



**VANCOUVER COMMUNITY COLLEGE  
BOARD OF GOVERNORS PUBLIC MEETING AGENDA**

Wednesday, November 15, 2017 at 5:30 p.m. – Room 420, Downtown Campus

**Board of Governors:** Pam Ryan (Chair), Chloe Lau, Dee Dhaliwal, Brenda Aynsley, Howard Grant, Erin Klis , Garth Manning, Tarun Puri, Zahra Sayed Mohammad Mahdi

**Ex-Officio:** Peter Nunoda (President & CEO), Todd Rowlatt (Chair, EdCo)

**Board EA:** Deborah Lucas

**Staff Resources:** Marlene Kowalski, Kathryn McNaughton, Karen Wilson, Clodine Sartori (Senior Executive Team)  
Dave McMullen (Registrar), Gordon McIvor (Dean, Continuing Studies)

**Guests:** Constituency group representatives

**Regrets:** Mike Tourigny

Item	Topic	Time	Speaker	Pre-reading materials	Action	Page
1.	Call to Order	--	P. Ryan	--	--	--
2.	<b>APPROVAL OF AGENDA/CONSENT AGENDA</b> <b>Recommended Resolution:</b> <i>“THAT the VCC Board of Governors approve the agenda and approve/acknowledge receipt of the following items on the consent agenda”</i>  2.1 Minutes – Sept 27, 2017 2.2 VCC News & Events 2.3 VCCFA Report	2 min		DRAFT Minutes – Sept 27, 2017 IN – News & Events VCCFA Report	Decision	3 8 10
3.	Chair’s Remarks	2 min	P. Ryan	--	Information	--
4.	President’s Remarks	2 min	P. Nunoda	--	Information	--
5.	<b>CONSTITUENCY GROUP UPDATES</b> 5.1 CUPE 4627 5.2 VCCFA 5.3 SUVCC	5 min each	Constituency Reps	-- VCCFA Report --	Information	-- 10 --
6.	<b>FINANCE</b> 6.1 Finance & Audit Committee Report 6.2 Financial Performance – Management Discussion & Analysis (MD&A) – Period End Sept 30, 2017	15 min	M. Tourigny M. Kowalski	-- Financial Performance (MD&A) – Period End Sept 30, 2017	Information	-- 12



Vancouver Community College  
BOARD OF GOVERNORS PUBLIC MEETING AGENDA – November 15, 2017

Item	Topic	Time	Speaker	Pre-reading materials	Action	Page
7.	<b>TUITION &amp; NEW PROGRAMS</b>	10 min	T. Rowlatt G. McIvor	EdCo DN – New Program ECCE Post-basic Diploma DN – Tuition – ECCE Post-Basic Diploma	Decision Decision	23 41
	7.1 Early Childhood Care & Education (ECCE) Post-Basic Diploma					
8.	<b>POLICIES</b>	10 min	T. Rowlatt	EdCo DN – Revised C.3.3 Suspension and/or Discontinuance of Programs Policy and Procedures	Decision	44
	8.1 C.3.3 Suspension and/or Discontinuance of Programs Policy and Procedures					
9.	<b>BOARD COMMITTEE REPORTS</b>	10 min	B. Aynsley D. Dhaliwal	-- --	Information Information	-- --
	9.1 Human Resources Committee					
	9.2 Governance Committee					
10.	<b>PRESENTATION</b> The Office of the Registrar	10 min	D. McMullen	--	Information	--
11.	<b>OTHER BUSINESS</b>	5 min	P. Ryan	--	Information	--
	11.1 Board of Governors Correspondence					
12.	Next meeting date: Feb 7, 2018	--	--	--		
13.	Adjourn				<b>Meeting duration:</b> Approximately 1.5 hours	

**DRAFT**

**MINUTES OF THE PUBLIC MEETING OF THE BOARD OF GOVERNORS  
OF VANCOUVER COMMUNITY COLLEGE  
HELD ON SEPTEMBER 27, 2017 AT THE DOWNTOWN CAMPUS**

<b>Board Members:</b>	Pam Ryan (Chair), Mike Tourigny, Brenda Aynsley, Dee Dhaliwal, Erin Klis, Garth Manning
<b>Ex-Officio:</b>	Peter Nunoda (President & CEO), Todd Rowlett (EdCo Chair)
<b>Board Secretary:</b>	Deborah Lucas
<b>Staff Resources:</b>	Marlene Kowalski, Kathryn McNaughton (VP's), Clodine Sartori (Director, HR)
<b>Guests:</b>	J. Davies, SUVCC, Executive Director (Interim)
<b>Regrets:</b>	Chloe Lau, Howard Grant, Karen Wilson, Shannon Railton

**1. CALL TO ORDER**

The meeting was called to order at 5:38 p.m. by P. Ryan. D. Lucas acted as Secretary of the meeting. P. Ryan declared the meeting to be properly called and constituted.

**2. APPROVAL OF CONSENT AGENDA**

UPON MOTION duly moved, seconded and unanimously resolved:

THAT the VCC Board of Governors approve the agenda and approve/acknowledge receipt of the following items on the consent agenda:

- 2.1** Minutes – June 28, 2017, with amendment to typo under 6.1
- 2.2** VCC News & Events
- 2.3** VCCFA Report
- 2.4** Institutional Accountability Report 2016/17

**3. CHAIR'S REMARKS**

P. Ryan advised the Board:

- J. Davies, SUVCC, Exec. Director, was invited to sit at the Board table, as an observer, in light of two vacancies for Student Reps until the election in Oct.
- Appointed Board Member S. Kukucha resigned from the Board effective July 31, 2017.
- Appointed Board Member H. Grant will not be seeking re-appointment at the end of his term on Dec 31, 2017. AEST is aware of the Board recruitment priorities. P. Ryan and P. Nunoda will work with AEST on filling these vacancies as soon as possible.
- Institutional Accountability Report 2016/17 has been approved and is posted publicly on VCC.ca.
- August 11, 2017 – Telephone intro meeting with Minister Melanie Mark, at which mandate requirements were discussed.
- The President's contract has been re-negotiated for a 3 year term. P. Ryan acknowledged P. Nunoda's contribution to VCC during his first term.

