (CTLR)	Input obtained from Fionna Chong Feb 2026 on admission requirements, course levels, descriptions, and outcomes.
Faculty/Department	Program faculty consulted in spring 2025 and in Feb 2026. Input provided by faculty on course titles, descriptions, and outcomes.
Advising & Recruitment	Input sought from advising Feb 2026. Agreed on admission requirements.

Consultated Area	Consultation Comments
International Education	Contacted at the end of February 2026. Feedback so far: "...since the program is all fully online, we can definitely add it on our website and promote it.."

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

This program is for: Domestic
 International

❗ FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

These fields are NOT required for governance approval. The wording in these fields is written by Marketing for a specific purpose and must be consistent with all other College publications. If changes are needed, contact webmaster@vcc.ca.

Marketing Description

Major Code

CS D1 Program ID

Reviewer
Comments



DECISION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2026

ISSUE: Review of Learning Environment Types

BACKGROUND:

The formal course outline used at VCC includes a section called “Hours by Learning Environment Type.” This section lists the total course hours as well as three category types: Category 1 includes lecture, online, seminar and tutorial; Category 2 includes clinical, lab, rehearsal, shop/kitchen, simulation and studio; Category 3 includes practicum, self paced and individual learning. These categories are used to generally define what credit ratio a course applies to its hours. Category 1 typically uses 15 hours:1 credit; Category 2 typically uses 25 hours:1 credit; and Category 3 typically uses 30 hours:1 credit. The Learning Environment Type also guides what kind of room can be booked for in-person courses.

The Learning Environment Types have not been reviewed in over 10 years. A small working group was struck to discuss the appropriateness of these types to the educational offerings at VCC; if they are grouped together properly; and if they are named correctly. The working group included: Emily Simpson, Fionna Chong, Francesco Barillaro and Radhika Kumar from CTLR; Les Apouchtine and Dawn Cunningham Hall from the Registrar’s Office; Todd Rowlatt from Curriculum Committee; and was initiated by Andrea Korens from Continuing Studies.

Curriculum Committee reviewed the proposal and supported the addition of “co-op” as a category, based on feedback provided by Rachel Warick from the Partnership Development Office (CareerLAB).

DISCUSSION:

After several working group meetings and following Curriculum Committee review, the recommendation is for

1. Revisions to the list of Learning Environment Types listed on the course outline forms; and
2. Definitions of the different Types to be added to the [Curriculum Style Guide](#).

Revisions to Course Outline Forms

- For Category 1, remove “online” and “tutorial” from the listed options

- Tutorial is rarely used, and the “seminar” option can cover this type of smaller group learning.
- Many types of learning can be online, and it should not be listed under only Category 1 with lecture and seminar (e.g., a directed study or simulation course). The course outline form has an “instructional strategies” section that can include information about the course modalities.
- For Category 2, remove “studio” and “simulation” from the listed options
 - Studio is not used currently, and no room at VCC is listed as a “studio.”
 - Many types of learning can include simulation, and it should not be listed under only Category 2 with lecture and seminar. The working group consulted with Dustin Chan, Manager of Simulation and Experiential Learning, who agreed that simulation should not be considered a stand-alone learning environment. The course outline form has an “instructional strategies” section that can include information about simulations.
- For Category 3, rename “individual learning” to “directed studies; add “work experience,” “service learning” and “co-op.”
 - “Individual learning” is not a commonly used term and changing it to “directed studies” provides a clearer, established form of instruction.
 - “Work experience,” “service learning” and “co-op” are defined work-integrated learning terms and add a wider variety of options beyond the more regulated term “practicum.”

Add the following Definitions for Learning Environment Types to the Course Style Guide

Category 1

Lecture	Instructor-led sessions focused on delivering content. Often involves mini-lectures, individual and group activities, practical activities, demonstrations, student presentations, note-taking and listening.
Seminar	Small group or one-on-one session led by an instructor, emphasizing critical thinking and student participation.

Category 2

Clinical	Hands-on, practical sessions where students apply concepts under instructor supervision. Occurs off campus and in health fields.
Laboratory (Lab)	Hands-on, practical sessions where students apply concepts under instructor supervision. Often in health, science or technical fields and in a specialized environment.
Rehearsal	Common in performing arts programs (e.g., theatre, music, dance), it refers to practice sessions where students prepare performances under instructor supervision. May be scheduled as part of studio or ensemble courses.

Shop/Kitchen	Used in technical and vocational programs (e.g., culinary arts, trades, hair design, esthetics). Shop: Refers to hands-on work in a workshop/authentic work setting supervised by an instructor (e.g., automotive, electrical, salon, spa). Kitchen: Refers to culinary labs where students prepare food in a professional kitchen.
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Category 3

Practicum	Practicum is a work experience under the supervision of an experienced registered or licensed professional (e.g. preceptor) in any discipline that requires practice-based work experience for professional licensure or certification. Practica are generally unpaid and, as the work is done in a supervised setting, typically students do not have their own workload/caseload. These are most often found in health and other regulated professions; defer to program experts to use terms as established by their regulatory bodies: primarily practicum, clinical placement, or preceptorship.
Work Experience	Work experience intersperses one or two work terms (typically full-time) into an academic program, where work terms provide experience in a workplace setting related to the student's field of study and/or career goals. These are typically shorter than a full semester, less than 420 hours, and unpaid.
Co-op	Co-op alternating consists of alternating academic terms and paid work terms. Co-op internship consists of several co-op work terms back-to-back. In both models, work terms provide experience in a workplace setting related to the student's field of study. The number of required work terms varies by program; however, the time spent in work terms must be at least 30% of the time spent in academic study for programs over 2 years in length and 25% of time for programs 2 years and shorter in length. For international students, it must be mandatory and 50% or less of the total program length.
Service Learning	Community Service Learning (CSL) integrates meaningful community service with classroom instruction and critical reflection to enrich the learning experience and strengthen communities. In practice, students work in partnership with a community-based organization to apply their disciplinary knowledge to a challenge identified by the community.
Self-Paced	Students progress through material independently with minimal required real-time interaction with instructors.

Directed Study	Directed study involves independent or group learning. It is a structured learning experience supervised by the instructor (e.g., research project, design/creative project). In some cases, outcomes and assessments can be collaboratively developed with instructor and student(s).
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RECOMMENDATION:

THAT Education Council approves the changes to the formal Course Outline template and the Learning Environment Type definitions for inclusion in the Course Style Guide.

PREPARED BY:

Todd Rowlett, Chair, Curriculum Committee

DATE:

February 18, 2026



DECISION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2026

ISSUE: Course Deactivation

BACKGROUND:

The Registrar's Office is working on the next edition of the College catalog. To prepare for this publication, a clean-up of CourseLeaf, VCC's curriculum inventory management system (CIM), is in progress. A number of courses that are no longer taught are proposed for deactivation as part of this clean-up.

The following course has been replaced by new course DNTL 1108 Dental Radiography Module and is proposed for deactivation:

- DNTL 1107 Dental Radiography Module

RECOMMENDATION:

THAT Education Council recommends the Board of Governors approve the deactivation of DNTL 1107 Dental Radiography Module.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: April 7, 2026



INFORMATION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2026

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

BACKGROUND:

Enrolment Plan Management Policy (408)

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

In the absence of a policy, all intake cancellations would require Board of Governors approval or ratification, creating a cumbersome governance process. This new policy therefore establishes clear, Board-approved criteria for when a program intake (not individual courses or electives) may be removed from the Enrolment Plan.

The policy also accounts for late enrolment patterns by allowing cancellation decisions to be made as close to the start date as operationally feasible. At the same time, it introduces an exception process requiring Deans to bring forward requests in advance when there is a compelling academic, student, and/or strategic rationale to run an intake below the minimum enrolment threshold.

Overall, the policy aims to provide clarity, reduce legal and governance risk, and balance operational flexibility with Board oversight.

Suspension and/or Discontinuance of Programs Policy (414)

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

The revisions address some gaps in the existing policy, including creating the option to move straight to program discontinuance where reasonable, such as when a program has been rendered obsolete by workforce or industry changes, or has been replaced by another program, and there is no expectation or intention for its return.

DISCUSSION:

David Wells, Vice President Academic & Applied Research, and Natasha Mandryk, Associate Director, Academic Planning, Policy & Analysis presented the policies and procedures to Education Policy Committee (EPC) at its April 1, 2026 meeting. Some comments were received prior to the meeting, resulting in additional edits that were discussed with the committee.

Summary of key discussion topics and requested changes:

Enrolment Plan Management Policy (408)

- Change the proposed policy name from “Program Intake Addition and/or Removal” to “Enrolment Plan Management,” since the policy applies only to programs with intakes reflected in the Enrolment Plan. Programs not captured in the Enrolment Plan include, e.g., newly created programs.
- Embed consultation with academic departments earlier in the process and throughout all procedures.
- Strengthen guidance on intake-cancellation timelines to balance late enrolment patterns with significant student and reputational impacts, and clearly acknowledge that cancellation within five days is outside normal practice.
- Require assessment of institutional risk and student impact at the initial review of under-enrolled intakes, not only when exemptions are considered.
- Clarify the decision-making framework, including when the Board delegates authority to the President, to reduce legal risk while maintaining operational flexibility.
- Discussion of the rationale for the minimum enrolment threshold (90% of budgeted enrolment), which is intended to align decisions with the budget and mitigate the risk of legal challenges of decisions.
- Review thresholds that trigger program suspension or discontinuance reviews, as the current threshold may be too low and unintentionally affect large programs that continue to offer regular intakes despite declining enrolment.
- Account for different timelines and processes applicable to Continuing Studies.

Suspension and/or Discontinuance of Programs Policy (414)

- Embed equity considerations into program suspension or discontinuance decisions.
- Clarify that agreement/disagreement with the Deans’ recommendation refers to the **majority** opinion of the department.
- Add a mechanism for instances where a program has been suspended for more than four years.

The requested edits were completed after the meeting by Natasha Mandryk in consultation with Education Policy Committee Chair Emily Logan. Timelines and approval processes applicable to Continuing Studies are still being confirmed.

The committee approved posting the policies and procedures, with the agreed changes, for College feedback. Feedback is open from April 8 until April 28, 2026.

PREPARED BY: Emily Logan, Chair, Education Policy Committee

DATE: April 7, 2026

Enrolment Plan Management

Draft

Policy Type

Academic

Policy Name

Enrolment Plan Management

Policy Number

408

Effective Date - Policy

TBD

Effective Date - Procedures

TBD

Last Full Review Date

N/A

Next Scheduled Review Date

N/A

Approval Body

Board of Governors with Education Council Advice

Policy Sponsor

President

Review Body

Education Policy Committee

Responsible Authority

Vice President Academic

Policy

Context and Purpose

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

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

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

Scope and Limits

This policy applies to all programs offered by VCC that have intakes reflected in the enrolment plan.

This policy does not apply to:

1. Decisions to offer or cancel individual courses, including apprenticeships;
2. Changes to intake start dates that do not change the total number of intakes for a program in the enrolment plan;
3. Programs offered under education service contracts covered by Policy 132;
4. Programs offered through continuous enrolment.

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

Policy Principles

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

Procedures

All Procedures

1. Removal of an intake from the enrolment plan will be considered in the following situations:
 - a. **Under-enrolled intakes:** where low demand for the program results in a projected intake enrolment below the minimum enrolment threshold.

- b. **Insufficient resources** required to deliver the program. Resources include qualified instructors and staff, appropriate facilities, required tools, equipment, and/or materials.
- c. **Negative impacts to external program recognition:** where changes to accreditation requirements would render intake graduates ineligible for licensure, or changes to educational affiliation agreements reduce the recognition of the credential for transfer or credit recognition.

2. Identification of Under-Enrolled Intakes

- a. The Dean, in collaboration with the department, Registrar and Finance, will monitor enrolment against the enrolment plan and minimum enrolment thresholds for each advertised intake in their school.
- b. At defined enrolment checkpoints set by the Dean and Registrar, any intake with projected enrolment below the minimum cohort threshold will be identified as “under-enrolled” and subject to review.
- c. Identifying an intake as under-enrolled does not constitute a decision to remove it.

3. Review of Under-Enrolled Intakes

- a. Upon an intake being identified as under-enrolled, the Dean will consult with the department, Registrar, Finance, International Education, and other areas as required to assess:
 - i. The likelihood of reaching the minimum enrolment threshold based on historical patterns and current demand;
 - ii. The feasibility of delaying the intake start date or accommodating currently-registered students within alternate intakes;
 - iii. The financial viability of the intake, including a comparison of anticipated direct revenues and direct costs;
 - iv. An assessment comparing the institutional risks of cancelling the planned intake against the risks of retaining it; and
 - v. A student impact analysis, including impacts on international students, Indigenous students, and students facing barriers to access.
- b. The Dean will report the under-enrolled intake and their assessment to the VP Academic & Applied Research.

4. Approval to Retain Under-Enrolled Intakes

- a. The Dean may submit a request to the VP Academic & Applied Research to retain an under-enrolled intake no later than two months prior to the scheduled start date of the intake.
- b. The exemption request must include:
 - i. Enrolment projections;
 - ii. Financial analysis of projected direct revenues and direct costs, institutional risk assessment, and student impact analysis.
- c. If, in the Dean’s determination, direct revenues are sufficient to cover direct costs, and students currently enrolled in the intake cannot be reasonably accommodated in other intakes, the President may approve an exemption

and authorize retention of the intake, on the advice of the Vice-President Academic & Applied Research and the Vice-President Administration & International Development. This authority is exercised under delegation from the Board of Governors.

- d. All under-enrolled intakes approved for retention by the President will be reported to the Finance & Audit Committee at its next scheduled meeting. The Committee will consider the decision for ratification and may provide direction through the Board to the President to inform future decisions under this policy.
- e. Where the criteria for delegated approval are not met, or where the Finance & Audit Committee recommends Board consideration, the Board of Governors will make the decision to approve or deny retention of the intake.

5. Removal of Under-Enrolled Intakes

- a. Where an intake remains below the minimum enrolment threshold, and no exemption has been approved, the intake will be identified for removal from the enrolment plan.
- b. The Dean is responsible to determine the timing of the removal, in consultation with the department and Registrar.
- c. To allow time for the program to fill, while minimizing disruption to registered students, the decision to cancel an intake will normally be made between six and eight weeks prior to the scheduled start date. Where a program has a demonstrated pattern of late enrolment demand, the decision may be deferred only for as long as reasonably necessary to assess intake viability. Deferrals will be limited to the shortest period required. Decisions may be made as late as five working days before the intake start date, but such late deferrals fall well outside the norm and are expected to occur infrequently.
- d. Once the determination to cancel is made, the intake will be removed from the enrolment plan and academic schedule. Affected students and applicants will be supported in accordance with the procedures below.

6. Determination of intakes for removal due to insufficient resources or negative impacts to external program recognition

- a. The Dean monitors budgeted intakes for the necessary resources required for delivery, including qualified instructors and staff, facilities, tools, equipment, and/or materials.
- b. The Dean monitors the status of program accreditation and educational affiliations necessary to satisfy the pre-licensure, transfer, and credit recognition assurances provided to registered students on enrolment in the intake.
- c. Where the Dean determines that the resources required are insufficient to deliver the program, or where changes to accreditation and educational affiliation agreements result in negative impacts to external program recognition, the intake is marked for removal no later than 6 weeks prior to the scheduled start date of the intake.

7. Communication and Student Supports

- a. The Registrar coordinates written notification to affected applicants and students within two business days of the decision to remove an intake.
 - b. Communications will include the decision, rationale, available options, deadlines, and refund information.
 - c. When an intake is cancelled, the College will additionally:
 - i. Provide affected students and applicants who have accepted an offer of admission with available options to transfer to an alternative intake or defer to a future intake;
 - ii. Provide affected students and applicants who have accepted an offer of admission academic advising and, where relevant, options to transfer their offers of admission to comparable programs, or assistance identifying comparable programs at other institutions;
 - iii. Issue refunds in accordance with 311 Tuition and Refund Policy.
 - d. The Dean will inform affected program faculty and staff, the Registrar's Office, Marketing & Communications, Advising, Recruitment, International Education (as applicable), and relevant external partners of any removed intakes.

- 8. The Dean will initiate a review to consider program suspension or discontinuation pathways pursuant to Policy 414 if:
 - a. Multiple or repeat intake removals occur that, when taken together, indicate a sustained inability to offer the program in a manner that keeps it effectively available to prospective students.
 - b. Removal of an intake occurs as a result of negative impacts to external program recognition.