**4. PRESIDENT'S REMARKS**

- P. Nunoda acknowledged that constituency group pre-board meetings had not been scheduled.
- AEST Minister, Hon. Melanie Mark and Assistant Deputy Minister, Jeff Vasey visited VCC and met with the President, Senior Executive and other stakeholders. A lunch catered by VCC's Culinary and Baking Program students was well received. The Minister is committed to community engagement and accessibility, which are areas that VCC is uniquely positioned to support. AEST led a roundtable session at VCC about sustainable tuition free delivery of ABE and EAL programs.

- Project EveryBODY is a collaboration of community and no-profit organizations, which focusses on the inclusion of people of all abilities, advocating for communities that are diverse and inclusive. Sponsored by the OpenDoor Group, they kicked off a series of events on Sept 27 with their annual employment fair, held at the Downtown Campus.
- A new partnership with the Rick Hansen Foundation has been established. The Rick Hansen Foundation Accessibility Certification (RHFAC) program is designed to benefit students and industry professionals interested in improving accessibility in commercial and public settings.

## 5. CONSTITUENCY GROUP UPDATES

### 5.1 CUPE Local 4627

CUPE 4627 President, C. Joyce, addressed the Board:

- For the Board's information, the Occupational, Health & Safety Committee have received complaints about ventilation in one of the biology labs. Under the Capital Plan project "Laboratory and Training Space Renewal", it is indicated that the renewal of this space will be completed in 2021. P. Ryan acknowledged that the comment would be addressed under the Finance agenda item.

### 5.2 Vancouver Community College Faculty Association (VCCFA or FA)

VCCFA President, K. Shortt, addressed the Board:

- Tuition free ABE & EAL is good news. The Ministry consultation on the sustainability of tuition free ABE is exciting and positive.
- The FA are requesting that the pre-layoff process for faculty in the ABE and CCA is postponed to Jan 2018.
- The FA acknowledged the quick action by Facilities in removing "Moneymart" advertisements from washrooms. In response to the Board's question, M. Kowalski confirmed that this advertising is not covered under the Sponsorship policy. Appropriate advertising will be addressed, as it's a contracted service that is in the process of being renewed.
- P. Ryan and B. Aynsley acknowledged the VCCFA for the Community Action donations that were listed in the report.

### 5.3 Student Union of Vancouver Community College (SUVCC)

SUVCC Executive Director, J. Davies, addressed the Board:

- SUVCC will continue to advocate for sustained funding for ABE program students. SUVCC have sent a communication to AEST and they will meet with Minister Mark later in the year.
- Nominations for Student Elections for positions on Student Union Board, Board of Governors and Education Council have been released.
- SUVCC are presenting to the Standing Committee of Finance and Government Services on topics including a Student Debt Strategy and a one time investment for the development of more open text book materials and educational resources and increased funding to sustain the U-Pass program.
- SUVCC will proceed with a fee referendum in 2018. SUVCC has the lowest fees in the region at \$20 a semester.
- K. McNaughton acknowledged the participation of SUVCC in the recent VCC Welcome Days.

## 6. FINANCE

### 6.1 Finance & Audit Committee (FAC) Report

The Committee met on September 6, 2017. The FAC Chair, M. Tourigny, presented highlights:

- The Financial Performance for Period End Jul 31, 2017 was presented:
  - VCC trended above budget for the first four months ended July 31, 2017. Revenues are \$1.4M above budget, while expenses are slightly below.
  - The Q2 report being presented to FAC in October will include the enrolment for September, providing a more accurate forecast. It's currently based on prior budget.
  - Where enrolment has been low in some domestic programs, enrolment has been opened up to international students.
  - There are a lot of opportunities to grow the international portfolio.
- FAC reviewed the following items and are recommending them for Board approval:
  - Statement of Financial Information (2016/17)
  - 5 Year Capital Plan 2018/19 to 2022/23 – In response to the item raised by CUPE, Management have been in discussion with the Occupational, Health & Safety Committee (OH&S). Options to resolve the problem with the biology lab have been identified. A test study will be conducted and the OH&S will be advised of next steps.

### 6.2 Financial Performance (Management Discussion & Analysis) – Period End Jul 31, 2017

The MD&A report was provided in the meeting materials and summarised by M. Tourigny in the FAC Report.

### 6.3 Statements of Financial Information (SOFI) – Year ended Mar 31, 2017

The Statements of Financial Information (SOFI) for the year ended Mar 31, 2017 was provided in the meeting materials. FAC recommended its approval.

UPON MOTION duly moved, seconded and unanimously resolved:

THAT, on recommendation of the Finance and Audit Committee, the Board of Governors approve the Statement of Financial Information for the year ended March 31, 2017.

### 6.4 Ministry of Advanced Education, Skills & Training (AEST) – Five-Year Capital Plan - Period 2018/19 to 2022/23

The Five-Year Capital Plan - Period 2018/19 to 2022/23 was provided in the meeting materials.

- The capital plan priorities are the same as those identified and approved by the Board for last fiscal year because no capital improvements were completed last year. The Plan was included in the 2017/2018 Integrated College Plan that was approved by the Board in May 2017.
- Costing information for each project has been updated to reflect current construction costs.
- FAC recommended its approval.

UPON MOTION duly moved, seconded and unanimously resolved:

THAT, on the recommendation of the Finance & Audit Committee, the Board of Governors approve in principle the Five-Year Capital Plan for the period 2018/19 to 2022/23.

## 7. POLICIES

### 7.1 D.3.6 Admissions policy & procedures

#### 7.2 D.3.6.1 Flexible Admissions policy & procedures

T. Rowlatt summarized the Decision Notes provided in the meeting materials.

- The policies were last reviewed in 2015. They have been updated with the view to open more accessible pathways into courses and programs. Revisions to both policies included clarifying language around underage applicants (domestic and international), equivalency, and admissions review. EdCo recommend them for Board approval.

UPON MOTION duly moved, seconded and unanimously resolved:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at the meeting, D.3.6 Admissions Policy and Procedures and D.3.6.1 Flexible Admissions Policy and Procedures.

### 7.3 F.1.01 Ethical Conduct for Research Involving Humans policy & procedures.

### 7.4 F.1.02 Ethics and Integrity in Research & Scholarly Activity policy and procedures

### 7.5 F.1.03 Conflict of Interest Related to Research Procedures policy & procedures

T. Rowlatt summarized the Decision Notes provided in the meeting materials.

- The policies were last revised in 2013. Minor edits have been made to ensure compliance with the Tri-Council Policy Statement (TPCS). EdCo recommend them for Board approval.

UPON MOTION duly moved, seconded and unanimously resolved:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, F.1.01 Ethical Conduct for Research Involving Humans Policy and Procedures, F.1.02 Ethics and Integrity in Research and Scholarly Activity Policy and Procedures, and F.1.03 Conflict of Interest Related to Research Policy and Procedures.

## 8. INTEGRATED COLLEGE PLAN (ICP)

### 8.1 2017/18 Key Priorities, Goals & Objectives – Q1 Update

The 2017/18 Key Priorities, Goals and Objectives Q1 report was provided in the meeting materials.

M. Kowalski and K. McNaughton responded to questions:

- The ICP has helped focus people on developing departmental goals and objectives.
- The Q1 report recognizes the top goals and priorities, of which a lot are in progress at this stage. People are presenting great ideas and everyone is pulling together to support the initiatives in the ICP. Being on trend to meet the budget allows VCC to support the initiatives being presented.
- M. Kowalski and K. McNaughton are visiting every department to get to know people and hold open discussions about the around the ICP process.
- A fundraising campaign around the Denturist Program did not get any traction. A budget for new equipment was allocated, however, understanding the requirements of the space to accommodate the new equipment must be identified first.

## 9. EDUCATION COUNCIL (EdCo) CHAIR REPORT

T. Rowlatt summarized the Information Note provided in the meeting materials.

- New programs under development:
  - Counselling Skills Diploma and Post-Basic Early Childhood Care and Education Diploma
- The project to harmonize apprenticeship training in Red Seal trades across Canada is underway. The goal is to standardize the number of training levels and the number of hours for training in all provinces, along with a more consistent approach to technical training. It benefits students by allowing them to move between provinces during their training. At VCC, harmonized curriculum for the Automotive Service Technician Foundation and Apprenticeship Levels 1 and 2 has been approved by EdCo. P. Nunoda acknowledged VCC faculty, whom have been integral in the implementation of this.
- P. Nunoda acknowledged Dean, McIvor and the Continuing Studies team for the work they have put into the development of the two new Diploma programs. Employment opportunities in the ECCE field are endless.

## 10. BOARD COMMITTEE REPORTS

### 10.1 Human Resources Committee Report (HRC)

Human Resources Committee met on July 13 and Sept 20, 2017. The HRC Chair, B. Aynsley, provided highlights:

- HRC reviewed the President's strategic goals and objectives.
- Continued review of two Board policies.
- HR Director, C. Sartori presented the Q2 Human Resources report, which included an update on the Employment Engagement Survey and its priority initiatives and action plan.
- M. Tourigny commended the HRC on the renewal of the President's contract.

## 11. PRESENTATION

As part of a series of portfolio/department presentations by Deans and Directors, Brett Griffiths, Dean, School of Trades, Technology & Design presented to the Board. The presentation was well received.

## 12. OTHER BUSINESS

### 12.1 Board of Governors Correspondence

- AEST approved 2016/17 Institutional Accountability Report. It is posted publicly on VCC.ca.

## 13. NEXT MEETING

The next Board of Governors Public Board meeting will be held on November 15, 2017.

## 14. ADJOURN

There being no further business, the meeting adjourned at 6:52 p.m.