- 9. Determination of Addition of Program Intakes
 - a. The Dean is responsible for identifying and assessing demand for additional program intakes.
 - b. The Dean will consult with Finance to determine whether the direct costs associated with offering the additional intake can be covered by the school budget or available external funding. In such cases, the Dean can approve the intake. The Dean will notify the Registrar, Finance, and the VP Academic & Applied Research.
 - c. The approved new intake will be scheduled in accordance with Policy 401 Academic Schedule.
 - d. The Board of Governors will consider proposed new intakes in exceptional circumstances and with the recommendation of Senior Team.

- 10. Records and Reporting
 - a. The Registrar maintains a record of approved intake additions and cancellations.

- b. A summary report is provided to the Board and Education Council annually or on request.

References and Resources

Definitions

Term	Description
Applicant	A person who has applied to a course or program and paid any applicable application fees.
Continuous Enrolment	A flexible registration model that allows students to register for courses at any time of the year and begin their studies immediately, rather than waiting for a specified start date.
Direct Costs	Costs borne by the College associated with delivery of a program intake.
Direct Revenues	Tuition, fees, and budgeted base funding or grant allocation associated with a program intake.
Enrolment Plan	The listing of anticipated courses, sections, and enrolment for a program/department. It informs the budget and scheduling processes.
Finance & Audit Committee	A standing committee of the Board of Governors responsible for assisting the Board in fulfilling its obligations and oversight responsibilities related to financial planning, the audit process, financial reporting, the system of corporate controls and risk management.
Intake Removal	A decision to not proceed with a specific program intake while the program continues to be delivered to students enrolled in other intakes and/or remains open for application for admission to other intakes.
Minimum Enrolment Threshold	A threshold for enrolment in a program. For Continuing Studies, the threshold is set for each program by the school in consultation with Finance. For all other programs, the threshold is, set at 90% of the level budgeted in the enrolment plan for domestic, international, or total student enrolment.
Program	A defined set of courses of instruction leading to a credential.
Program Intake	A scheduled commencement for a cohort or set of seats in a program (e.g., Fall 2026 intake).
Student	A person who is currently registered in full-time or part-time credit or non-credit programs or courses offered by VCC.

Related VCC Policies

VCC Policies	Policy Number
Academic Schedule	401

VCC Policies	Policy Number
Financial Responsibility and Accountability	115
Registration	303
Suspension and/or Discontinuance of Programs	414
Tuition and Fee Refund	311

Suspension and/or Discontinuance of Programs

DRAFT

Policy Type

Academic

Policy Name

Suspension and/or Discontinuance of Programs

Policy Number

414

Effective Date - Policy

TBD

Effective Date - Procedures

TBD

Last Full Review Date

November 2017

Next Scheduled Review Date

November 2022

Approval Body

Board of Governors with Education Council Advice

Policy Sponsor

President

Review Body

Education Policy Committee

Responsible Authority

Vice President Academic

Policy

Context and Purpose

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

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

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

Scope and Limits

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

Policy Principles

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

Procedures

All Procedures

Program Suspension

1. The decision to review a program for possible suspension or discontinuance is initiated by the relevant Dean and is usually informed by the annual program review process.

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

Program Advisory Committee (PAC) members, and any other interested relevant parties in that program will also be invited to present.

8. Following the presentation to Education Council, Education Council will vote on its advice to the Board of Governors on the proposed suspension. This advice will be provided to the Board of Governors, who will make the final decision.
9. If the decision is to suspend a program, then the program will be suspended from the date of the next intake or from the date specified by the Board.

Program Discontinuance

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

Communication and Teach-Out

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

References and Resources

Definitions

Term	Description
Applicant	A person who has applied to a course or program and paid an application fee.
Consultation	The practice of requesting feedback and holding dialogue with relevant individuals, departments and interest groups, and thoughtfully considering input before action is taken or decisions reached.
Program	A defined set of courses of instruction leading to a credential.
Program Discontinuance	The permanent closure of a program which includes removal from the academic calendar and cessation of admission to the designated program.
Program Feasibility Working Group	A group of individuals appointed by the Education Quality Committee of Education Council to produce a Feasibility Report.
Program Suspension	The indefinite closure of admissions to a program, during which time the program remains on the academic calendar.
Student	A person who is currently registered in full-time or part-time credit or non-credit programs or courses offered by VCC.

Related VCC Policies

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

Related Resources

- College and Institute Act, RSBC 1996, c 52
- VCC and VCC Faculty Association Collective Agreement
- VCC and CUPE Local 4627 Collective Agreement



INFORMATION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2026

ISSUE: Revised: Use of Library Resources Policy & Procedures (512)

BACKGROUND:

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

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

DISCUSSION:

Policy writer Todd Rowlett, Department Head of Library Public Services, presented the revised policies and procedures to Education Policy Committee at its April 1, 2026 meeting.

The committee did not request any edits and approved posting the policy and procedures for College feedback. Feedback is open from April 8 until January April 28, 2026.

PREPARED BY: Emily Logan, Chair, Education Policy Committee

DATE: April 7, 2026

Use of Library Resources

Draft

Policy Type

Academic

Policy Name

Use of Library Resources

Policy Number

512

Effective Date - Policy

TBD

Effective Date - Procedures

TBD

Last Full Review Date

November 2021

Next Scheduled Review Date

November 2026

Approval Body

Board of Governors with Education Council Advice

Policy Sponsor

Vice President Academic & Applied Research

Review Body

Education Policy Committee

Responsible Authority

Library

Policy**Context and Purpose**

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

Scope and Limits

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

Policy Principles

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

Procedures

All Procedures

GENERAL

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

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

USING LIBRARY RESOURCES

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

SUSPENSION OF LIBRARY PRIVILEGES

12. Library privileges may be suspended if a user is found to have violated the College's policies concerning conduct and respectful behaviour.
13. Library privileges are blocked if a borrower owes \$20 or more. This will prevent borrowing of additional material until the amount of fines owed is under \$20.
14. If a student owes \$20 or more, blocks are placed on the student accounts in the Registrar's Office. Final grades and transcripts will not be issued to students until billed materials have been returned and/or paid for; students will not be able to register for other courses. The block is removed when the amount owed is under \$20.
15. If a Library borrower owes \$400 or more, the College may choose to use a collection agency to seek repayment of any money owed.

COMMUNICATION WITH USERS

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

USE OF COMPUTERS

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

USE OF LIBRARY FACILITIES

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

PRIVACY

25. The Library manages and protects Library users' personal information in accordance with the BC Freedom of Information and Protection of Privacy Act (FIPPA) and VCC Policy 501. The Library actively works to collect and retain only the minimum amount of personal information about Library users necessary to deliver services.
26. The Library may only disclose personal information about Library users within VCC for an authorized purpose (e.g. reporting charges regarding Library materials to the Registrar's Office) and will not disclose personal information to people or organizations external to VCC, unless in exceptional circumstances where health or safety is at risk, as required by law, or with the consent of the individual user.

SAFETY

27. In cooperation with appropriate College departments, the Library seeks to provide a safe and secure environment for everyone.

28. Due to risk of theft, personal items left unattended in the Library are taken to the Security Office and may be claimed there.
29. Library users are encouraged to alert Library staff if they feel uncomfortable or unsafe in the Library.

INTERLIBRARY LOAN

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

References and Resources

Definitions

Term	Description
Alums	Graduates or former students of the College.
Community Borrowers	Members of the public who have purchased a library card for a yearly fee. Retired VCC employees and other categories of special borrowers may receive a free community borrower card.
Interlibrary Loan (ILL)	The cooperative exchange of items among libraries, in response to specific user requests.
Library Privileges	The rights and responsibilities of Library users, including how many items can be borrowed, loan periods, fine rates and use of all services. These will differ by category of user (e.g. students and employees have different loan periods for a book).
Library Resources	All Library material that can be borrowed or used on site by a Library user (including print materials, online resources,

Term	Description
	equipment, computers, services, group study rooms and facilities.
Print Materials	Physical items such as books, journals, and newspapers.

Related VCC Policies

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

Related Resources

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



INFORMATION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2026

ISSUE: Minor Edits:
Appeal to Education Council on Educational Matters (321)
Appeal of Final Grade (322)
Student Non-Academic Conduct (324)

BACKGROUND:

A number of VCC policies and procedures need to be updated to reflect the closure of VCC's Arbiter of Student Issues (ASI) Office.

Emily Logan, Chair of Education Policy Committee (EPC), had a meeting with Todd Rowlett, Chair of Administrative Policy Committee, and Natasha Mandryk, Associate Director, Academic Planning, Policy, & Analysis. Conversations included how to address policies that referenced the ASI, as well as urgency and complexity. It was decided to start with simpler edits.

Emily Logan consulted with Clayton Munro, Associate Vice President, Student and Enrolment Services, around these changes. Conversations have begun with SUVCC, as the removal of the ASI leaves the Students' Union as the only listed resource related to advocacy in some places.

DISCUSSION:

Emily Logan presented the first round of proposed edits at the April 1, 2026 Education Policy Committee meeting. References to the ASI were removed from:

- Appeal to Education Council on Educational Matters (321) policy and procedures
- Appeal of Final Grade (322) policy and procedures
- Student Non-Academic Conduct (324) procedures

The committee had no comments and approved these changes.

Note on governance process:

Under VCC's Policy Development and Management Policy (101), review bodies such as EPC can approve edits to procedures, as long as the revisions are consistent with the intentions of the policy and do not contravene the approved principles. In this particular case, the chairs of EdCo and EPC agreed to manage the edits to policies in the same way due to their minor nature. For this reason, these changes are presented to Education Council for information only.

Related policy resources/forms will also be updated.

PREPARED BY: Emily Logan, Chair, Education Policy Committee

DATE: April 7, 2026

Appeal to Education Council on Educational Matters

Policy Type

Academic

Policy Name

Appeal to Education Council on Educational Matters

Policy Number

321

Effective Date - Policy

April 1, 2026

Effective Date - Procedures

April 1, 2026

Last Full Review Date

February 6, 2014

Next Scheduled Review Date

May 13, 2019

Approval Body

Education Council

Policy Sponsor

Vice President Academic & Applied Research

Review Body

Education Policy Committee

Responsible Authority

AVP Students

Policy**Context and Purpose**

Vancouver Community College (VCC; the College) provides all students with an opportunity to make a final appeal to Education Council on the outcome of a previous appeal on educational matters. The purpose of this policy is to establish the principles and procedures under which those final appeals will occur.

The B.C. College & Institute Act 24(2)(e) requires the Education Council to “set policies and procedures for appeals by students on academic matters and establish a final appeal tribunal for these appeals.”

Scope and Limits

This policy and its related procedures apply to students who have received a decision from a Formal Educational Appeal. Policies that include formal educational appeals include, but are not limited to, Academic Integrity Policy 325 and Appeal of Final Grade Policy 322.

This policy and its related procedures do not apply to the appeal of a decision to suspend a student from the College by the President. These appeals are handled under Student Appeal of Suspension to the College Board Policy 320.

Policy Principles

The following principles govern the educational conduct of VCC students:

1. VCC has the responsibility to establish and enforce a fair process for a student to appeal an educational decision.
2. Education Council will provide a tribunal to serve as a final avenue of appeal for decisions on educational matters.
3. Students are responsible for educating themselves about VCC policies and procedures. Ignorance of VCC policies and procedures does not excuse students from responsibility for their actions. Policies that relate to students are available on the website at www.vcc.ca.
4. The decision of the earlier educational appeal will remain in force during the appeal to Education Council.
5. Students are encouraged to seek advice about this policy and/or its procedures from VCC employees ~~such as the Arbitrator of Student Issues;~~ and/or from the Students' Union of Vancouver Community College (SUVCC) Student Advocate.
6. The appeal process requires the collection, use and disclosure of potentially sensitive personal and educational information. All College members are expected to maintain the confidentiality of any information received during the course of an investigation and to maintain the overall confidentiality of the process.

Procedures

All Procedures

Request for Appeal

1. Grounds for appeal are limited to the following:
 - a. the prior Formal Educational Appeal lacked due process;
 - b. there is relevant new information that was not available when the prior Formal Educational Appeal decision was made and that may have influenced the outcome.
2. It is strongly recommended that students use the services of the SUVCC Student Advocate ~~and/or those of the VCC Arbiter of Student Issues~~ to prepare for the appeal.
3. A student must submit a Request for an Appeal to Education Council Form along with all supporting documentation, to the Registrar's Office.
 - a. Appeals must be submitted within twenty (20) business days of the date when the Student was notified of the decision of the Formal Educational Appeal.
 - b. Submissions received after the twenty (20) business days will be forwarded to the Tribunal members for a decision as to whether or not they will hear the case.
 - c. At any time, the Student may terminate the appeal process by providing written notice to the Registrar's Office. The Student may not then resubmit an appeal to Education Council on that matter.

Documentation

4. Upon receipt of the Request for an Appeal, the Registrar will forward a copy of the Request and all supporting documentation to the Respondent within two (2) business days.
 - a. The Respondent will provide a written submission to the Registrar together with any further supporting documentation, within fifteen (15) business days of receiving a copy of the Student's request.
 - b. The Respondent's submission will contain the following information:
 - i. Response to the Student's detailed reasons for appeal;
 - ii. Witnesses to be called, with summary of evidence to be presented; and
 - iii. Spokesperson, if other than the Respondent.
 - c. In unusual circumstances and at the discretion of the Chair of the Tribunal, additional documents may be accepted from either the Student or the Respondent after the submission deadline.
5. Upon receipt of the Respondent's submission, the Registrar will, within two (2) business days, send a copy of the Respondent's submission to the Student, and

copies of both submissions (from the Student and the Respondent) to the Chair of Education Council.

Striking the Education Council Appeal Tribunal

6. The Chair of Education Council will strike a Tribunal within five (5) business days of receiving the submissions.
 - a. Tribunal members are required to disclose any actual or potential conflict of interest for discussion and determination of their suitability for the Tribunal.
 - b. Tribunal members are required to have completed training on tribunal procedures before participating on a Tribunal.
7. The Tribunal will convene within five (5) business days of being struck to review the documentation and determine whether to accept the appeal request or reject it based on insufficient grounds.
 - a. The Chair of the Tribunal will notify the Student and Respondent in writing of the decision regarding the holding of a Tribunal Hearing and the reasons for that decision within three (3) business days of the meeting.
 - b. If the appeal request is accepted, the Chair of the Tribunal will normally schedule a Tribunal Hearing within ten (10) business days of the decision to proceed.
8. The names of the Tribunal members will remain confidential, and will only be provided to the participants at the time of the Tribunal Hearing.

Appeal Tribunal Hearing

9. The Tribunal Hearing will be attended by:
 - a. Members of the Tribunal;
 - b. The Student;
 - c. The Respondent;
 - d. Witnesses;
 - e. ~~The Arbitrator of Student Issues (observer only);~~ and
 - f. Other persons as indicated below.
10. Tribunal Hearings are closed meetings and are not open to the public or VCC community members who are not involved in the case being heard.
 - a. The Student may have a SUVCC Student Advocate to advise and represent them during the Tribunal Hearing. However, the Student is expected to fully participate in the Tribunal Hearing and answer any direct factual questions asked by the Tribunal.
 - b. The Student may also have a support person present. The support person may not speak to the Tribunal.
 - c. The Student may request accommodations needed to fully participate in the Tribunal Hearing (e.g., sign language interpreter) and should inform the Chair of such requirements five (5) business days prior to the Tribunal Hearing.

11. During the Tribunal Hearing, the Chair will chair the proceedings and ensure that due process is followed. The Chair will begin the Tribunal Hearing by introducing all parties in attendance and outlining the procedures to be followed. An opportunity will be provided for presentation of the issues from the Student's perspective. The Respondent will be given the same opportunity. Tribunal members may ask questions of the parties and any witnesses. All parties may ask questions through the Chair.
12. The Student, Respondent, and members of the Tribunal are expected to return all documentation provided during the proceedings to the Chair at the close of a Tribunal Hearing. The Respondent, members of the Tribunal, and other employees of the College involved are required to maintain the confidentiality of the proceedings.

Tribunal Decision

13. Immediately after the Tribunal Hearing, the Tribunal members will deliberate in private and make a decision regarding the Appeal.
14. The decision:
 - a. is based on the standard of "balance of probabilities,"
 - b. is made by majority vote.
15. The Tribunal will rule that the appeal is "founded" or "unfounded." If the appeal is "founded," a new educational appeal will be initiated under the direction of the original policy (e.g. Appeal of Final Grade policy).
16. The Chair will convey the final decision and rationale to the Student and the Respondent in person the same day (if possible), and in writing within three (3) business days of the Tribunal. The Registrar and the Associate Vice President, Student and Enrolment Services~~Dean of Student Development~~ will also be sent the written decision and rationale.

~~The Arbiter of Student Issues will be given access to the final written decision and rationale as necessary.~~

17. All Tribunals will be recorded, and audio and/or written records will be maintained in the Student Conduct File (for appeals of educational conduct) or Student Academic File (for appeals of final grade) for at least one (1) year after the Tribunal date. These records will remain confidential.

References and Resources

Definitions

Term	Description
Education Council Appeal Tribunal (Tribunal)	The body that hears appeals to Education Council, and consists of four members. The Chair of Education Council (or Vice Chair) will act as the non-voting Chair of the Tribunal. Three members will be drawn from the Education Council membership; one of the three members must be a student.
Balance of probabilities	The standard of proof used in investigations and Tribunals is that the alleged violation is “more likely than not” to have occurred based on the evidence.
Due Process	Students have the right to: 1. Have a policy applied equally; 2. Have a College decision or action be communicated in writing with sufficient detail to be understood by all parties; 3. Dispute an initial College decision or action; 4. Appeal a subsequent College decision or action; 5. Be provided with sufficiently detailed and timely reasoned notice of activity; 6. Have a timely and reasonable opportunity to be heard and present a case before impartial/neutral decision makers; 7. Be provided with sufficiently detailed, reasoned and timely tribunal decisions.
Formal Educational Appeal	The process for requesting a change to an official decision related to educational matters. The appeal process is detailed in VCC educational policies such as Appeal of Final Grade Policy 322 and Student Non-Academic Conduct Policy 324.
Educational Matters	Matters pertaining to either student final grades; or student educational misconduct which includes but is not limited to the following: plagiarism, cheating, and fabrication.
Respondent	The person responsible for the previous Formal Educational Appeal decision.
Student	The person who is appealing the decision of a Formal Educational Appeal.
Student Conduct File	A record held by the Office of Student Conduct & Judicial Affairs, separate from the student’s educational records/files, that contains a complete record of any alleged misconduct by the student, held in accordance with prudent and acceptable standards within the field.

Term	Description
Student Academic File	A record held by the Registrar's Office that contains a complete record of student academic matters at the college, held in accordance with prudent and acceptable standards within the field.
Suspension from the College	Removal of a student from the College for an identified or indefinite period of time. The relevant Dean/Director/Manager/Vice President may recommend to the President that the student be suspended from the College.
Indigenous	The Canadian Constitution recognizes three distinct groups of Indigenous peoples in Canada First Nations, Inuit, and Métis.

Related VCC Policies

VCC Policies	Policy Number
Appeal of Final Grade	322
Freedom of Information and Protection of Privacy	501
Prevention of Harassment, Discrimination, and Bullying	201
Records Management	520
Student Appeal of Suspension to Board of Governors	320
Student Non-Academic Conduct	324
Accommodation for Students with Disabilities	327

Related Resources

- [College and Institute Act](#), RSBC 1996, c 52

Appeal of Final Grade

Policy Type

Academic

Policy Name

Appeal of Final Grade

Policy Number

322

Effective Date - Policy

April 1, 2026

Effective Date - Procedures

April 1, 2026

Last Full Review Date

December 2016

Next Scheduled Review Date

December 2021

Approval Body

Education Council

Policy Sponsor

Vice President Academic & Applied Research

Review Body

Education Policy Committee

Responsible Authority

AVP Students

Policy

Context and Purpose

This policy and its related procedures affirm the right of every Vancouver Community College (VCC; the College) student to appeal a final grade. The appeal may be related to the grade received on one or more assignments, or it may be related to some other aspect of the student's educational experience that may have had an impact on the final grade.

Scope and Limits

This policy applies to students who are, or were, registered in full-time or part-time credit or non-credit courses offered by VCC and addresses appeals relating to educational decisions or circumstances that may have impacted the student's final grade. Issues not related to a

student's final grade are addressed through separate policies as identified below (see 'Related Policies and Legislation').

The scope of this policy does not include:

- a. Course content, learning materials, learning resources
- b. Physical environment and facilities
- c. Professional competence of instructors

Policy Principles

1. VCC encourages open communication between instructors and students about grading throughout the course/program. As a result, the College encourages students, instructors and department leaders to attempt to resolve a concern about evaluative work and/or the final grade on an informal basis before the student files a formal Final Grade Appeal.
2. In order to promote student advancement and student success, and to respect the right to procedural fairness, VCC will provide timely responses to Final Grade Appeals.
3. The purpose of a final grade appeal is to verify the fair assessment of an individual student's skill or knowledge of the course content;
4. The results of an appeal include raising the grade, lowering the grade, or maintaining the same grade depending on the findings of the appeal process.
5. Individuals who participate in a Final Grade Appeal are expected to treat any information they may receive in the course of the investigation and subsequent proceedings confidentially.
6. Students must file a separate appeal request for each final grade they wish to appeal.
7. Students are encouraged to seek advice about this policy and/or its procedures from VCC employees ~~such as the Arbiter of Student Issues~~ and/or from the Students' Union of Vancouver Community College Student Advocate.

Procedures

All Procedures

Students are encouraged to consult with the ~~Arbiter of Student Issues~~ and/or VCC Students' Union ~~A~~dvocate throughout the Final Grade Appeal process.

Informal Resolution of a Final Grade Appeal

1. The student and relevant instructor are strongly encouraged to resolve the student's concern about a final grade on an informal basis by discussing the concerns together prior to the student filing a formal Final Grade Appeal. The student may take concerns to the ~~Arbiter of Student Issues~~ or Students' Union Advocate who may facilitate the attempt to resolve the matter on an informal basis.

2. If a resolution is reached, the instructor will pursue whatever action is agreed upon.
3. If a resolution is not reached with the instructor, the student is strongly encouraged to take concerns to the Department Leader. The Department Leader will document this discussion and communicate in writing any resolution reached.
4. If a resolution is not reached with the Department Leader, the student may initiate a formal appeal of final grade.

Grade Appeals Filed by Group of Students

5. Should a group of students have similar concerns about their final grade, they may meet as a group with the instructor and/or Department Leader as per the informal process above. However, should these meetings fail to achieve a resolution each student must individually file a Final Grade Appeal.

Submission of Final Grade Appeal Form

6. The student must fully complete a "Final Grade Appeal Form (the "Form")", available from the Registrar's Office, and pay the required fee. The Form must be filed with the Registrar's Office no later than ten (10) business days from the date that the grade is posted on myVCC.
7. Deans may consider an appeal after the deadline if there are compassionate or extenuating circumstances or if there is evidence that the student actively pursued an informal resolution that delayed the filing of a formal Final Grade Appeal. The student must provide a written explanation for requesting a discretionary extension of the deadline to appeal.
8. The Registrar's Office will immediately forward the Form and any supporting material to the Dean responsible for the course in which the grade is being appealed.
9. The Dean's office will confirm receipt of the Form and materials in writing to the student and encourage the student to use available resources such as the **Arbiter of Student Issues** ~~and/or the~~ Students' Union Advocate. Only fully completed Forms will be considered. If a Form is incomplete, the Dean will inform the student that the Final Grade Appeal will not proceed until a completed Form is received. The form must be completed and submitted to the Dean within 3 days of this notification.
10. The Dean will determine whether or not the grounds on which the appeal is being made fall within section 11.
 If the grounds do not fall within the scope of this policy, the Dean may dismiss the appeal and will so inform the student, the instructor and the Department Leader in writing. The student may then appeal the decision of the Dean through the process outlined in section "Appealing the Decision of the Dean", below.
11. Grounds for appeal are limited to the following:
 - a. The course outline has not been followed or was not provided by the instructor;
 - b. The evaluation criteria have not been applied according to the Grading, Progression and Withdrawal Policy 411;

- c. The evaluation criteria have not been applied in a reasonable, fair and just manner;
 - d. A procedural error related to grade calculation was made (e.g., instructor lost assignments, calculation errors); and/or
 - e. There was a violation of VCC policy or procedure that has a direct impact on the final grade.
12. The Dean will notify the instructor and the Department Leader about the appeal as soon as possible after the appeal form is received.
 13. The Dean will ensure all efforts are made to complete the formal appeal process within fifteen (15) business days of the appeal being received in the Dean's office. Where this is not possible, the student will be informed of the delay and given a reasonable estimate of the revised time line.
 14. The Dean will collect and review all relevant information and, if necessary, request further information from any of the parties involved.
 15. The Dean must provide the student with a reasonable opportunity to meet with the Dean to discuss their case. The student may bring ~~the Arbiter of Student Issues~~; the SUVCC Student Advocate; or another individual to the meeting.
 16. If the grade being appealed would otherwise prevent the student from continuing with the program of studies or attending the next level of a course or program, the College will allow the student to continue with their studies during the period of the appeal process unless the student's practice, knowledge or theory base is deemed unsafe. In this instance the instructor or Department Leader will provide a written rationale for the student academic file and provide the student with a copy.

Formal Investigation

17. If the grounds are established, then the Dean will make a determination as to how the grade appeal will be resolved, and a written rationale will be provided to the student, Department Leader and instructor. The Dean may select any or all of the following course(s) of action:
 - a. Order a re-marking of written or recorded work as outlined by the process below;
 - b. Order a review of non-written or non-recorded work by the process outlined below;
 - c. Convene a Final Grade Appeal Committee, which will review any non-evaluative claims and recommend a decision to the Dean; and/or
 - d. Some other process at the discretion of the Dean, in consultation with the Department Leader and instructor.
18. In order to make this determination, the Dean may:
 - a. Ask the instructor to verify that the body of work submitted by the student is authentic, accurate and complete.
 - b. Ask the instructor to submit any additional course work completed by the student that was not returned to the student and any additional instructional materials provided to the student.

- c. Seek any other relevant information. If the appeal requires the Dean to investigate the matter, the Dean must provide an opportunity for the student to meet with the Dean to provide further information.
- 19. If there is a delay past the 15 (fifteen) business day period, the Dean will inform the student of the delay and give a revised time line.

Re-marking of Written or Recorded Work

- 20. Evaluated student work that is written, audio-recorded, video-recorded, photographed or otherwise captured, may be re-marked provided that the work contains all the information necessary for re-marking as determined by the testing rubric and/or relevant guidelines.
- 21. If the re-marking of the written or recorded work is ordered, then the Dean, in consultation with the Department Leader, will appoint two independent reviewers, (i.e., who have not been involved with the student during the course being appealed), drawn from faculty members in the same or related disciplines. The reviewers will review independently the student's work to determine whether or not a change in grade is warranted.
- 22. Each of the independent reviewers will be provided with copies of the written or recorded work that the student has requested be reviewed.
 - a. For written work, any student names, marks, comments or notations made by the original instructor will be removed from the work; if necessary, the work will be retyped by the Dean's office. The reviewers may, at any point in the review, request from the Dean permission to see all of the body of work relevant to the grade appeal completed by the student (also free of marks, comments and notations). However, this request would not require the reviewer to re-evaluate the additional course work. If permission is granted, the Dean will include this information in the written rationale of their final decision.
 - b. For recorded work where removal of the identity of the student is impossible due to the nature of the medium (e.g., video or audio-recording) or the re-evaluation requires direct observation of the actions of the student (e.g., practical skills demonstration), the independent reviewers will continue the evaluation without requiring an attempt to hide the identity of the student.
- 23. The independent reviewers will review the work and arrive at an assessment within five (5) business days of receipt of the appeal material. An extension of time will be considered only if there are extenuating circumstances to warrant the extension. The reviewers will, independently and in writing, submit the reasons for the grade determination on the re-marked work and forward this to the Dean. Neither reviewer will share or discuss their findings with the other reviewer.

Re-evaluation of Non-written or Non-recorded Work

24. This section applies when evaluative elements of courses are non-written or non-recorded, or have limited written or recorded material (e.g., practical skill demonstrations, practicum placement experiences).
25. If the course, program or department has a written published protocol for handling the review of such work either throughout the course (e.g., multiple attempts to pass a practical demonstration) or after the course (e.g., final comprehensive practical exam), or by other means, this protocol is to be followed in the review of the student's work. The Dean may investigate and determine whether the protocol was followed correctly and if the protocol itself is fair and reasonable. The Dean may decide whether the student appeal should be upheld or denied based on the outcome of this review.
26. Where there is not a course, program or departmental published protocol for review of such work, the Dean may rule in favour of the student based on an investigation or may refer the matter to the Final Grade Appeal Committee who may consider all aspects of the student appeal in reaching a recommendation.

Convening a Final Grade Appeal Committee

27. The Dean may convene a Final Grade Appeal Committee to review any claims other than re-marking or re-evaluation of student work that leads to a decision. The Committee will make a recommendation to the Dean.
28. The student will be required to complete a Final Grade Appeal Committee Information Form, which will be provided by the Dean.
29. The Final Grade Appeal Committee will typically be composed of the following:
 - a. The Dean as Final Grade Appeal Committee Chair ("Chair");
 - b. Two (2) faculty members or Continuing Studies instructors from a program other than the program of the appealing student (this can include one Department Head); and
 - c. Two (2) student members, with one (1) student member from a program other than the program of the student pursuing the appeal.
30. Final Grade Appeal Committee members are required to disclose any actual, potential or perceived conflict of interest to the Committee for discussion and determination of suitability for the Final Grade Appeal Committee. The Dean will not participate where there is a conflict of interest and instead appoint a Dean from another area.
31. The Dean will select faculty members for the Final Grade Appeal Committee from a list provided by the Chair of the Appeals Oversight Committee of Education Council or will select faculty who have previously participated in appeal hearings. The Dean will request student representation from the Students Union of VCC.
32. The names of the Final Grade Appeal Committee members will remain confidential, and only be provided to the participants at the time of the hearing.
33. When necessary to convene, the Final Grade Appeal Committee hearing will be attended by:

- a. Members of the Final Grade Appeal Committee;
 - b. The student. The student is expected to fully participate in the hearing and answer any direct factual questions asked by the Committee;
 - c. The relevant instructor(s);
 - d. The relevant Department Leader;
 - e. The relevant Dean/Director (or delegate if not chairing the Committee);
 - f. Other persons as indicated below may attend the hearing:
 - i. a VCC Students' Union Advocate
 - ii. a support person may accompany the student, Department leader or instructor. The support person may not speak during the Committee hearing. The name of the support person must be provided to the Chair five (5) business days before the Committee meeting.
 - ~~iii. The Arbitrator of Student Issues is notified of every appeal, and will be invited to attend as an observer.~~
 - ~~iv.~~ iii. Witnesses. The student and/or the instructor may call in witnesses to the hearing. Any witnesses will remain outside the hearing until called in by the Chair and will leave when directed by the Chair.
34. The student may request accommodations needed to fully participate in the Committee hearing (e.g., interpreter) and must inform the Chair of such requirements at least five (5) business days before the Committee hearing.
 35. The student or the instructor may request one 5 minute caucus discussion with their support person.
 36. The Chair will compile the student and instructor packages and distribute to the Committee attendees at least 2 business days prior to the hearing date.
 37. The Final Grade Appeal Committee hearings are closed meetings and are not open to the public or VCC community members who are not involved in the case being heard.
 38. During the hearing, the Chair will ensure that due process is followed. The Chair will begin by introducing all parties in attendance and outlining the procedures to be followed. An opportunity will be provided for presentation of the issues from the student's perspective. The instructor or Department Leader will be given the same opportunity. Committee members may ask questions of the parties and any witnesses. All parties may ask questions through the Chair.
 39. Members of the Committee and other employees of the College involved are required to maintain the confidentiality of the proceedings.
 40. Immediately after the Committee proceedings end, the members will deliberate in private and make a recommendation regarding the Appeal.
 41. The recommendation is made by majority vote.
 42. The Chair will summarize the recommendation of the Committee.
 43. All Appeal Committee hearings will be recorded, and written and/or audio records will be maintained by Registrar's Office in the Student Academic File for at least one (1) year after the Committee date. These records will remain confidential.

Rendering a Final Decision

44. The Dean will consider all information uncovered during the course of the investigation including the results of re-marking or review by independent reviewers, and/or recommendations from the Final Grade Appeal Committee to render a final decision.
45. The Dean may
 - a. Let the original grade stand;
 - b. Substitute a new grade (up or down);
 - c. Retroactively withdraw the student from the course without academic penalty; or
 - d. Proceed with other action as appropriate.
46. The Dean will communicate the final decision, with rationale, in writing to the student with a copy to the Department Leader and Student Records in the Registrar's Office. This decision will be included in the Student Academic File.