**APPROVED AT THE NOVEMBER 15, 2017 BOARD IN CAMERA MEETING:**

**Pam Ryan**  
**Chair, VCC Board of Governors**



## VCC NEWS AND EVENTS

### October 2017

- VCC celebrated **Apprenticeship Recognition week** (Nov. 5-11) with promotion in the media, VCC's website and on social media. And, in alignment of this special week, a media release announced the launch of a new hairstylist apprenticeship pathway and Red Seal Endorsement (RSE).
- **VCC Day** was held on Oct. 31 at the Playhouse Theatre and Downtown Campus for all VCC employees. This is a long-standing tradition at VCC where once a year the college's staff, faculty and administration come together to celebrate our successes and plan for our future. The morning at the Playhouse included; Employee Recognition Award winners, keynote speaker, VCC Alumni Michael Fergusson and a panel discussion with five VCC Alumni. In the afternoon, departments participated in several professional development activities, including the first VCC Dragon's Den.
- **Experience VCC**, VCC's largest recruitment event, was held on Oct. 18. The college provided a trade show style interactive and experiential evening, which included seminars, tours, and representatives from all 120 programs to answer attendees questions. Although the event happened on an evening of a severe rainstorm, we had great attendance and doubled our applications from the spring event.
- The annual **ShakeOut B.C.** earthquake drill took place at VCC on Oct. 19. For the second year, VCC's School of Health students took part in a full emergency simulation of an earthquake. Student-volunteers were given realistic makeup wounds and were strewn throughout Broadway's building B. The actors did their best impressions of suffering earthquake victims and groups of nursing, dental hygiene and health-unit coordinator students are led from victim to victim to access their condition.
- **VCC hosted Chef David Wolfman** at VCC on October 9 for a book signing. Wolfman, a 1984 VCC alumna represents a new era of Indigenous cuisine. Attendees, including culinary students, were presented with samples of Indigenous cuisine and heard humorous stories from the chef.
- It's that time again, VCC's International Culinary Arts students have reopened ***the Chef's Table*** pop-up restaurant located in the Quizine Kitchen at VCC's Broadway campus until Nov. 17. The tickets were sold out immediately. Patrons get to see the VCC's International Culinary Arts students create a five-course set menu before their eyes.



## VCC Government Relations

- MLAs from each of VCC's campus have been invited to VCC's convocation on Nov. 23. Minister Melanie Mark is unable to attend, but will be sending a video message to the graduates at the event.

## VCC in the News

- [Gone west: On Vancouver and one of the world's fastest growing fashion weeks](#) – Globe and Mail, (Sept. 20) This season, VFW will include almost 80 runway presentations by designers hailing from more than 25 locales, including student work from nearby LaSalle College and the Vancouver Community College. There's also a two-day Vancouver Kids Fashion Week offshoot.
- [New to Canada, struggling to find work](#) – Globe and Mail, (Oct. 20) – Armed with PhDs and a wealth of experience, Shereen Shokry and Humayun Kabir immigrated to Canada with hopes of picking up where they left off in their careers...Partner colleges include Red River, George Brown, Bow Valley College in Calgary, Vancouver Community College, and Parkland College, with campuses in Saskatchewan.
- [British Columbia university profiles to help you choose](#) – Globe and Mail, (Oct. 18) – The Globe and Mail's Canadian University Report's profiles of more than 70 universities across the country give snapshots on many factors, from educational experience to the feel of the campus. A partnership between Emily Carr and the Vancouver Community College (VCC) – also on Great Northern Way – will allow students conditionally accepted to Emily Carr to complete their English-language requirements at VCC.

## Upcoming Events:

- Student Awards Fall 2017, November 17
- Convocation Fall 2017, November 23

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

**DATE:** Nov. 7, 2016

**VCCFA Report to the College Board****Submitted November 8<sup>th</sup>, 2017 for the Board meeting on November 15<sup>th</sup>, 2017****Congratulations to our Faculty Members**

The diverse expertise of our faculty members shone through at the recent President's Research Symposium held in the public space at the Broadway campus. There were presentations from an adult literacy instructor on the tremendous impact of experiential learning in the classroom, from a nursing instructor on critical thinking skills in patient care and from members in the Baking Department on using natural health processes in bread and pastry creations. This wide range of knowledge which is so evident in the programs we offer is just one of the reasons VCC is such an integral part of the community we serve.

We also want to congratulate the faculty in our many Apprenticeship Programs and their important contribution to our students during Apprenticeship Recognition Week (November 5 – 11).

**Waitlists & Funding Cuts in the Language Instruction for Newcomers to Canada (LINC) Program**

The LINC Program at VCC will have a funding cut of 6% in each year of the current three-year federal contract. One particular evening class, LINC 4, has a waitlist of 85 students, 24 of whom have refugee status. The Department is not able to open additional LINC 4 classes to accommodate this waitlist without cutting other LINC classes. The resulting delay in learning English is problematic for all of our students and for many reasons. However, the students with refugee status are also facing the Federal Government's one-year time limit on overall funding support. We are working with our Member of Parliament on addressing this issue with the Federal Government.

**Meetings with the Ministry of Advanced Education, Skills and Training**

On Monday, October 16<sup>th</sup>, 11 faculty members from Colleges and Universities across the Province met with Government to discuss the development of policy for delivery of Adult Basic Education and English as an Additional Language Programs. Three faculty members from the VCCFA were at this table. The key discussion points we brought were the philosophy of a demonstrated acknowledgement and respect for the long-term impact of an educated population on society as a whole, the need for stable funding and

targeted FTE delivery of developmental programs, and the need for increased student support.

As well, President's Council of FPSE met with Minister Melanie Mark in the Legislature Buildings on October 24<sup>th</sup> to discuss our concerns and to hear from her on the mandate she is charged with delivering. We also hosted a wine & cheese event that evening which was attended by a large number of MLAs. There was good discussion at both events.

### **Fair Employment Week (October 23 – 27)**

The VCCFA is actively involved with our provincial organization, the Federation of Post-Secondary Educators (FPSE), and across Canada with the Canadian Association of University Teachers (CAUT), on the issue of the growing number of term contract and contingent instructors in many institutions in North America. In solidarity and support for these instructors in precarious working conditions, we celebrated Fair Employment Week by acknowledging their work and contribution to post-secondary education.