Consequence of Failed or Successful Final Grade Appeal

47. If the student's grade appeal is successful, the grade is changed and corrected in the student academic file and transcript. If the student has been prevented from progressing in a course or program pending the appeal, the student will be allowed to proceed with the program. If not possible, other options for continuation will be provided. The student will also be refunded the fee for the Final Grade Appeal.
48. The student remains responsible for any academic, personal or financial consequences of a final grade appeal excluding the following:
 - a. If the student continues in classes which require the appealed course as a prerequisite pending the outcome of the appeal, and the appeal fails, the student will be retroactively withdrawn from the course(s) and the course specific tuitions and related fees will be refunded.
 - b. If the student fails to register for classes for which the appealed course is a prerequisite, and the appeal is successful, the student's grades will be adjusted but no other extraordinary measures will be taken (e.g., given priority course registration in the future).
 - c. If the decision is to retroactively withdraw a student from the course whose final grade the student is appealing, the student will not suffer academic penalty. The student may remain responsible for tuition and other course related fees paid during the time the class was taken. Exception to this is at the sole discretion of the Dean based on medical and compassionate considerations.

Appealing the Decision of the Dean

49. A student may appeal the Dean's decision through an [Appeal to Education Council on Academic Matters Policy](#) 321. During this appeal, the same restrictions/permissions (e.g., class attendance) that apply during the Dean level of the appeal also apply during an appeal to Education Council.
50. Grounds for appeals to Education Council are limited to the following:

1. the prior Formal Appeal lacked due process;
2. there is relevant new information that was not available when the prior Formal Appeal decision was made and that may have influenced the outcome.

References and Resources

Definitions

Term	Description
Appeals Oversight Committee of Education Council	A standing committee charged with ensuring that student appeal proceedings are consistent with approved processes and undertaken in full compliance with educational policies and the legislative requirements of the College & Institute Act.
Dean	The Dean responsible for the course within which the grade is being appealed or delegate.
Evaluative Student Work	Student work that is marked by an instructor.
Final Grade	A letter, designation, or percentile indicating a degree of cumulative achievement for any educational work in a VCC course which may be comprised of multiple evaluative tools with variable weighting (e.g. tests, assignments, attendance requirements) recorded by the Registrar's office. It is assigned at the completion of a course.
Final Grade Appeal	A final grade appeal investigates a student's disagreement with the final grade assigned by an instructor.
Final Grade Appeal Committee	The body that may hear evidence about the Final Grade Appeal and make a recommendation about the appeal to the Dean. The Final Grade Appeal Committee will typically consist of three (3) to five (5) members.
Non-written or Non-recorded Student Work	Graded student work that is neither recorded nor written such as practical skill demonstrations in a lab environment, and/or practicum placement experiences. As this type of work is not physically captured, it cannot simply be re-assessed by another.
Program/Course Documentation	All material that was used by the instructor for the purpose of determining a final grade. This includes, but is not limited to, the Program Content Guide, the course outline, a syllabus or Student Handbook (if provided), all available original marked assignments, examinations, examination keys, evaluation notes, recordings, etc.
Student	A student is a person who is, or was, registered in full-time or part-time credit or non- credit courses offered by VCC.

Term	Description
Student Academic File	A record held by the Registrar's Office that contains a complete record of student academic matters at the college in accordance with prudent and acceptable standards within the field of academic records.

Related VCC Policies

VCC Policies	Policy Number
Academic Integrity	325
Admissions	301
Student Appeal to Education Council on Academic Matters	321
Curriculum Development and Approval	410
Flexible Admissions	302
Grading, Progression and Withdrawal	411
Prevention of Harassment, Discrimination, and Bullying	201
Prior Learning Assessment and Recognition	316
Requirements for Student Attendance and Participation	326

Related Resources

- [College and Institute Act](#), RSBC 1996, c 52

Student Non-Academic Conduct

Policy Type

Academic

Policy Name

Student Non-Academic Conduct

Policy Number

324

Effective Date - Policy

May 27, 2021

Effective Date - Procedures

April 1, 2026

Last Full Review Date

May 2021

Next Scheduled Review Date

May 2026

Approval Body

Board of Governors with Education Council Advice

Policy Sponsor

Vice President Students & Community Development

Review Body

Education Policy Committee

Responsible Authority

AVP Students

Policy

Context and Purpose

Vancouver Community College (VCC; the College) seeks to provide and maintain a safe and respectful learning and working environment in which the rights, responsibilities, and dignity of all are respected. This policy integrates Indigenous and diverse ways of beings into the resolution of student non-academic misconduct and to building capacity for intercultural understanding.

This policy outlines the expected standards of non-academic student conduct and describes the processes that will be followed should a breach of these standards occur.

Scope and Limits

This policy and its related procedures apply to all students, and address conduct that:

- arises in connection with VCC activities or events on or off VCC property, including all educational events, and through any medium or means of communication
- involves property, equipment, or systems owned, borrowed, or leased by VCC

This policy and its related procedures may not apply to specific conduct more appropriately covered under other College policies and procedures, including but not limited to Academic Integrity Policy 325; Prevention of Harassment, Discrimination, and Bullying Policy 201; and Sexual Violence and Misconduct Policy 210.

The responsive or disciplinary measures outlined in this policy will apply to violations of Sexual Violence and Misconduct Policy 210, if the Respondent is a Student.

Policy Principles

1. VCC has the right and responsibility to establish and enforce standards of student conduct.
2. Students are responsible for educating themselves about VCC policies and procedures, including standards of student conduct. Ignorance of any VCC policies and procedures does not excuse students from responsibility for their actions.
3. VCC expects students to conduct themselves responsibly in accordance with the following values:
 - a. the right to learn
 - b. courtesy
 - c. mutual respect
 - d. diversity
 - e. free inquiry
 - f. individual safety
 - g. freedom from harassment, discrimination, and bullying
4. Students have the right to assemble for a lawful protest, subject to reasonable restrictions imposed by the College for safety and security reasons.
5. VCC will investigate allegations of student misconduct and take appropriate fair and timely action. VCC will impose Corrective Measures appropriate to the nature and seriousness of the misconduct.
6. The College may elect not to begin proceedings or impose Corrective Measures under this policy for alleged misconduct if public prosecution for that misconduct is anticipated or until law enforcement officials have disposed of the case. If the College determines its interest is clearly distinct from that of the community outside the College, proceedings under this policy may go forward.

7. Students and employees are encouraged to report any student misconduct to the relevant instructor, Department Leader, Dean/Director, Student Conduct and Judicial Affairs Officer, or another College employee.
8. The College's Committee Concerned with Student Behaviour (CCSB) assists in supporting a safe campus community that engages all areas of the College, students and employees in creating a respectful and responsible environment for the success of all students.

Procedures

All Procedures

General

1. Students and employees are encouraged to seek advice about this policy and/or its procedures from VCC employees ~~such as the Arbiter of Student Issues~~, and/or from the SUVCC's Student Advocate.
2. Incidents of misconduct occurring during a practicum, work experience, or other VCC activity off campus are reported and addressed in a formal resolution process. If a College employee is not present, the workplace supervisor observing the incident employs their own workplace policy and procedures in order to manage the immediate situation. The workplace supervisor notifies a previously identified VCC contact person, who assesses the situation and determines whether additional action is required in accordance with College policy.

Misconduct Involving Safety or Risk

3. Misconduct that obstructs the activities of the College and/or represents a threat to students or employees should be reported to Security immediately.
4. Security representative(s) manage the situation in accordance with established practices and policies to restore activities to their normal state and/or to control, mitigate, or eliminate the threat.
5. Security representative(s) complete an Incident Report that is forwarded to the Director of Safety, Security, Risk and Privacy (DSSRP), who forwards a copy to the Student Conduct and Judicial Affairs Officer (Conduct Officer) to be included in the Student Conduct File.
6. If Security is unavailable, where circumstances require action, any VCC employee has the right to ask the student to leave the classroom or learning area. Security is notified as soon as possible. An Incident Report should be sent to the DSSRP and the Conduct Officer within one (1) business day.
7. In the event of a serious or imminent threat, the College has the right to take all necessary Corrective or Interim Measures to secure the safety of students, employees, and visitors. This may include the removal of a student from a classroom

or other College facilities or locations either temporarily or for an extended period of time, or calling the police.

8. Where serious risks to safety are identified, the DSSRP or designate and/or the Conduct Officer are authorized to remove a student from a program, class, and/or College facilities or locations, and issue a 24-hour Safety Suspension, which may be extended if needed for investigation purposes. Interim Measures may also be imposed at this time. Such a removal and/or any Interim Measures do not imply a finding of responsibility or breach of the Student Non-Academic Conduct policy.
9. The DSSRP or designate reviews the circumstances with the Conduct Officer and drafts an action plan that is circulated to affected College employees.
10. The student is required to meet with the DSSRP or designate, the Conduct Officer and/or other employees before returning to the College.
11. The Conduct Officer supports the Manager of Safety and Security as needed for any investigation regarding Sexual Violence and Misconduct Policy 210.

Classroom Management

12. In cases where reasonable efforts to manage student non-academic conduct are not successful, instructors or other employees have the right to ask the student to leave the classroom/service area for the day. Such incidents must be reported to the relevant Department Leader/Supervisor and the Conduct Officer in a timely manner.
13. The student may be required to meet with the Conduct Officer to review the concern and to receive support and direction before returning to class.
14. In cases where the recording of lectures or other classroom activities have been approved by the instructor, such content is restricted to personal use only. Permission must be expressly granted in writing by the instructor and other classroom participants, including other students, for any other use, including sharing with other classmates. This is not meant to limit the support for students who have been approved by Disability Services for audio and/or video recording of lectures and other classroom activities as a reasonable accommodation.

Informal Resolution

15. VCC encourages the informal resolution of student misconduct situations where appropriate, and believes that in most cases, early discussion and education is the most effective way to resolve student misconduct and to prevent the escalation of concerns.
16. In many cases, misconduct that does not interfere with the activities of the College and/or does not represent a threat to others may be addressed by the appropriate instructor or employee as follows:
 - a. Bring the misconduct to the student's attention and utilize additional Student and Enrolment Services when required.
 - b. Give the student an opportunity to explain the behaviour.

- c. Explain why the misconduct is unacceptable, what element of Policy was breached, and the standard of conduct that is expected. This could include a written document explaining what behaviour was unacceptable, what acceptable behaviour is, and what the consequences of non-compliance are.
 - d. Give the student an opportunity to correct the behaviour.
 - e. If the misconduct persists, consult with the Department Leader/Supervisor and complete a Student Conduct Report.
17. An issue of misconduct is referred to a formal resolution process when:
- a. there are multiple instances of misconduct by the same student
 - b. the matter is a serious breach of conduct
 - c. the informal resolution process is not engaged, such as when there are concerns regarding safety and/or power imbalance
 - d. the alleged student misconduct issue is not resolved through the informal resolution process

Formal Resolution

18. Incidents of alleged student misconduct that cannot be resolved informally must be recorded in a Student Conduct Report. The Student Conduct Report is prepared by the relevant employee, immediate supervisor, or Department Leader and forwarded to the Conduct Officer and the relevant Dean/Director. The Conduct officer forwards a copy of the Report to the student.
19. Student Conduct Reports must be completed and forwarded no later than four (4) business days after the incident, or within a reasonable time limit given Special Circumstances.
20. The Conduct Officer or designate, in consultation with the relevant Dean/Director, reviews the Student Conduct Report to determine if an investigation is required.
21. The Conduct Officer or designate may request interviews with the student, the employee, the employee's supervisor, Department Leader, relevant Dean/Director, and/or any other relevant person in order to make this determination.
22. Based on the evidence provided at the time, the Conduct Officer determines how to proceed with a resolution. They may decide that:
- a. The allegations do not constitute a breach of student conduct. In this case, the student is notified and the matter is considered resolved.
 - b. An informal resolution should be attempted. In this case, the matter is sent back to the Instructor/staff member who submitted the Student Conduct Report. Recommendations and/or tips for resolving the matter may be provided.
 - c. A Discretionary or Interim Measure be imposed.
 - d. An investigation into the alleged student misconduct is required. In this case, the employee, the employee's supervisor, the Department Leader, and the student are notified in writing, and the investigation begins. An estimated timeline for the investigation is also provided.

Investigation

23. The Conduct Officer conducts the investigation.
24. The purpose of the investigation is to gather facts and statements relevant to the behavior or incident in question. The Conduct Officer determines an appropriate process for the investigation, which may include:
 - a. a review of relevant information and documents
 - b. obtaining written submissions
 - c. meeting with the parties involved or any witnesses deemed relevant to the investigation
25. The student may bring a support person or an advocate to the interview.
26. With the exception of the student subject to the investigation, all persons who are involved in an investigation or proceeding pertaining to alleged student non-academic misconduct are expected to treat confidentially any information they receive during the course of the investigation or proceeding.
27. If the student fails to cooperate with the investigation or to be reasonably available for a meeting, the investigation proceeds without the input of the student.
28. Based on the evidence presented in the investigation, the Conduct Officer or designate determines an appropriate course of action.
 - a. If the student is found to have not breached the standards of conduct, all Interim Measures are lifted, and the student is returned to full status. The findings are communicated to the student and added to the Student Conduct File. The Conduct Officer works with the student and relevant areas of the College to address any negative impact of the Interim or Discretionary Measures on the student's academic progress.
 - b. If the student is found to have breached the standards of conduct, a suitable Corrective Measure is imposed based on the seriousness of the misconduct, the student's record of prior conduct, and any other factors that may be relevant to the decision.
 - c. If the Student is found to have breached the standards of conduct, but may not be culpable for their conduct, a Non-corrective Measure may be imposed. In some cases, the College may cancel the Student's registration for a period of time, and may grant a refund if warranted. The Conduct Officer or designate may subsequently permit the Student to re-register at the College subject to conditions that are appropriate in the circumstances.
29. If the recommended Corrective Measure is suspension from the College, the Conduct Officer consults with the appropriate Dean, and submits the recommendation in writing to the Vice President, Academic & Research.
 - a. The Vice President, Academic & Research considers the recommendation and decides on the appropriate response.
 - b. The Vice President, Academic & Research submits the recommendation to suspend to the President, who makes the final decision within ten (10) business days of receipt of the recommendation, and informs the student in

writing of the decision and rationale. This timeframe may be extended if circumstances warrant such an extension.

- c. The President immediately reports the suspension of a Student, with reasons, to the Board of Governors.
- 30. If a student does not comply with mandated Corrective Measures, additional Corrective Measures may be imposed.
- 31. The Conduct Officer or designate informs those employees of the College who have a need to know as part of their ongoing employment responsibilities, of the results of the investigation and any Measures that have been taken. This information shall be treated in confidence.
- 32. Records of the investigation and its result are kept in the Student Conduct File in accordance with Records Management Policy 520.
- 33. Corrective Measures imposed under this policy may be appealed in accordance with established College processes. Corrective Measures that are imposed remain in place during the appeal process.

Appeals of Corrective Measures other than Suspension from the College

- 34. A student may appeal Corrective Measures except Suspension from the College, by submitting a Student Non-Academic Conduct Appeal Request Form to the Registrar.
- 35. Appeals can be made under either of the following circumstances:
 - a. The investigation lacked Procedural Fairness; or
 - b. There is relevant new information that was not available at the time the decision was made and that would have influenced the outcome.
- 36. Students are encouraged to contact the Conduct Officer if relevant new information or evidence of a lack of procedural fairness arises before filing a formal appeal, to provide an opportunity to revise the original disciplinary decision.
- 37. Appeals must be submitted no later than ten (10) business days from the date of the decision. Submissions received after the ten (10) business days are forwarded to the Appeal Hearing Committee (the Committee) for a decision as to whether or not they will hear the case.
- 38. The Registrar forwards the completed Appeal Form and all supporting documentation to the Associate Vice President, Student & Enrolment Services, who, as soon as practicable and in a reasonable timeframe, forms a Committee.
- 39. The Committee is composed of the following three members:
 - a. Associate Vice President, Student & Enrolment Services as the Chair;
 - b. One (1) employee; and
 - c. One (1) student member.
- 40. Committee members are required to disclose any actual or potential conflicts of interest to the Chair, who determines their suitability for the Committee.
- 41. The Chair submits all relevant documentation to Committee members as soon as they are appointed.
- 42. The Chair calls an initial meeting of the Committee to review the documentation and decide whether to accept the appeal request or reject it based on insufficient

grounds. ~~The Arbiter of Student Issues is invited to attend the meeting as a silent observer.~~

43. The student is notified of the Committee's decision. If the appeal request is accepted, the Chair normally schedules an Appeal Hearing (the Hearing) within fifteen (15) business days of receipt of the appeal request. The Chair contacts the student to determine if any accommodations are required for the Hearing.
44. The names of Committee members remain confidential and are only provided to the attendees at the time of the Hearing.
45. The Hearing is attended by:
 - a. The Chair and members of the Committee;
 - b. The student;
 - c. The Conduct Officer or designate who imposed the initial Corrective Measures and/or the DSSRP for a safety suspension;
 - d. Witnesses;
 - e. Any Support Persons and/or advocates; ~~and~~
 - ~~f. The Arbiter of Student Issues (as a silent observer).~~
46. Hearings are closed meetings and are not open to the public or VCC community members who are not involved in the case being heard.
 - a. The student may have an advocate to advise and/or represent them during the Hearing. The student needs to provide 48 hours' notice to the College of the identity of the advocate. However, the student must participate fully in the Hearing and answer any direct factual questions asked by the Committee.
 - b. The student may also have a support person present. The support person may not speak to the Committee.
47. The Chair begins the Hearing by introducing all parties in attendance and outlining the procedures to be followed. An opportunity is provided for presentation of the issues and questions from the student's perspective. The decision-maker named in the Appeal is given the same opportunity. Committee members may ask questions of the parties and any witnesses.
48. All attendees, except the Student, are expected to return all documentation at the close of the Hearing and to maintain the confidentiality of the proceedings.
49. Immediately after the Hearing, the Committee members deliberate in private and make a decision regarding whether the Appeal is founded or not founded.
50. The decision:
 - a. is based on the "balance of probabilities";
 - b. is made by majority vote; and
 - c. with the Chair voting only in the event of a tie.
51. The Committee may uphold the Corrective Measure(s) or reject the original decision and return it to the decision-maker.
52. The student and the decision-maker are notified in writing within three (3) business days of the Hearing.
53. All Hearings are recorded, and written or audio records are maintained in the Student Conduct File in accordance with Records Management Policy 520. These records remain confidential.