### **VCCFA Community Action Donations**

Our fiscal began anew on October 1<sup>st</sup> so our Committee is currently reviewing funding requests from many local organizations. However, the VCCFA was able to cobble together \$1,000 on very short notice to fund a request for a new dishwasher for the VCC McGregor Child Care Centre.

Respectfully submitted,  
Karen Shortt, President, VCCFA



**FINANCIAL PERFORMANCE**

**Management Discussion & Analysis**

**for the Six Months Ended September 30, 2017**

## PERFORMANCE HIGHLIGHTS

### 2017/18 OPERATING OVERVIEW

#### 2017/18 Six Month Operating Overview

Revenues trended above budget while expenses were slightly below for the six months ending September 30, 2017. The college closely monitors enrolments, revenues and expenses to ensure budget targets that were established in the 2017/18 Integrated College Plan are being met.

Effective September 1, 2017, the government funding model was changed and Adult Basic Education (ABE) and English as an Additional Language (EAL) programs became tuition free for domestic students. This change has not significantly impacted revenue at this time. VCC did experience some increase in EAL program enrolment while ABE programs remained flat compared to budget.

Revenue for the period was \$51.1 million compared to budget of \$50.8 million (\$300K above plan) and prior year of \$50.8 million (\$300K above prior year) (**Table 4**). Although domestic revenue is down by \$492K, this has been offset by higher international revenue of \$501K (**Table 1, 2 and 3**). In areas where domestic enrolment was softer additional seats were made available to international students. The School of Hospitality Food Studies and Applied Business domestic revenue was \$136K lower than budget, however, international programs were \$216K higher. Domestic Professional Cook 1 & 2 programs have experienced softer enrolments but this has been offset by higher international student demand in these programs and higher international enrolment in Hospitality Management. The School of Trades, Technology and Design domestic revenue is down by \$247K (mainly in hair and skin & body therapy - \$200K) and this is being offset by an increase in international revenue of \$155K (mainly in auto technician - \$105K). School of Arts and Sciences has seen a \$102K increase in domestic revenue and \$108K in international revenue. Continuing Studies domestic was down by \$173K with an offset of \$37K from international and School of Health Sciences revenue from domestic (this school does not have many international students due to the high demand from domestic students) is \$14K over budget.

Contract training revenue is \$256K over budget and miscellaneous revenue is up by \$404K which includes \$300K that is the result of historical deferred revenue cleaned up that was flagged at year end.

Expenses for the period were \$13.8 million compared to budget of \$15.9 million (\$2.1 million below budget) and prior year of \$15.9 million (\$2.1 million below the prior year). The main variance of \$1.0 million is due to the funding model change from Adult Upgrading Grants (AUG) to free tuition for ABE and EAL. This is a flow through expense with grant revenue also down by \$1.0 million.

The net surplus for the six month period is \$662K compared to a budget deficit of \$1.9 million (\$2.5 million more favourable than budget) and prior year deficit of \$521K (\$1.2 million more favourable than prior year).

## Summary - Revenue by School

**Table 1:**

### Breakdown of Domestic and International Revenue – Actual Compared to Budget and Prior Year

	2017/18 Actuals (Apr 2017- Sept 2017)	2017/18 Budget (Apr 2017- Sept 2017)	Variance Favourable/ Unfavourable	2016/17 Prior Year (Apr 2016 - Sept 2016)	Variance Favourable/ Unfavourable
Centre for Continuing Studies	1,248,711	1,422,294	(173,583)	1,359,127	(110,416)
Center for International Education	4,094,523	3,593,069	501,454	3,038,875	1,055,648
School of Arts & Sciences	2,029,068	1,926,595	102,473	2,038,917	(9,849)
School of Health Sciences	1,711,842	1,697,867	13,975	1,706,333	5,509
School of Hospitality, Food Studies & Applied Business	832,757	968,398	(135,641)	894,184	(61,427)
School of Instructor Education	372,963	425,065	(52,102)	393,613	(20,650)
School of Trades, Technology & Design	820,791	1,068,675	(247,884)	883,472	(62,681)
<b>Total</b>	<b>11,110,655</b>	<b>11,101,963</b>	<b>8,692</b>	<b>10,314,521</b>	<b>796,134</b>

**Table 2:**

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

	2017/18 Actuals (Apr 2017- Sept 2017)	2017/18 Budget (Apr 2017- Sept 2017)	Variance Favourable/ Unfavourable	2016/17 Prior Year (Apr 2016 - Sept 2016)	Variance Favourable/ Unfavourable
Centre for Continuing Studies	36,709	0	36,709	32,229	4,480
School of Arts & Sciences	187,306	79,600	107,706	78,893	108,413
School of Health Sciences	59,707	75,324	(15,617)	34,380	25,327
School of Hospitality, Food Studies & Applied Business	2,033,529	1,817,468	216,061	1,553,717	479,812
School of Instructor Education	1,358	0	1,358	11,125	(9,767)
School of Trades, Technology & Design	1,775,914	1,620,677	155,237	1,328,531	447,383
<b>Total</b>	<b>4,094,523</b>	<b>3,593,069</b>	<b>501,454</b>	<b>3,038,875</b>	<b>1,055,648</b>