54. The Committee's decision is final.

Appeal of a Suspension from the College

55. Students have the right to file an appeal of suspension to the Board of Governors.
Refer to Student Appeal of Suspension to Board of Governors Policy 320.

References and Resources

Definitions

Term	Description
Appeal Hearing Committee	The group that decides appeals of student conduct decisions.
Balance of probabilities	The standard of proof used in investigations and Appeal tribunals is that, based on the evidence, the alleged violation is "more likely than not" to have occurred.
Corrective Measure	Any sanction imposed by the College to address, correct, or mitigate conduct violations. More than one corrective measure may be imposed at one time. Corrective measures may include, but are not limited to, the following: a. Letter of Reprimand: The minimum sanction for a student found responsible for an incident of misconduct. It may be given with or without other corrective measures. b. Student Conduct Contract: A formal document specifying conduct expectations for a defined length of time that the student must meet. Failure to meet the requirements of the conduct contract may lead to more severe Corrective Measures up to and including suspension. c. Restriction: Limiting access to specific College activities, facilities, and/or services for a specified period of time or permanently. d. Safety Suspension: An immediate action taken to remove a Student from College property for a specified period of time. e. Suspension from the College: Removal of a Student from the College by the President for an identified or indefinite period of time pursuant to the College and Institute Act. f. Loss of Privileges: Denial of specific privileges for a specified period of time (e.g., access to a service or lab space). g. Hold: Preventing access to one or more College services for a specified period of time. The type of hold may vary depending on the nature of the conduct violation and may include, but is not limited to registration, admission, or readmission.

Term	Description
Discretionary Measure	Any other sanction that appears warranted under the circumstances, such as a letter of apology, work assignment, restitution, service to the College, essay, or other measure.
Interim Measure	Any direction given to a student pending a formal review of a safety, risk or conduct concern. Interim Measures are taken in an effort to protect the safety and wellbeing of students, employees, and community members. Interim Measures are preliminary in nature and are generally in effect until an investigation and meetings with the student are completed. Interim Measures may include a ban from campus property, safety suspension or other necessary restrictions.
Misconduct	Unacceptable or improper behaviour which may include one or more of the following: (Specific examples of student misconduct can be found in Appendix A.) a. Dishonesty: Knowingly providing false or incomplete information to any VCC employee; forgery; alteration or misuse of any VCC document, record, or form of identification; misrepresentation or falsification of identity, status, or documentation. b. Disruption or obstruction of VCC business, including learning, teaching, research, administration, and other events and activities on or off VCC property. This definition should not be construed to deny students the right to assemble and protest lawfully. c. Use of VCC computers or electronic equipment or systems in contravention of College policies and procedures on such matters, including but not limited to policy B.5.2 Appropriate and Responsible Use of Education Information Technology. d. Actual or attempted theft or damage, misuse, vandalism, defacement, or destruction of VCC property or the property of any student, employee, or visitor. e. Failure or refusal to comply with a reasonable request or direction from an authorized VCC employee. f. Refusal to identify oneself to an authorized VCC employee when asked to do so. g. Possession, copying, or use of keys, access cards, or any other mechanism for entering VCC premises without advance authorization. h. Use, manufacture, distribution or possession of open alcoholic drinks, except in locations licensed for that purpose. i. Being under the influence of any substance to the point of impairment and being unsafe or disruptive.

Term	Description
	j. Use, possession, manufacturing, or distribution of any controlled substances except as expressly permitted by law. k. Possession of firearms, explosives, other weapons, or dangerous chemicals or use of any such items, in a manner that threatens, harms, or intimidates others. l. Unreasonable interference with the free flow of pedestrian or vehicle traffic except when part of a lawful protest. m. Unlawful actions on VCC property, physical or virtual, in violation of the Criminal Code of Canada or any other federal and/or provincial legislation or municipal by-laws. n. Unauthorized use of the VCC name, reputation, symbols, or logo. o. Violation of any VCC policy, rule, or regulation published by VCC or available on the VCC website. p. Aiding and/or encouraging any of the misconduct listed above. q. Any other conduct that may be reasonably deemed to be in violation of the College's student conduct expectations.
Non-Corrective Measures	Measures that address actual behaviour but are non-disciplinary in nature; e.g., involuntary leave of absence related to medical or mental health concerns.
Procedural Fairness & Natural Justice	The principles ensuring that a dispute is fairly decided. Both the Student and Respondent(s) have equal right to: a. have a policy applied equally; b. have a College decision or action communicated in writing with sufficient detail; c. dispute an initial College decision or action; d. appeal a subsequent College decision or action; e. be provided with sufficiently detailed and timely reasoned notice of activity; f. have a timely and reasonable opportunity to be heard and present a case before impartial/neutral decision makers; g. be provided with sufficiently detailed, reasoned and timely tribunal decisions; and h. seek representation or advocacy.
Special Circumstances	Situations where a Student or employee, due to events or forces outside their control, is unable to submit the appropriate documentation within the prescribed deadline. Special Circumstances include, but are not limited to, illness, family emergency, inability to access support services in a timely manner, or College delay in rendering pertinent information.

Term	Description
Student	A person who is registered in a full-time or part-time credit or non-credit course offered by VCC. Persons are still considered a student if they withdraw after allegedly violating the Student Non-Academic Conduct policy or have been subject to involuntary withdrawal. Those who are not officially enrolled for a particular term but who have a continuing relationship with VCC or who have been notified of their acceptance for admission are also considered students.
Student Conduct File	A record held by the Associate Vice President, Student & Enrolment Services or delegate, separate from the Student's academic record that contains a complete record of any alleged misconduct by the Student, held in accordance with prudent and acceptable standards within the field.
Student Conduct Report	A document used for reporting allegations of student misconduct.

Related VCC Policies

VCC Policies	Policy Number
Academic Integrity	325
Appeal to Education Council on Educational Matters	321
Appropriate and Responsible Use of Educational and Information Technology	505
Emergency Management	220
Freedom of Information and Protection of Privacy	501
Lending and Borrowing College Equipment	416
Prevention of Harassment, Discrimination, and Bullying	201
Records Management	520
Serving Liquor on VCC Property	144
Sexual Violence and Misconduct	210
Smoke-Free Campus	221
Standards of Employee Conduct & Conflict of Interest	202
Student Appeal of Suspension to Board of Governors	320
Accommodation for Students with Disabilities	327
Violence Prevention	211

Related Resources

- [College and Institute Act](#), RSBC 1996, c 52
- [Criminal Code](#), RSC 1985, c C-46



Education Policy Committee of Education Council

Terms of Reference

First Approved by Education Council: January 2010
Last Revised: June 2022; **Draft March 2026**

Committee name:	Education Policy Committee
Purpose:	The Education Policy Committee is a standing committee of Education Council charged with ensuring that educational policy development and review are consistent and compliant with approved College policies and procedures, the legislative requirements of the College & Institute Act and in accordance with procedural fairness and natural justice precepts.
Authority & Reporting:	The Committee acts in an advisory capacity to Education Council as directed by Articles 14.1 to 14.9 of the Education Council bylaws or as directed by the Council. The Committee Chair provides monthly reports to Education Council and presents information/decision notes and motions as required.
Chairperson:	An Education Council member is elected by Education Council at the December meeting for a one (1) year (January-December) term as Chair of the Education Policy Committee. Chair release time is 25%.
Duties:	The Committee will: 1. Check that all education policies and procedures are thoroughly reviewed throughout the development and approval cycle. 2. Review and discuss draft policies and procedures and provide feedback and direction as needed. 3. Approve sending draft policies and procedures for College feedback. 4. Confirm that all feedback is appropriately addressed. 5. Provide recommendations to Education Council for approval of new or reviewed policies and procedures, or revised policies. 6. Vet revisions to policy definitions and procedures and ensure that these are consistent with the intentions of the related policy and do not contravene the policy principles. 7. Approve revisions to policy definitions and procedures. 8. Provide advice and support on the impact and implementation of new or revised education policies and procedures, as requested. 9. Review draft guidelines, standards and administrative policies as requested. 10. Strike ad hoc committees as required.

Meetings & Quorum: The Committee meets monthly as required. Quorum is eight (8) voting members.

Membership: Members do not have to be Education Council members to serve on Education Council committees.

The Committee is composed of the following members:

1. One (1) Education Council member elected by the members of Education Council as Chair.
2. One (1) faculty member from each area of the College selected by the respective faculty representative on Education Council. The faculty representative sitting on Education Council is responsible for initiating and conducting a selection process for their area.
 - a. One (1) faculty member from each School or Centre (not including the Centre for Continuing Studies);
 - b. One (1) faculty member from the Library and Learning Centre; and
 - c. One (1) faculty member from Student Success.
3. One (1) administrator from the Centre for Continuing Studies appointed by the Dean of Continuing Studies.
4. Dean of Indigenous Initiatives or designate.
5. One (1) representative from International Education appointed by the Director of International Education.
6. One (1) support staff representative selected by the support staff representatives of Education Council.
7. One (1) representative selected by the Students' Union of VCC.
8. One (1) dean appointed by the Vice President Academic and Research, representing administration.
9. Associate Vice President Student & Enrolment Services or designate.
10. Registrar or designate.
11. Coordinator, Curriculum and Policy.
12. Vice President Academic and Research.
13. Education Council Chair, ex officio.
- ~~14. Arbitrator of Student Issues, ex officio, voice no vote.~~

Length of Term: All terms will be two (2) years in renewable staggered terms.

Minutes & Resources: The Education Council Recording Secretary drafts minutes of meetings and provides support as needed. This person is responsible for collecting policy submissions, preparing and distributing documents, agendas and notes, and providing organizational support for meetings.

Without Prejudice Space: The Committee requires contentious issues to be discussed and will provide a safe space for members to express their opinions without fear of reprisal.

2026/27 CD Fund Proposals

Proposals	Project Lead	Amount Approved
HOSPITALITY, FOOD STUDIES & APPLIED BUSINESS		
Accounting Diploma Term 4	A. Sellwood	\$ 7,500
IT Project Management Year 2	A. Sellwood	\$ 18,000
Project & Production Accounting	A. Sellwood	\$ 5,000
Baking & Pastry Arts Restructuring	L. Vestergaard/ S. Findlay	\$ 15,000
Hospitality Degree Course Development	L. Barnes	\$ 12,000
		\$ 57,500
CONTINUING STUDIES		
MDRT Content Update		\$ 16,500
ISSA Course Work		\$ 20,000
Counselling Skills		\$ 2,800
Online Practicum Supports V2		\$ 2,700
Program Renewal: OACP (Y1)		\$ 5,000
		\$ 47,000
ARTS & SCIENCES		
EASD Food Service & Career Awareness	S. Bestard/L. Deacon	\$ 25,000
Bachelor of Applied Music Implementation	E. Logan	\$ 21,000
Universal Moodle Template for Science, Math, Humanities	F. Mohammadbeigi	\$ 13,000
Intro to Self-Paced English	M. Weber	\$ 2,500
Physics of Music Course	E. Logan/N. Tohidi	\$ 2,500
		\$ 64,000
TRADES, TECHNOLOGY & DESIGN		
HMT Apprenticeship Level 1 to 4 & Truck & Transport Mechanic Apprenticeship Level 4	A. Kelly	\$ 34,500
Construction Electrician Apprenticeship Levels 3 & 4	B. Wauters	\$ 18,000
Construction Engineering Technician Diploma (CAD & BIM)	K. Wightman	\$ 7,500
EV Electronics Certificate	G. Ariana	\$ 20,000
Advanced Driver Assist Systems (TRDE 3002)	R. Lee	\$ 2,500

2026/27 CD Fund Proposals

Proposals	Project Lead	Amount Approved
High Performance & Custom Engine Tech Diploma Program	G. Mui	\$ 13,000
Program Renewal: Heavy Mechanical Trades		\$ 5,000
Program Renewal: Cosmetology		\$ 5,000
		\$ 105,500
SCHOOL OF HEALTH SCIENCES		
Practical Nursing - Implementing Provincial Curriculum Changes	A. Murdock/C. Poznanski	\$ 30,000
Health Unit Coordinator (HUC) Curriculum Update Arising from Mini Program Review	K. Griffiths	\$ 6,000
OPTA Curriculum Update Arising from Mini Program Review	C. Kimoto	\$ 15,000
Medical Lab Assistant (MLA) New Program Implementation	H. McMullen	\$ 17,000
Developing CSH 1015 Course for SHS	R. Kumar	\$ 8,000
		\$ 76,000
SIE		
PIDP Update	K. Brooke	\$ 50,000
		\$ 50,000
Grand Total		\$400,000.00



PROGRAM RENEWAL

Final Report

Career Awareness & Food Services Careers Certificates

Submitted to

David Wells, Vice President Academic, Students & Research
Andy Sellwood, Chair, Education Quality Committee
Louise Dannhauer, Chair, Education Council

Vancouver Community College
1155 East Broadway, Vancouver
British Columbia Canada V5T 4V5

On February 9, 2026

By

Fionna Chong, Program Renewal Chair
Stacy Bestard, Department Leader
Susan Miletic, Career Awareness Instructor
Caitlin Kirkwood, Career Awareness Instructor
Billy Chan, Food Services Careers Instructor
Shaun Wong, Institutional Research Associate
Jennifer Kelly, Associate Director, School of Arts & Sciences
Shirley Lew, Dean, School of Arts & Sciences

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1 Executive Summary

The Employment Access and Skills Development (EASD), formerly known as Community and Career Education Department (CACE), has been part of VCC's offerings since 1980 when it was initiated by the changing policies of the government at the time to provide support and integration for persons with a disability in the community rather than in sheltered workshops or segregated learning. Over the past forty plus years, the department has transitioned through name, programming and faculty changes to meet the specific and at times complex learning needs of our students. The department is a leader in the field and the community.

Departmental Program and Course Offerings Timeline

- Initially, Career Awareness was offered through the Continuing Education Department in 1980.
- From here, the Adult Special Education Department was formed in the mid-80's and offered the Career Awareness program (with continuous intake) and the part-time reading and writing courses Level 1 and 2.
- Food Service Careers (FSC) was amalgamated later.
- The next programming added to the department offerings were part-time courses, You and Your Relationships, Knowing Yourself, and Managing Your Money.
- The part-time relationship courses were then cut, and the FTEs (Full Time Equivalent) were used for new programming.
- Clerical Training, Computer Applications, and Retail Foods Program was introduced in the early 90's. Budget cuts required a reallocation of FTEs, so Clerical Training was cut but was later introduced as several part-time courses lasting 4- 8 weeks each. Students enrolled in the clerical courses had to pay full tuition - without access to financial aid. Eventually Clerical Studies was dropped from the offerings and the FTEs were used for other courses.
- The Retail Foods program was revised, and a Hospitality focus was added. The subsequent Retail & Hospitality Careers program underwent renewal in 2023 and is in the process of implementation towards a Retail Service Careers program.
- The Gateway to Post-Secondary (GPS) course was first offered as a pilot in partnership with the Vancouver School Board (VSB) in 2015. Fortunately, this course has been able to run consistently, despite the lack of stable funding.

Career Awareness Program

Launched in 1980, the Career Awareness Program (CAP) is included in the BC Council on Admissions and Transfer (BCCAT) provincial articulation. There is no accreditation, but CAP is included as part of the Accessible Education and Training (AET), previously known as Adult Special Education (ASE), job readiness programs. As such, the primary focus of CAP is on "skills that increase independence, literacy and numeracy, computer literacy, employment transition, employment readiness, and vocational skills training. Learning is enhanced with student-centered best practices. ASE programs and courses emphasize

skill development for the workplace, and promote independence, community inclusion, and lifelong learning” (ASE Program-Specific Transfer Guide, 2021).

Food Services Careers

The Food Service Careers Certificate (FSC) is one of a suite of employment readiness and job training programs offered through the EASD Department. Originating as the Basic Food Service Worker in 1987, the program moved between departments until 1998/1999, when it was moved back to the EASD department, underwent curricular and instructional delivery changes, and became the Food Services Careers program. FSC does not have provincial articulation nor accreditation although many of the core job readiness skills are included and share common learning outcomes.

Program Renewal

The self-study was conducted in accordance with VCC’s Program Review and Renewal [Policy and Procedures](#) and involved data collection from several sources such as departmental records, institutional data, annual program reviews, Program Advisory Committee meeting minutes and surveys. The Employment Access and Skills Development (EASD) Renewal Steering Committee discussed and analyzed the data in relation to the following six key performance indicators for the Career Awareness (CAP) and Food Services Careers (FSC) programs:

1. Curriculum and Instruction
2. Student Outcomes
3. Program Planning and Administration
4. Faculty and Staff
5. Program and Student Support Services
6. Learning Environment (Physical and Online)

45 recommendations were generated based on the analysis of the data and guiding questions laid out in each of the six key performance indicators. Key recommendations (summarized) include:

Curriculum & Instruction

- Update and streamline PLOs/CLOs; emphasize communication, customer service, reliability, stamina, and workplace habits.
- Replace exams with applied assessments; standardize assessment practices; add program portfolios.
- Remove FSC FOODSAFE certification; focus on applied practice and update curriculum for new industry trends/equipment.

Student Outcomes

- Refine admission requirements: literacy/English baseline (CAP); interview-based suitability (FSC).

- Align FSC work placements with employer hiring cycles.
- Strengthening curriculum on self-sufficiency, initiative, and task evaluation; integrate rubrics.
- Expand employer partnerships for placements and hiring.

Program Planning & Administration

- Revitalize recruitment/marketing through VCC events and community outreach.
- Restart PAC with new leadership; explore employer training via external funding.
- Address financial sustainability via tuition alignment and efficiency measures.
- Increase cross-program curriculum planning.

Faculty & Staff

- Re-establish departmental visioning, team-building, and strategic planning.
- Update workload models; adjust CAP planning meeting scheduling.

Learning Environment

- CAP: secure regular computer lab time, classroom updates, calming space.
- FSC: upgrade kitchen with modern equipment or explore relocation.

The External Review Team (ERT) met on November 26th, 2026, to review the self-study report and conduct a site visit. The ERT submitted its report on December 16th, 2025, which includes a validation of the self-study methodology and outcomes, as well as a list of suggested improvements. The recommendations are listed in the External Review section [below](#).

The steering committee met on January 19th, 2026, to review and discuss the self-study and external review reports and prioritize recommendations for the curriculum development and departmental planning work resulting from this program renewal. A separate action plan, submitted alongside this final report, presents the key initiatives based on the prioritized recommendations at this end of this final summary report.

2 Self-Study Report Summary

Overview

This section provides a summary of the findings and conclusions from the self-study report. The self-study team analyzed data sources, identified key findings, and provided recommendations related to the six KPIs in its resultant self-study report. The external review team received the self-study report on October 24th, 2025.

Key findings were in addition, presented to the external review team during the site visit. Covering the six KPIs, the key findings included:

1. Curriculum & Instruction

- CAP and FSC provide strong experiential, job-readiness training aligned with employability skills for students with cognitive disabilities.
- PLOs are generally current but require updating to emphasize communication, reliability, customer service, and stamina.
- CLOs need refinement, with some outdated, unmapped, or redundant.
- Assessments rely heavily on employer evaluations, raising concerns about consistency and fairness.

2. Student Outcomes

- Graduation rates are high (CAP near 100%; FSC 80–100%).
- Employment outcomes have declined post-Covid, with employers citing challenges in stamina, adaptability, and independence.
- Students consistently gain confidence, communication skills, and independence, validated by student, parent, and employer feedback.

3. Program Planning & Administration

- Both programs are consistently full with waitlists, though demographics are shifting younger.
- Recruitment and marketing efforts have weakened, reducing visibility.
- Tuition is far below institutional norms, creating financial sustainability issues.
- PAC engagement is inconsistent, with limited employer involvement.

4. Faculty & Staff

- Faculty are committed, but workload models are outdated and heavy.
- Hiring is difficult due to specialized skill requirements.
- Structured strategic planning and cross-department collaboration have lapsed.

5. Program & Student Support Services

- Strong links with counselling, learning services, and financial aid; clearer financial aid processes and expanded disability-specific training would strengthen supports.

6. Learning Environment

- CAP facilities are functional but need updates (calming space, classroom repairs, consistent computer access).
- FSC kitchen space is inadequate and outdated, posing safety and industry-relevance challenges.

The key findings above provided the basis for the self-study recommendations.

Recommendations

KPI	Recommendations
Curriculum and Instruction	CAP: Program Learning Outcomes: 1. Update PLO4 to add reliability, such as “Conduct themselves in a professional and reliable manner in the workplace, consistent with workplace standards” 2. Update PLO 5 to “work with limited direct supervision while developing as employable skills such as communication, organization, customer service, time management, or reliability” 3. Add new PLO to demonstrate effective verbal, non-verbal, and digital communication in workplace settings 4. Add a new PLO to address customer service, such as “demonstrate responsive and respectful customer service in diverse work settings” 5. Consider adding a PLO where the objective is to develop workplace habits 6. Consider expanding PLO 2 across relevant courses such as Work Experience courses, particularly as understanding accommodations is crucial for self-advocacy Curriculum and Instructional Design: 7. Add more independent projects (e.g. program portfolio) throughout most courses, with instructional support to scaffold the skills 8. Incorporate self-reflection, self-regulation, and stress

	management skills across multiple courses, rather than just concentrated in CAAW 0634 Personal Awareness & Wellness a. Consider adding CLOs that speak to mindfulness, nutrition, and stress-management to support personal awareness and well-being b. Consider indigenizing the CLO on spiritual health 9. Remove CLOs 10, 11, and 12, which are related to money management from CAAW 0635 Literacy, Numeracy, Digital Tech. These CLOs are taught in the EASD Managing Your Money course 10. Update evaluation plan in the Work Experience courses to include instructor observations and student self-reflection, to supplement the existing employer evaluation 11. Examine and align evaluation plans in all courses to reflect the reality of student needs and ways of learning. For example, assessments such as Final Exams do not adequately reflect EASD student learning whereas authentic assessments that are hands-on and applied are more appropriate a. Review and align listed assessment methods with CLOs across all courses to ensure that what is being assessed accurately reflects the intended outcomes b. Eliminate or revise the use of final exams when not aligned with the nature of the CLOs (particularly for courses focused on behavior, attitude, and interpersonal skills) c. Increase standardization of assessment frameworks across the program to ensure consistency and fairness d. Examine the addition of a program-long portfolio to demonstrate student learning, reflection, and growth, as well as to demonstrate their planning, goals, and employment skills e. Consider embedding ethical and responsible AI use for a digital literacy learning outcome FSC: Program Learning Outcomes: 12. Minor adjustments to PLOs to further strengthen communication and stamina training could enhance the program's responsiveness to evolving workplace needs 13. Remove PLO 9 as it is not relevant to entry-level employability.
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Course Learning Outcomes:

14. Remove CLO 4 in FSCR 0640 Basic Food Prep Level 1 as it is a customer service skill that does not fit in the food prep course, and is addressed more fully in FSCR 0630 Workplace Communications
15. For un-mapped CLOs across the program, revisit and examine in future program/curriculum redesign. These gaps suggest either a need to re-word the CLLOs to reflect program-level outcomes more explicitly, or reconsideration of their inclusion. Ensure that all CLOs contribute meaningfully to the overarching program outcomes.
16. Streamline the 10 CLOs in FSCR 0630 Workplace Communications, as they have overlapping focus
17. Improve clarity and coherence overall, by consolidating repetitive or overly detailed outcomes, removing or reframing unmapped CLOs, and ensuring that the learning needed for the students is accurate
18. Eliminate FOODSAFE Level 1 certification, while instructors focus on experiential application of Foodsafe principles. Note that graduates do not require certification to work in the food services industry.

Curriculum and Instructional Design:

19. Remove FSCR 0625 Bussing and Dishwashing course, and integrate the learning outcomes with an extended FCSR 0635 Kitchen Basics course
20. Incorporate a commercial dishwasher in the teaching kitchen and integrate the elements of dishwashing across courses
21. To further strengthen assurance of student achievement, review assessment strategies to ensure every CLO is clearly linked to a method of evaluation
22. Update curriculum to reflect the growing sector in boxed and ready-to-cook meals
23. Examine historic ties and collaboration with the Culinary Department to align with changes in their learning outcomes
24. Add curriculum to use new equipment such as vacuum-seal machines, food processors, and burger press, to align with current prep cook duties in the field
25. Learn more about UDL and look for ways to intentionally incorporate it in curriculum and instruction design

Student Outcomes	CAP: 26. Assess for a base level of comprehension and reading and writing during the intake interview. In addition, add a base level of English ability to the admission requirements, with the proper determination of which level to be done in future program design 27. Engage with employers to help improve their onboarding and training material, demonstrate the benefits of hosting students with disabilities, and formalize partnerships where appropriate 28. Improve the curriculum in helping students to: a. recognize and self-evaluate competencies and “correctness” of tasks b. recognize when something needs to be done, or when someone needs help c. increase self-sufficiency 29. Develop and use rubrics for courses and learning activities to help students link self-evaluation with faculty and employer expectations FSC: 30. Reword the “15-minute reading assessment” admission requirement to reflect the existing interview practice or change the overall requirement to “An interview with a Food Service Careers instructor to determine suitability for the program” 31. Adjust work experience dates with employer hiring cycles, especially in time for the summer season
Program Planning and Administration	32. Participate in Experience VCC and Info Week types of events again and possibly include students who can share their experiences. 33. Reach out to community organizations and employment agencies to raise awareness of EASD programs and to increase referrals for prospective students past high school and young adult age groups. 34. Engage with employers with programming-related questions and dialogue with employers during work experience site visits (e.g. embed questions during site visits or in evaluation plans). 35. Explore funding from VCC Foundation to create employer training modules and to have instructors take the time to go into organizations to do the training.

	36. To help everyone stay on track and not get “siloed” as the terms progress, evaluate the annual department action plan more periodically, such as during department meetings, and to update/comment on the progress of the action plan items. 37. Have instructors sit in on each other’s classes and cross-learn from each other. This should help promote respect and bring up opportunities for collaboration. 38. Dedicate time for the full-time programs to collaboratively plan shared curriculum such as customer service modules, Foodsafe, and resume-writing, prior to the start of term (May or June would be a good time). When planning and using shared curriculum, it is also important to have agreed upon standards (e.g. resume templates). 39. For improved financial sustainability, examine ways to optimize labour and other costs where possible, and/or increase tuition revenue.
Faculty and Staff	40. Bring vision/strategic-planning back to the department, as well as yearly team-building and cross-teaching events. 41. For CAP, revisit the planning meeting scheduling to lessen impact on work experience site visits, during curriculum design and planning stages.
Student Support Services	None that are specific to EASD
Learning Environment	42. Book a regular computer lab for CAP use. 43. Add a designated calming zone within the department or emotional regulation 44. Update the CAP classroom (e.g., repair or replace broken blinds to manage sunlight, paint with more calming colors to manage over-stimulation) 45. If a change to the FSC teaching kitchen is not possible, update equipment as listed above, such as: a. Add a commercial dishwasher b. Add a chamber vacuum sealer c. Add a convection oven d. Add induction cooktops

3 External Review Report Summary

Overview

Based upon the review of the self-study report and site visit on November 26th, 2025, the ERT, comprising of Kari MacDougall from KPU, Pamela Neuman from the Vancouver School Board, Jurgen Jurgens from Marine Drive Golf Club, and Ben Perrins from VCC/Developmental Disabilities Association, concluded that the Self-Study Report addresses the six KPIs sufficiently and that the recommendations in the Self-Study Report support the findings.

Areas for improvements are listed in the recommendations below.

Recommendations

KPI	External Review Team Recommendations
Curriculum and Instruction	CAP: - Revisit practicum component. e.g., reduce number of practicums from three to two (possibly one semester long practicum). Bring group component into curriculum (not as work experience) and keep work experience individual. - Create assessments where students leave with something tangible related to their life/career goals. - Implement living document assessments (triangulation of assessment: instructor, student, employer – keep it all together where each can read and add to the assessment) - Adjust PLOs to reflect work experience labs to recreate different employment scenarios such as warehouse, customer service/cafe, daycare, office. Retail lab could be used for some of this. - Explore clubs as potential work placement sites FSC: - Mindfulness, mental health, stress management – tools to cope with high-stress environments. Add learning outcome related to this. - Extend practicum placement length to 5-6 weeks Both: - Review semester-based scheduling

	Consider having students come to class one day/week during practicum placements
Student Outcomes	CAP: - Create one-year plan for students upon graduation, including making necessary connections – similar to FSC. Make a plan for how to access services/overcome barriers in order to use the skills learned in the program. FSC: - Transparent objective intake criteria for each course that is available for all applicants e.g. For FSC-previous culinary courses in high school or community settings and/or work in a culinary field and an interest in working in a culinary field after completion.
Program Planning and Administration	- Explore internal mentorship opportunities (e.g., VCC Culinary students mentoring EASD students) - Explore cross-departmental collaborations at VCC (e.g., for students wanting to work in warehouses they can spend time (unpaid) in receiving – CUPE considerations) - Reinstate PAC - Conduct regular program info sessions - Revamp department website (e.g., have testimonials on website) - Explore what social media presence looks like for the department (e.g., alumni can post how great their work experience has been after studying at VCC) - Digitize various departmental/program forms, have digital signatures - Educate VCC faculty about the students, program (supports inclusivity) - Long-term tracking of outcomes & alumni program - Continuing education opportunities (look at Red Seal system where students move between work and school) - bridging education/employment - Explore connections with VCC Culinary & other alumni as potential employers

	• Clear curricular expectations that include lesson plans, assessments, and timelines, as well as short- and long-term objectives and resources to provide consistency between teachers • Monitoring and oversight of teachers to ensure program objectives and goals are followed • Digitizing all teaching resources for access and consistency of curricular content.
Faculty and Staff	No additional recommendations.
Student Support Services	No additional recommendations.
Learning Environment	CAP: • Needs a lab to support a variety of student work experiences FSC: • Public-facing services should be built into the curriculum (like in Culinary) Both: • Explore PebblePad for digital portfolios (KPU and Langara using PebblePad) - would replace SeeSaw. Could use for assignments, give access to employers, continue to use after the program.

4 Self-Study Team Response to External Review Report

Department Response to External Report

The Steering Committee received the external report on December 16, 2025. The steering committee, including instructors from CAP and FSC, met on January 19, 2025, to examine and discuss the recommendations. The committee and instructors support most of the recommendations in the external report and found several alignments with the self-study recommendations.

In particular, there were areas of alignment regarding PLOs and CLOs, clearer admission criteria, the creation of a comprehensive Transition Plan to support graduates (student outcomes), improved departmental collaboration in the form of cross-teaching opportunities, consistency and resource sharing via digitized access and clear process to teaching and learning resources, and clearer curricular alignment from learning outcomes through to assessments.

Areas of recommendations where the committee and instructors felt were not feasible to implement included lab space/facilities to support more student work experiences, the addition of public-facing services to be built into the curriculum, and mentorship between VCC students from other departments and students from EASD.

As well, some recommendations are already in process and will be folded-into/continued as part of annual departmental action planning.

Dean Response to External Report

The external reviewers for this renewal brought expertise from industry, the K-12 system and other postsecondary institutions; their efforts and engagement are greatly appreciated. Recommendations from the external reviewers were mostly aligned with those from the self-study committee – for example, both groups highlighted the alignment of assessments with learning outcomes, creation of student portfolios and improvement of intake criteria were identified as priorities. The increased focus on teaching student self-reflection and stress management skills reflects changes being made to improve student wellness in other programs across the College. The current fiscal situation at the College and at BC post-secondary institutions generally means that the more costly initiatives may need to be postponed, while those that result in improved financial sustainability should be prioritized.