**Table 3:**

### Combined Domestic and International Revenue by School

	2017/18 Actuals (Apr 2017- Sept 2017)	2017/18 Budget (Apr 2017- Sept 2017)	Variance Favourable/ Unfavourable	2016/17 Prior Year (Apr 2016 - Sept 2016)	Variance Favourable/ Unfavourable
Centre for Continuing Studies	1,285,420	1,422,294	(136,874)	1,391,356	(105,936)
School of Arts & Sciences	2,216,374	2,006,195	210,179	2,117,810	98,564
School of Health Sciences	1,771,549	1,773,191	(1,642)	1,740,713	30,836
School of Hospitality, Food Studies & Applied Business	2,866,286	2,785,866	80,420	2,447,901	418,385
School of Instructor Education	374,321	425,065	(50,744)	404,738	(30,417)
School of Trades, Technology & Design	2,596,705	2,689,352	(92,647)	2,212,003	384,702
<b>Total</b>	<b>11,110,655</b>	<b>11,101,963</b>	<b>8,692</b>	<b>10,314,521</b>	<b>796,134</b>

## Statement of Operations – Comparison to Budget and Prior Year For the Six Months Ended September 30, 2017

Table 4:

(In \$ Thousands)	2017/18 Actuals (Apr 2017 - Sep 2017)	2017/18 Budget (Apr 2017 - Sep 2017)	Variance favourable /(unfavourable)	Comments	2016/17 Actuals (Apr 2016 - Sep 2016)	Variance favourable /(unfavourable)
Province of B.C. Grants	27,846	27,284	562	ITA Grant \$200K higher than budget; \$308K Routine Capital Maintenance revenue recognized all at once - these are all timing difference.	26,974	872
Adult Upgrading Grant (AUG)	953	1,987	-1,034	Due to the new provincial funding model for ABE/EAL- August / September AUG amounts have been removed	1,987	-1,034
Sales of goods and services	3,131	3,255	-125		3,424	-293
Tuition and student fees	12,333	12,274	60	Domestic revenue is down by \$492K but this has been offset by an \$501K increase in international tuition. Table 1 shows the breakdown between domestic and international revenue by school. Table 2 shows international revenue and Table 3 shows combined domestic and international revenue by school.	11,421	912
Other grants, fees & contract services	2,864	2,608	256	OAT \$249K, SDEB \$15K,EHW \$44K, ASP \$20K, BC Hydro \$26K, BCMEA \$12K, PAFC \$27K, CIC-CIIP \$23K; but \$180K SASET revenue budget removed	3,250	-386
Miscellaneous income	1,067	663	404	Movie rental increased by \$13K, clean up historical deferred revenue amount \$300K booked to Misc Revenue	849	218
Donation income (Foundation Related)	205	152	53		175	29
Amortization of deferred capital contribution	2,629	2,555	74		2,664	-35
Investment income	92	68	24		68	24
<b>REVENUES</b>	<b>51,120</b>	<b>50,846</b>	<b>274</b>		<b>50,812</b>	<b>308</b>
<b>SALARY AND BENEFIT EXPENSES</b>	<b>36,655</b>	<b>36,849</b>	<b>194</b>		<b>35,447</b>	<b>1,208</b>
Supplies and general expenses	2,994	3,236	242	Mostly due to operating lease expense \$199K removed and reallocated to depreciation exp	2,815	179
AUG Financial Aid	953	1,987	1,034		1,987	-1,034
Bursary/Scholarship (donation related)	205	152	-53		175	29
Professional fees	805	1,078	273	SASET \$180K removed from budget	1,197	-392
Building and telecom	2,970	3,183	213	Timing difference. Forecast adjusted	3,200	-230
Cost of Goods Sold	1,837	2,134	296	Due to less revenue & removed internal laundry service charge that is reallocated to general expenses	2,227	-390
Depreciation Expense	4,039	4,093	55		4,284	-246
<b>OPERATING EXPENSES</b>	<b>13,803</b>	<b>15,863</b>	<b>-2,060</b>		<b>15,886</b>	<b>-2,083</b>
<b>TOTAL EXPENSES</b>	<b>50,458</b>	<b>52,712</b>	<b>-2,254</b>		<b>51,333</b>	<b>-875</b>
<b>NET SURPLUS (DEFICIT)</b>	<b>662</b>	<b>-1,866</b>	<b>2,528</b>		<b>-521</b>	<b>1,183</b>

\* ASP: Aboriginal Service Plan

\* BCMEA: BC Maritime Employers Association

\* CIC-CIIP: Colleges Institutes Canada - Canadian Immigrant Integration Program

\* EHW: Entry to Hospitality for Women

\* OAT: Office Assistance Training

\* PAFC: Pacific Autism Family Centre

\* SDEB: Skills Development Employment Benefit

## 2017/18 YEAR END FORECAST

### 2017/18 Forecast to Budget Overview

The 2017/18 Forecast (6 months actual + 6 months forecast) in **Table 5** shows that VCC is projecting a surplus of \$351K. Revenue is forecasted to be \$106.3 million compared with budget of \$107.6 (\$1.3 million below budget) and prior year of \$106.3 million (\$28K lower than prior year). The main reason for the decrease in revenue is the funding model change from Adult Upgrading Grants to free tuition for ABE and EAL which results in \$2.4 million less revenue. However, this is offset by \$2.4 million in lower expenses.

Expenses are forecasted to be \$106.0 million compared to budget of \$107.6 million (\$1.6 million lower than budget) and prior year of \$105.5 million (\$506K higher than prior year). The assumption, at this time, is that the \$1.0 million contingency built into the 2017/18 budget will be absorbed due to higher costs, mainly in salaries.