5 Final Comments and Recommendations

KPI	Final Renewal Recommendations
Curriculum and Instruction	CAP: 1. Update PLO4 to add reliability, such as “Conduct themselves in a professional and reliable manner in the workplace, consistent with workplace standards”. 2. Update PLO 5 to “work with limited direct supervision while developing as employable skills such as communication, organization, customer service, time management, or reliability”. 3. Add new PLO to demonstrate effective verbal, non-verbal, and digital communication in workplace settings. 4. Add a new PLO to address customer service, such as “demonstrate responsive and respectful customer service in diverse work settings”. 5. Consider adding a PLO where the objective is to develop workplace habits. 6. Consider expanding PLO 2 across relevant courses such as Work Experience courses, particularly as understanding accommodations is crucial for self-advocacy. 7. Add more independent projects (e.g. program portfolio) throughout most courses, with instructional support to scaffold the skills. 8. Incorporate self-reflection, self-regulation, and stress management skills across multiple courses, rather than just concentrated in CAAW 0634 Personal Awareness & Wellness a. Consider adding CLOs that speak to mindfulness, nutrition, and stress-management to support personal awareness and well-being b. Consider indigenizing the CLO on spiritual health 9. Remove CLOs 10, 11, and 12, which are related to money management from CAAW 0635 Literacy, Numeracy, Digital Tech. These CLOs are taught in the EASD Managing Your Money course. 10. Update evaluation plan in the Work Experience courses to include instructor observations and student self-reflection, to supplement the existing employer evaluation. 11. Examine and align evaluation plans in all courses to reflect the reality of student needs and ways of learning. For example, assessments such as Final Exams do not adequately reflect EASD student learning whereas authentic assessments that are hands-on and applied are more appropriate a. Review and align listed assessment methods with CLOs across all courses to ensure that what is being

	assessed accurately reflects the intended outcomes b. Eliminate or revise the use of final exams when not aligned with the nature of the CLOs (particularly for courses focused on behavior, attitude, and interpersonal skills) c. Increase standardization of assessment frameworks across the program to ensure consistency and fairness d. Examine the addition of a program-long portfolio to demonstrate student learning, reflection, and growth, as well as to demonstrate their planning, goals, and employment skills e. Consider embedding ethical and responsible AI use for a digital literacy learning outcome 12. Revisit practicum component. e.g., reduce number of practicums from three to two (possibly one semester long practicum). Bring group component into curriculum (not as work experience) and keep work experience individual. 13. Implement living document assessments (triangulation of assessment: instructor, student, employer – keep it all together where each can read and add to the assessment). 14. Adjust PLOs to reflect work experience labs to recreate different employment scenarios such as warehouse, customer service/cafe, daycare, office. Retail lab could be used for some of this. 15. Explore clubs as potential work placement sites. FSC: 16. Minor adjustments to PLOs to further strengthen communication and stamina training could enhance the program's responsiveness to evolving workplace needs. 17. Remove PLO 9 as it is not relevant to entry-level employability. 18. Remove CLO 4 in FSCR 0640 Basic Food Prep Level 1 as it is a customer service skill that does not fit in the food prep course and is addressed more fully in FSCR 0630 Workplace Communications. 19. For un-mapped CLOs across the program, revisit and examine in future program/curriculum redesign. These gaps suggest either a need to re-word the CLLOs to reflect program-level outcomes more explicitly, or reconsideration of their inclusion. Ensure that all CLOs contribute meaningfully to the overarching program outcomes. 20. Streamline the 10 CLOs in FSCR 0630 Workplace Communications, as they have overlapping focus 21. Improve clarity and coherence overall, by consolidating repetitive or overly detailed outcomes, removing or reframing
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	unmapped CLOs, and ensuring that the learning needed for the students is accurate. 22. Eliminate FOODSAFE Level 1 certification, while instructors focus on experiential application of Foodsafe principles. Note that graduates do not require certification to work in the food services industry. 23. Remove FSCR 0625 Bussing and Dishwashing course and integrate the learning outcomes with an extended FCSR 0635 Kitchen Basics course. 24. Incorporate a commercial dishwasher in the teaching kitchen and integrate the elements of dishwashing across courses 25. To further strengthen assurance of student achievement, review assessment strategies to ensure every CLO is clearly linked to a method of evaluation. 26. Update curriculum to reflect the growing sector in boxed and ready-to-cook meals. 27. Examine historic ties and collaboration with the Culinary Department to align with changes in their learning outcomes. 28. Add curriculum to use new equipment such as vacuum-seal machines, food processors, and burger press, in order to align with current prep cook duties in the field. 29. Learn more about UDL and look for ways to intentionally incorporate it in curriculum and instruction design. 30. Mindfulness, mental health, stress management – tools to cope with high-stress environments. These topics need to be employment focused. Add learning outcome related to this. 31. Consider extending/adjusting practicum placement length. Both: 32. Review semester-based scheduling.
Student Outcomes	CAP: 33. Assess for a base level of comprehension and reading and writing during the intake interview. In addition, add a base level of English ability to the admission requirements, with the proper determination of which level to be done in future program design. 34. Engage with employers to help improve their onboarding and training material, demonstrate the benefits of hosting students with disabilities, and formalize partnerships where appropriate. 35. Improve the curriculum in helping students to: recognize and self-evaluate competencies and “correctness” of tasks

	b. recognize when something needs to be done, or when someone needs help c. increase self-sufficiency 36. Develop and use rubrics for courses and learning activities to help students link self-evaluation with faculty and employer expectations. 37. Create a one-year Transition Plan for students upon graduation, including making necessary connections – use FSC template to start. Include how to access services/overcome barriers to use the skills learned in the program. FSC: 38. Reword the “15-minute reading assessment” admission requirement to reflect the existing interview practice or change the overall requirement to “An interview with a Food Service Careers instructor to determine suitability for the program”. 39. Adjust work experience dates with employer hiring cycles, especially in time for the summer season. 40. Transparent objective intake criteria for each course that is available for all applicants e.g. For FSC-previous culinary courses in high school or community settings and/or work in a culinary field and an interest in working in a culinary field after completion.
Program Planning and Administration	41. Participate in Experience VCC and Info Week types of events again and possibly include students who can share their experiences. 42. Reach out to community organizations and employment agencies to raise awareness of EASD programs and to increase referrals for prospective students past high school and young adult age groups. 43. Engage with employers with programming-related questions and dialogue with employers during work experience site visits (e.g. embed questions during site visits or in evaluation plans). 44. To help everyone stay on track and not get “siloed” as the terms progress, evaluate the annual department action plan more periodically, such as during department meetings, and to update/comment on the progress of the action plan items. 45. Have instructors sit in on each other’s classes and cross-learn from each other. This should help promote respect and bring up opportunities for collaboration. 46. Dedicate time for the full-time programs to collaboratively plan shared curriculum such as customer service modules,

	Foodsafe, and resume-writing, prior to the start of term (May or June would be a good time). When planning and using shared curriculum, it is also important to have agreed upon standards (e.g. resume templates). 47. For improved financial sustainability, examine ways to optimize labour and other costs where possible, and/or increase tuition revenue. 48. Reinstate PAC. 49. Conduct regular program info sessions. 50. Revamp department website (e.g., have testimonials on website) to focus on recruitment and employer communication/understanding. 51. Explore creation of departmental social media account (run it by Marketing for initial creation of account). Marketing will then link it to myVCC. Instructor(s) responsible for posting. 52. Long-term tracking of outcomes & alumni program. 53. Explore connections with VCC Culinary & other alumni as potential employers. 54. Clear curricular expectations that include lesson plans, assessments, and timelines, as well as short- and long-term objectives and resources to provide consistency between teachers. 55. Ensure that elements like course syllabi, lesson plans, assessments, etc. are aligned with course/program learning outcomes. 56. Digitize all teaching resources for access and consistency of curricular content.
Faculty and Staff	57. Bring vision/strategic-planning back to the department, as well as yearly team-building and cross-teaching events. 58. For CAP, revisit the planning meeting scheduling to lessen impact on work experience site visits, during curriculum design and planning stages.
Student Support Services	None that are specific to EASD
Learning Environment	59. Explore PebblePad for digital portfolios (KPU and Langara using PebblePad) - would replace SeeSaw. Could use for assignments, give access to employers, continue to use after the program.

	60. Design computer lab uses into curriculum and academic scheduling; borrow laptops from the library as needed.
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Career Awareness and Food Services Careers Program Renewal Action Plan Report, January 30, 2026

Based on the findings from the program review Self-Study Report, and the feedback from the External Review, the program has identified the following final key projects and initiatives.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
1	Curriculum Development Revise Program Learning Outcomes (PLOs) for CAP and FSC: - Update CAP PLOs related to reliability, independence, communication, customer service, and workplace habits. - Add CAP PLOs addressing verbal/non-verbal/digital communication and customer service. - Adjust FSC PLOs for clarity, communication, and employment relevance; remove outdated or irrelevant PLOs. Re-design and streamline Course Learning Outcomes	PCGs and Course Outlines to go through governance for June 2026 Curriculum Committee (EdCo in September 2026). Remaining curriculum development work by December 2026.	Instructor as curriculum developer release time (will apply for CD funding) CTLR support for design sprint and reviews Instructors from CAP and FSC as SMEs for review and validation Department lead support Access to	Academic Innovation, Operational Excellence, Campuses of the Future: Updates learning outcomes, improves assessments, and adds digital tools and industry-current equipment so the programs stay current and run smoothly.	PCGs and Course Outlines through governance Course maps for scaffolding, alignment of curriculum, assessments, learning outcomes Updated assessments that reflect recommendations from renewal, including overarching

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	(CLOs): - Remove or revise CLOs that are misaligned, redundant, or overly detailed. - Align CLOs across courses with updated PLOs and program goals. - Remove nonessential CLOs such as money management in CAP, and customer service outcomes in FSC food preparation courses. Improve curriculum scaffold, structure, and embedded skills: - Add independent projects, program-long portfolios, and reflective/self-regulation activities across multiple courses. - Integrate stress management, mindfulness, and nutrition topics in an employment focused way. - Consider ethical and responsible AI use as a digital literacy outcome. - Integrate new equipment and skills in FSC (e.g., food processors, vacuum sealers). Revisit and redesign assessments: - Increase use of authentic, applied assessments		commercial dishwasher facility that already exists (e.g. JJ's, Bistro)		framework across programs for consistency; updated rubrics and evaluation plans

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	instead of final exams where not appropriate. - Standardize assessment frameworks across courses for consistency and fairness. - Add rubrics and triangulated evaluations (student–instructor–employer). - Update Work Experience evaluation plans to include instructor observations and student reflection, instead of relying primarily on employer feedback. - Program structural changes to curriculum: - For FSC, remove FSCR 0625 Bussing & Dishwashing and integrate into Kitchen Basics with commercial dishwasher use. - For FSC, remove requirement for FOODSAFE Level 1 certification (maintain instructional content). - Revisit practicum structure and durations and consider financial sustainability in doing so. - Design for semester-based scheduling.				
2	Improvements to Student Outcomes	Updated PCGs for June	Instructor as curriculum	Academic Innovation, Empowered People &	Updated PCG

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	Refine and standardize intake processes: - Define clearer admission requirements for CAP (e.g., English competency expectations). - Update FSC admission requirement to reflect actual interview practice. - Develop transparent and objective intake criteria for both programs. Strengthen student self monitoring and workplace independence: - Add curriculum components to help students: - Recognize quality and correctness of tasks. - Identify when assistance is needed. - Build self-sufficiency and self-evaluation skills. - Add rubrics to clarify expectations and enhance learner autonomy. Enhance employer engagement for student success: - Where possible, engage with employers to help improve their onboarding and training material, demonstrate the benefits of hosting students with	2026 Curriculum Committee (same as above). For remaining key initiatives here, the goal is to have them implemented prior to September 2027. The goal is to have program instructor do the work as part of their assigned duty time (and/or if they contribute PD time). Employers' collaboration and feedback on	developer for the PCG and course outline pieces (will apply for CD funding) Program instructors Department lead support CTLR support Employers SSA for graduate follow up	Inclusive Culture, Engaged Communities Strengthens student readiness for learning and work, provides clearer expectations, increases employer involvement to support student success.	Updated curriculum artifacts that is accessible across programs. Employer onboarding materials and process implemented, feedback requested, and iteratively improved. Transition Plan artifact. Updated process and survey for graduate follow up.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	disabilities, and formalize partnerships where appropriate (note that this is a longer-term initiative). - Consider adjusting work experience timelines to align with hiring cycles (e.g., summer hiring for FSC). Create a structured post-graduation Transition Plan - Adapt FSC's template for CAP; used for all graduates. - Include strategies to access future supports, employment services, or resolve barriers. - Build in follow-up questions at 6 month or 1 year check in to assess usefulness after graduation.	onboarding materials; PAC. This is expected to be longer-term and ongoing. Graduate follow-up to be ongoing.			
3	Enhancements to Student Recruitment, Departmental Collaboration, Program Planning and Administration Improve recruitment & community engagement: - Participate in college-wide recruitment events (e.g. Experience VCC, Info Week). - Rebuild partnerships with community organizations and employment agencies.	PAC reinstatement by March 2027. Recruitment and outreach – ongoing Digital presence – website	Employer and disability support organizations for PAC membership Whole department for program and departmental consistency	Engaged Communities, Operational Excellence, Empowered People & Inclusive Culture Builds stronger ties with employers and community partners, improves how the department plans	PAC membership recruitment complete and meetings scheduled and implemented. Organized tracking of recruitment and outreach events. Participation in

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	- Reinstate Program Advisory Committee (PAC). - Conduct regular program information sessions. - Strengthen digital presence: revamped website, testimonials, and consider a departmental social media account. Increase engagement with employers and alumni: - Engage employers through structured dialogue during site visits. - Explore connections with culinary and other alumni as employers. - Build long term alumni tracking structures to monitor outcomes. Strengthen internal program consistency and communication: - Set shared expectations for lesson plans, assessments, timelines, and instructional resources. - Ensure syllabi and course materials align with PLOs/CLOs. - Digitize teaching resources for easy access and	involving departmental feedback to start Spring 2026, with changes to Marketing by November 2026 (engagement with Marketing liaison to begin Spring 2026). Program, departmental collaboration May/June 2027 (with department lead engagement for culture shifts starting May/June 2026).	SSA support for alumni tracking and engagement, and recruitment and outreach Culinary Arts, Asian Culinary Arts department leads, and Food Services Director for potential collaboration. Instructors to engage with employers during site visits.	and organizes, supports clear communication across the department/teaching-teams.	higher number of recruitment events. Regular info sessions and high school tours scheduled. Website updated. Department meeting time for sharing of feedback from employer dialogue. Organized tracking of alumni and engagement. Organized Sharepoint structure and process for program and departmental files/resources.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	consistency. - Evaluate department action plans more frequently during meetings to avoid siloing. Collaborate for curriculum planning: - Dedicate pre-fall-term time (e.g., May/June) for coordinated planning of shared curriculum (e.g., customer service modules, Foodsafe, resume writing). - Define shared standards such as resume templates. Financial sustainability: - Examine options to optimize labour costs and/or increase tuition revenue.				
4	Support departmental capacity-building, communication and collaboration: - Reintroduce department-wide visioning or strategic planning activities. - Implement yearly teambuilding and cross teaching opportunities.	Departmental visioning and strategic planning Spring 2027. Teambuilding depending on Group PD Funding approval.	Department leads to organize visioning and teambuilding events Department to participate	Empowered People & Inclusive Culture, Operational Excellence Supports teamwork, shared planning, and better coordination so instructors can work together more effectively	Events are approved, funding obtained and scheduled. Cross-teaching courses/sections are identified and implemented with instructors and students.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
		Cross-teaching opportunities when new curriculum implemented (September 2028 targeted to be cohort).			
5	Improve access to learning environment and employment-focused digital tools and portfolios: - Integrate technology access (e.g., laptops) through academic scheduling and/or library supports. - Explore adoption of PebblePad to replace SeeSaw for digital portfolios, enabling: - Student use across assignments - Employer viewing access - Continued use after program completion - Integration with employment focused competencies.	Ongoing for technology access. Pebblepad exploration by end of Summer 2026 as part of curriculum development work (if funding is approved and if licenses are available).	SSA for academic scheduling support Library support Curriculum developer for Pebblepad. If successful and licences available, then departmental involvement in implementation.	Academic Innovation, Campuses of the Future Improves student access to technology and explores updated digital portfolio tools that support learning and job readiness	Laptops, devices are more available to students and improvements in students' outcomes are observed. Decision on Pebblepad finalized, and if licenses are available, move to next of implementation.



PROGRAM RENEWAL

Final Report

Medical Device Reprocessing Department

Submitted to

David Wells, Vice President Academic, Students & Research

Andy Sellwood, Chair, Education Quality Committee

Louise Dannhauer, Chair, Education Council

**Vancouver Community College
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On February 20, 2026

By

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1 Executive Summary

The Medical Device Reprocessing Technician program provides students with the skills to prevent the spread of infection through the reprocessing and sterilization of reusable surgical equipment. Graduates of this program are eligible to take the Certified Medical Device Reprocessing Technician (CMDRT) examination from the Canadian Standards Association (CSA). The full-time program is 16 weeks in length and is comprised of 2 courses: MDR Theory and MDR Clinical.

The self-study involved data collection from several sources such as departmental records, institutional data, annual program reviews, and surveys. The steering committee discussed and analyzed the data in relation to the following key performance indicators:

1. Curriculum and Instruction
2. Student Outcomes
3. Program Planning and Administration
4. Instructors and Staff
5. Program and Student Support Services
6. Learning Environment (Physical and Online)

The recommendations were generated based on the analysis of the data and guiding questions in each of the six key performance indicators mentioned above and summarized on pages 29-30 of this report. The renewal highlights how the MDRT program is well established in the community and industry, aligned with CSA standards, and has strong employment outcomes for graduates, now and future. The program strengths include high student satisfaction and retention rates (97%-100%) which indicate program effectiveness. The areas to improve include updating learning materials, reviewing instructor workload and developing flexible pathways for admission to the program.

The 21 key recommendations are summarized below:

1. Curriculum and Instruction
 - Review and adopt published textbooks as appropriate.
 - Review and revise the curriculum documentation.
 - Update the Moodle course and learning materials to reflect current practice standards.
 - Review and update the assessments and create rubrics.
 - Create a regular curriculum review cycle that aligns with CSA updates.
 - Review the program in alignment with VCC educational policies.
2. Student Outcomes
 - Explore flexible admission pathways for applicants with health care backgrounds.
 - Maintain current course credits and tuition levels.
 - Create a stronger PC presence with instructors and students through visits during theory and clinical courses.

3. Program Planning and Administration
 - Help with marketing and recruitment to assist the program with filling seats and meeting labour needs.
 - Increase awards and entrance scholarships for MDRT students through hospital foundations.
 - Add short, targeted courses (requires curriculum development funds).
 - Ensure VCC attends future CAMDR conference.
4. Instructors and Staff
 - Require all instructors to complete the CSA CMDRT certification before being hired.
 - Schedule on-going professional development workshops during instructor meetings.
 - Ensure instructional hours include breaks.
 - Hire back-up instructors to fill in when instructors are sick or have emergency leave.
5. Program and Student Support Services
 - Invite representatives from key student support services to deliver brief presentations at the beginning of the program.
6. Learning Environment (Physical and Online)
 - Update Theory Moodle course shells with interactive engaging activities.
 - Migrate to MS Teams from Zoom for January 2026.
 - Provide additional instructional support for hands-on theory classes.

Further to this, the key recommendations can be summarized as the following priorities:

- Modernize curriculum materials.
- Review instructor support and succession planning.
- Explore flexible admissions.
- Enhance student support and practicum quality.
- Growth planning to meet labour market demand.

The External Review Team (ERT) met virtually January 21st, 2026, to review the self-study report and conduct the site visit. The ERT submitted its report on January 29th, 2026, which includes a validation of the self-study methodology and outcomes, as well as a list of suggested improvements. The recommendations are listed in the External Review section [below](#).

The steering committee met February 5, 2026, to review and discuss the self-study and external review reports and prioritize recommendations for the curriculum development and departmental planning work resulting from this program renewal. A separate action plan, submitted alongside this final report, presents the key initiatives based on the prioritized recommendations at this end of this final summary report.

2 Self-Study Report Summary

Overview

The MDRT program has been delivered since 1985, and the last program renewal was completed in 2014 followed by significant curriculum revisions because of the renewal. In 2024, the MDRT was recognized by the Canadian Standards Association, which sets the standards for sterilization curriculum for the next five years.

KPI 1, *Curriculum and Instruction* identified the MDRT PCG and Course Outlines aligns to the national standards set by the Canadian Standards Association with a 5-year recognition until 2029, confirming graduates meet current industry practices. The theory and clinical courses utilize experiential learning and various instructional strategies including Moodle to support student learning. Data collection confirmed 100% of students agree or strongly agree the curriculum assists with developing all the program learning outcomes. The program will review current assessments, develop rubrics, create a curriculum review cycle to align with CSA updates, and align with VCC educational policies.

The *Student Outcomes* KPI 2 highlighted the prerequisite courses Medical Terminology and Interpersonal Skills contribute to students being successful in the program. Although there is no prior learning assessment available to applicants, the program could explore flexible admission pathways for those with a health care background. The data collected emphasized high student and graduate satisfaction rates and a few long responses noted there are some practicum quality and site differences as an opportunity to review and calibrate. Having a stronger program coordinator (PC) presence with instructors and students, through site visits in all courses may support calibration, improve communication and relational engagement.

KPI 3, *Program Planning and Administration* noted the MDRT program has a robust PAC that meets regularly and has an integrated network of formal and informal relationships with industry organization, healthcare employers, regulatory bodies, and professional associations. Feedback from these relationships have highlighted the need to expand the program to meet the growing industry demands, including succession planning and resource allocation to assist the program during times of transition or expansion. However, the program's ability to respond to innovation and change is directly linked to the cost and length of the program relative to graduates earning potential and of note, the MDRT program is revenue generating and currently exceeds enrollment targets.

KPI 4, *Instructor and Staff* feedback showcased the collegial relationships within the program and the department of Continuing Studies to ensure student success from application to graduation, and future growth potential of the program. While the hiring criteria is clear and appropriate there are some challenges when recruiting instructors with educational technology and remote teaching experiences, which may not be explicit in the hiring criteria. Efforts are taken by the PC to offer ISW's, lunch and learn sessions, course promotion such as TEAL and the

PIDP, to build instructional professional development. Further to this, the program supports instructors to attend the annual CAMDR conference and will explore adding an additional section to courses with high student enrollment to balance student and instructor ratio.

KPI 5, *Program and Student Support Services* data emphasized how instructors have an active and vital role in connecting MDRT students who may be struggling with available VCC support services. Students are also provided an overview of the support services in their welcome email before starting the program, which is reinforced through discussions in the first course, and listed in Moodle coursebook. Student feedback indicated awareness of the wide range of services but understanding when and how to utilize the services could be improved upon. Providing live orientation sessions with student service guest speakers was discussed as an opportunity to improve awareness and information on when and how students could access various support services.

KPI 6 is focused on reviewing the MDRT *Learning Environments* which consists of 140 hours of in person, applied theory sessions in a hospital lecture room, complemented with hybrid learning opportunities via Moodle and Zoom, prior to the 400 hours in the clinical placement course. The theory class size ranges between 40-45 and students were observed to be engaged and eager to learn with and from each other in the unique, lecture room environment of applied learning. Feedback from the student's clinical placement experiences have been positive, confirming they are meeting the program and course learning outcomes, however, advances in instructional support and campus integration could further improve student success.

The key findings above provided the basis for the self study recommendations.

Recommendations

KPI	Self-Study Recommendations
Curriculum and Instruction	1. Review and adopt published textbooks as appropriate. 2. Review and revise the curriculum documentation. 3. Update the Moodle course and learning materials to reflect current practice standards. 4. Review and update the assessments and create rubrics. 5. Create a regular curriculum review cycle that aligns with CSA updates. 6. Review the program in alignment with VCC educational policies.
Student Outcomes	7. Explore flexible admission pathways for applicants with health care backgrounds. 8. Maintain current course credits and tuition levels. 9. Create a stronger PC presence with instructors and students through visits during theory and clinical courses.
Program Planning and Administration	10. Help with marketing and recruitment to assist the program with filling seats and meeting labour needs.

	11. Increase awards and entrance scholarships for MDRT students through hospital foundations. 12. Add short, targeted courses (requires curriculum development funds). 13. Ensure VCC attends future CAMDR conference.
Instructors and Staff	14. Require all instructors to complete the CSA CMDRT certification before being hired. 15. Schedule on-going professional development workshops during instructor meetings. 16. Ensure instructional hours include breaks. 17. Hire back-up instructors to fill in when instructors are sick or have emergency leave.
Program & Student Support Services	18. Invite representatives from key student support services to deliver brief presentations at the beginning of the program.
Learning Environment	19. Update Theory Moodle course shells with interactive engaging activities. 20. Migrate to MS Teams from Zoom for January 2026. 21. Provide additional instructional support for hands-on theory classes.

3 External Review Report Summary

Overview

Based on the External Review site visit January 21, 2026, the ERT team consisting of Karen Blackman from Vancouver Island University, Chrissy Rombs from Okanagan College, and Danny LeBlanc from Nova Scotia Health, concluded the self study report was very thorough and the MDRT is an impressive program with good outcomes, well run, all involved are positively engaged and invested, and boasts low student and instructor attrition. The ERT also asked for clarification on the number of students completing the program in the Self Study Report which the Associate Director clarified the data ported included registered students.

Areas for improvement are list below in the recommendations.

Recommendations

KPI	External Review Team Recommendations
Curriculum and Instruction	1. Update textbook to include latest technology in sterilization process and aligns with CSA. 2. Remove equipment not being used anymore. 3. Calibrate language/terms in text and materials for students to reduce confusion. Suggestion to create a glossary of terms for student (and instructor) use. Flashcards, glossaries support students with exam prep. 4. Calibrate wording in exams to ensure consistency when shorting terms. 5. Ensure materials are free from spelling mistakes. 6. Incorporate student and instructor's understandings of health and safety procedures for the onsite practicum with an orientation (if this is not already happening). 7. Build an opportunity to see a live surgery or include a video in the theory course.
Student Outcomes	8. Improve student expectations in practicum regarding student conduct (engagement, phone use etc.) by having an onsite supervisor meet with students and review expectations prior to practicum start. 9. Encourage students to write the CSA exam and offer prep classes.
Program Planning and Administration	10. Improve the gap in learning from the prerequisite courses, Workplace skills and Medical Terminology to increase knowledge retention when entering the program. Recommend changing the pre req to 2 years from 5 years. Could incorporate a medical terminology assessment for

	over 2 years. Integrate workplace skill scenarios into the assessment. Could waive the workplace skill course if the applicant has been working in the field for more than 2 years. 11. Increase applicant awareness of the MDR role, responsibilities, and program expectations by considering a mandatory information session. This could improve the need for student accommodation requests that are not provided outside of the classroom.
Instructor and Staff	12. Engage with health authority to address instructor concerns of loss of seniority, pensions, benefits, vacation, sick leave etc. while on an LOA from the health authority.
Program & Student Support Services	No additional recommendations.
Learning Environment	13. Explore an opportunity for students to visit other MDR sites that are larger and different MDRA's. 14. Explore how to address mentors that are not engaged in practicum.

4 Self-Study Team Response to External Review Report

The steering committee received the External Review report January 29th, 2026, and reviewed the ERT recommendations February 5th, 2026.

Department Response to External Report

The MDRT steering committee noted the External Review Team aligned their recommendations with the Self Study Report recommendations. There were no surprises in terms of the External Review Team suggestions and recommendations, and the alignment of the 2 reports was encouraging. Calibrating the curriculum and student outcomes to CSA standards were mentioned in the report which confirms the program and outcomes of the renewal are on a positive trajectory. As one instructor noted, seeing positive changes in the renewal, feels encouraging to pursue longer strides in the curriculum development process.

Dean Response to External Report

The MDRT program has proven an excellent example of a niche, focused training opportunity delivered to meet a clear community need. It is encouraging to see how much of the program's structure and delivery mode have proven both functional and sustainable over the program's history at VCC, and I heartily applaud our Program Coordinator and broader program team for their consistent efforts in paying careful attention to our admissions process, delivery modes, student supports, and instructional resources that have been implemented and enhanced over the course of the past several years. The recommendations included in this report offer a measured, responsive, and practical scope of improvements that target both our recruitment pipeline as well as our overall student success (in the program and beyond). To that end, I would note that it is helpful for us to ensure the program's renewal retains as much of the structural and access-oriented features of this program (e.g., avoiding a credit or tuition increase) so that we continue to provide a program whose appeal remains as broad as possible.

To that end, I want to express my heartfelt thanks to everyone involved in this renewal of our MDRT program, and I look forward to seeing our team engage in the next stages of this important work of improving upon what has been a successful model in order to better equip prospective students with the depth and strength of training they need to confidently enter this field as professionals.

5 Final Comments and Recommendations

The VCC Medical Device Reprocessing Certificate program renewal integrates various data sources and feedback from instructors, industry, and graduates that informs the recommendations for a robust redesign of the program. Themes to be developed in the curriculum include but are not limited to, updating curriculum delivery methods, aligning revisions with VCC Educational Policies, enhancing student support and practicum quality, and growth planning to meet labour market demand. Feedback and data support the need to review the admission prerequisite courses, remove outdated materials, and improve students' experiences during clinical placements. External Reviewers praised the programs administrators and instructors to deliver a well regarded, unique program that meets industry standards, and exceeds enrollment targets. Final recommendations include continuing to offer the hyflex theory courses with improvements to the curriculum teaching materials to enhance student and instructor experiences in the program.

KPI	Final Renewal Recommendations
Curriculum and Instruction	1 Review and revise curriculum documentation – PCG and Course Outlines. 1.1 Update admission requirements including required grade and time since completion, consider mandatory information sessions. 1.2 Update Program Considerations. 2 Review and revise curriculum documentation blueprints, syllabi, assessments, to align with CSA standards. 3 Expand teaching materials and update Moodle course shells for 2 courses. 4 Review and adopt new textbook. 5 Create a curriculum review cycle that aligns with CSA updates. 6 Align program with VCC Education Policies through curriculum changes (credit policy).
Student Outcomes	No additional recommendations.
Program Planning and Administration	7 Ensure student affordability is considered during program design decisions.
Instructor and Staff	No additional recommendations.
Program & Student Support Services	8 Plan sessions with VCC Educational Student Support Service reps to speak to MDRT students during the first course.
Learning Environment	9 Incorporate interactive Moodle plugins like H5P and use of Articulate Rise to improve student engagement in online learning.



Medical Device Reprocessing Certificate Program Renewal Action Plan Report, February 11, 2026

Based on the findings from the program review Self-Study Report, and the feedback from the External Review, the program has identified the following final key projects and initiatives.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
1	Improvements to Curriculum and Instruction - Review and revise curriculum documentation – PCG and Course Outlines. - Update admission requirements including required grade and time since completion, consider mandatory information sessions. - Update Program Considerations. - Review and revise curriculum documentation blueprints, syllabi, assessments, to align with CSA standards. - Expand teaching materials and update Moodle course shells for 2 courses. - Review and adopt new textbook. - Create a curriculum review cycle that aligns with CSA updates. - Align program with VCC Education Policies through curriculum changes (credit policy).	April - June 5, 2026, to revise curriculum in workshops. Governance approvals June 5, 2026-Jan 2027 (FAC and BoG and Ministry tuition approvals). Creating new teaching and learning materials June 2026-March 2027.	MDRT PC, Instructors, AD, CTLR, Governance, Consult CS RO and Dawn re credit structure, PAC.	Academic Innovation, Operational Excellence, Campus of the Future, Engaged Communities. Improvements to the course outlines, PCGs and technologies will positively impact learner and instructor success and wellbeing throughout the program. Refine operational practices to promote access through early engagement with all MDRT applicants.	Revised PCG and Course outlines. Governance approvals of any credit changes-may Ministry approval. Aim to launch revised program Sept 2027. Curriculum Review Schedule developed. Updated Moodle shells.
2	Improvements to Program Planning and Administration Ensure student affordability is considered during program design decisions.	April - June 5, 2026, to revise curriculum in workshops.	MDRT PC, Instructors, AD, CTLR, CS RO, Ops Manager, Financial Services, Governance.	Operational Excellence, Academic Innovation. Enhance educational delivery with awareness of budgetary literacy, fiscal health and equity.	Governance approvals of Admission requirement changes.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
3	Improvements to Program and Student Support Services Plan sessions with VCC Educational Student Support Service reps to speak to MDRT students during the first course.	For May 2026 cohort.	MDRT PC, Instructors, VCC Student Support reps.	Academic Innovation, Campus of the Future. Empowered People and Inclusive Culture. Strengthening educational supports that is responsive to student needs and optimizes student success and well-being.	Student Support Services guest speakers are scheduled for the pilot May 2026 and each intake thereafter.
4	Improvements to Learning Environment Incorporate interactive Moodle plugins like H5P and use of Articulate Rise to improve student engagement in online learning.	Creating new teaching and learning materials June 2026-March 2027.	MDRT PC, Instructors, CS Manager of Projects and Learning Design, CS Instructional Assistant, CTLR IA and eLearning team.	Campus of the Future, Academic Innovation. Reinforce elearning technology as a student-centered approach to support education delivery on and off campus.	Revise Moodle shells and learning activities to improve student engagement.