**Statement of Operations – Comparison to Budget and Prior Year  
2017/18 Forecast with Six Months Actual (Ended September 2017) and Six Months Forecast**

Table 5:

(In \$ Thousands)	2017/18 Current Forecast (6 + 6)	2017/18 Budget	Variance favourable /(unfavourable)	Comments	2016/17 Actuals	Variance favourable /(unfavourable) - 1718current fcst vs 1617 actuals
Province of B.C. Grants	54,646	54,489	157		53,620	1,026
Adult Upgrading Grant (AUG)	953	3,425	-2,472	AUG Funding for the rest of this fiscal year has been removed due to the change in government funding model.	2,922	-1,969
Sales of goods and services	6,262	6,276	-14		6,478	-216
Tuition and student fees	31,897	31,612	285	Includes for variances for domestic & international tuition revenue and other fees for 6 months (April - September). Domestic tuition revenue from April to Sep is \$492K less than budget for all schools. For the same period, international tuition revenue is \$500K better than budget. Other fees are \$20K better than budget. In forecast, the domestic tuition revenue for some programs is reduced further by \$330K. The international tuition revenue for some programs is increased by \$550K.	28,346	3,551
Other grants, fees & contract services	5,034	4,818	216	Added contracts: OAT \$275K, EWH \$44K, SDEB \$50K, ASP \$200K, BC Hydro \$40K, PAFC \$27K, CIC-CIIP \$23K, BCMEA \$37K; SASET \$400K removed from contract to flow-through	6,661	-1,627
Miscellaneous income	1,763	1,348	415	Movie rental increased by \$13K, clean up historical deferred revenue amount \$300K booked to Misc Revenue	1,940	-176
Donation income (Foundation Related)	433	380	53		481	-48
Amortization of deferred capital contribution	5,184	5,110	74		5,768	-584
Investment income	172	148	24		157	15
<b>REVENUES</b>	<b>106,345</b>	<b>107,606</b>	<b>-1,261</b>		<b>106,373</b>	<b>-28</b>
<b>SALARY AND BENEFIT EXPENSES</b>	<b>75,434</b>	<b>74,323</b>	<b>-1,111</b>	Forecast amount includes the year end vacation / sick leave accruals. Salaries increased to accommodate increased contracts and a few positions were added to forecast.	<b>73,409</b>	<b>2,025</b>
Supplies and general expenses	7,554	7,677	123	\$400K operating lease reallocated to depreciation expense; forecasted \$250K laundry service charge	6,416	1,138
AUG Financial Aid	953	3,425	2,472	AUG expenses for the rest of this fiscal year removed	2,922	-1,969
Bursary/Scholarship	433	380	-53		481	-48
Professional fees	2,761	3,034	274	SASET expenses \$400K removed. Agency commission fee increased due to higher international tuition revenue	2,718	43
Building and telecom	6,504	6,376	-128		6,234	270
Cost of Goods Sold	3,836	4,205	368	Due to less revenue & budgeted internal laundry service charge of \$250K that is reallocated to general expenses in forecast	4,390	-554
Depreciation Expense	8,520	8,187	-333	Added IT capital lease	8,918	-398
<b>OPERATING EXPENSES</b>	<b>30,560</b>	<b>33,283</b>	<b>2,723</b>		<b>32,079</b>	<b>-1,519</b>
<b>TOTAL EXPENSES</b>	<b>105,994</b>	<b>107,606</b>	<b>-1,612</b>		<b>105,488</b>	<b>506</b>
<b>NET SURPLUS (DEFICIT)</b>	<b>351</b>	<b>-</b>	<b>351</b>		<b>885</b>	<b>-535</b>

\* ASP: Aboriginal Service Plan

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\* EHW: Entry to Hospitality for Women

\* OAT: Office Assistance Training

\* PAFC: Pacific Autism Family Centre

\* SDEB: Skills Development Employment Benefit

**Major Procurement Activity over \$200K**

The following table provides a status update on procurement activity over \$200K.

**Procurement Status Update**

**Table 6:**

Vendor	Commodity	Contract Start Date	Contract End Date	Cumulative Contract Commitment	Status
<b>Recurrent Needs</b>					
Spicers	Fine Paper	19-Mar-13	31-Dec-17	\$175,000	One year bridging EDCO contract in place. BCNETSource has completed the RFP and VCC to onboard before the end of the year.
Citrix	IT Software Licenses	19-Sep-15	27-Oct-18	\$228,000	Projected spend for 5yrs over \$200K. Contract extended for one final year.
City Elevator Ltd.	Elevator Inspection, Maintenance, and Upgrades	3-Jun-13	31-Mar-18	\$515,000	BCNETSource competing for this opportunity. Option to opt in available to all Post Secondary Institutions. VCC to study feasibility of agreement in relation to the needs of the college once proponent selected. Projected is over \$200K but less than \$200K per year.
Prism Engineering Ltd.	Energy Management Services. BC Hydro supports this work with a \$50k annual rebate.	1-Mar-13	31-Mar-18	\$600,000	Planning Stage. Projected 5 year spend is over \$200K but less than \$200K per year.

Vendor	Commodity	Contract Start Date	Contract End Date	Cumulative Contract Commitment	Status
<b>Known New Opportunities</b>					
Partial Roof Replacement - BWY A				\$1.1M	Solicitation complete. Contract awarded to Flynn Canada Ltd. Project nearing completion.
Fire Sprinkler Project - Phase I				\$400,000 - \$500,000	Planning Stage
Fire Sprinkler Project - Phase II				\$800,000	Planning Stage
Cafeteria Renovation - DTN				\$400,000	Solicitation complete. Contract awarded to general contractor C3M Group. Renovation in progress.
Downtown Campus Masterplan				\$300,000	Planning Stage - Partnership BC engaged to assist in developing an RFP.
Washroom Renovation				\$300,000	Planning stage
Lighting Upgrade Project				\$250,000	Planning stage
<b>BCNET Common Needs Projects:</b>					
Uniglobe Travel	Travel Management Company	TBD		>\$200,000	ASDT Agreement executed. Option to opt in available to all Post Secondary Institutions. VCC to study feasibility of agreement in relation to the unique needs of the college.
RICOH Canada Inc.	Delivery, installation, servicing of Multi-Functional Devices (MFD), printers, print shop equipment, software.	18-Dec-12	31-Mar-18	\$1M	BCNETSource Agreement executed. Option to opt in available to all Post Secondary Institutions. VCC to study feasibility of agreement in relation to the needs of the college. MFDs will be leased.

## 2017/18 Risk Assessment Update

The 2017/18 Integrated College Plan recognizes that there is risk associated with achieving these plans as well as opportunity. The high level risks and opportunities are identified in the following Risk Register (**Table 7**):

UPDATE: There are no changes to the risk ratings, however, the Board vacancies and succession planning mitigation strategy has been updated.

### Risk Rating

L	Low
M	Medium
H	High

### Risk Register

**Table 7:**

Risk associated with achieving the 2017/18 Integrated College Plan and budget

Rating	Risk	Mitigation
L	Government budget constraints	<ul style="list-style-type: none"> <li>• Increase revenue from other sources such as continuing studies, contract training, international students and strategic partnerships</li> </ul>
L	Below-target enrolment compared to plan	<ul style="list-style-type: none"> <li>• On-going monitoring of enrolments by deans, department heads and leadership</li> <li>• Address soft enrolment by target marketing and increase in student recruitment efforts</li> <li>• On-going monitoring of global events and domestic policy to inform decisions that would minimize the impact on International enrolment</li> </ul>
L	Decrease in ITA funding – is dependent on the performance of all post-secondary institutions in BC	<ul style="list-style-type: none"> <li>• On-going monitoring of enrolments</li> <li>• Maintain proactive relationship with ITA to ensure any changes in funding formula is known in advance</li> </ul>

Rating	Risk	Mitigation
		<ul style="list-style-type: none"> <li>• Ensure program curriculum meets ITA expectations</li> </ul>
L	2017/18 financial targets not realized	<ul style="list-style-type: none"> <li>• Strong emphasis on budgeting process and establishing realistic budgets</li> <li>• Monthly financial review and forecasting</li> <li>• Comprehensive monthly cost analysis</li> <li>• Reduce manual processes by streamlining, automating and continuous improvement to create efficiencies</li> </ul>
L	Faculty Association and CUPE labour relations	<ul style="list-style-type: none"> <li>• Foster favourable relations with bargaining units</li> </ul>
L	Government relations – awareness of VCC	<ul style="list-style-type: none"> <li>• Significant and sustained outreach to government representatives, in AEST and other Ministries</li> <li>• Ensure there is government awareness of the VCC mandate and priorities</li> </ul>
L	Program delivery meeting changing students' expectations	<ul style="list-style-type: none"> <li>• Monitor engagement of Program Advisor Committees (PACs)</li> <li>• Monitor enrolment reports</li> <li>• Student surveys</li> <li>• Develop an education technology strategy, expand online program delivery, international programming and build flexibility in programs</li> </ul>
L	Reputation management	<ul style="list-style-type: none"> <li>• Develop an internal and external communication strategy</li> </ul>
H	Board vacancies and succession planning	<ul style="list-style-type: none"> <li>• Develop a succession plan to address Board skill requirements prior to individual term expiry or resignations</li> <li>• The Ministry has identified filling current and upcoming vacancies as a priority and are requesting the Board assist by developing an initial list of nominees</li> </ul>

Rating	Risk	Mitigation
M	IT – Banner 8 Software support ending December 2018 - security patches and regulatory updates will no longer be available	<ul style="list-style-type: none"> <li>Develop a project plan to upgrade current version of Banner to Banner 9 and go live by December 2018</li> </ul>
M	IT - Cyber security	<ul style="list-style-type: none"> <li>Conduct a needs assessment to identify potential IT security vulnerabilities</li> <li>Develop a cyber security plan to address any vulnerabilities identified</li> </ul>
M	IT – Disaster recovery	<ul style="list-style-type: none"> <li>Develop a comprehensive disaster recovery plan</li> <li>Migrate more IT functionality to cloud based solutions</li> </ul>
M	Emergency response plan - roles and responsibilities clearly defined and communicated	<ul style="list-style-type: none"> <li>Update emergency preparedness and response plan</li> <li>Conduct training workshops on emergency response</li> </ul>
M	Aging capital infrastructure	<ul style="list-style-type: none"> <li>Develop a comprehensive space utilization plan</li> <li>Develop a long-term plan and strategy to address infrastructure upgrades needed to meet the academic and enrolment plan</li> </ul>

Opportunities associated with the 2017/18 Integrated College Plan

	Opportunities	Strategy
M	New revenue generating opportunities	<ul style="list-style-type: none"> <li>Identify strategic partnerships with both corporate and not-for-profit organizations that could result in new programming and contract training opportunities</li> </ul>
M	Leverage VCC Foundation fundraising to support college initiatives	<ul style="list-style-type: none"> <li>In collaboration with VCC Foundation establish fundraising campaign initiatives and set targets</li> <li>Reinvigorate alumni relations and turn more alumni into donors</li> </ul>



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** November 15, 2017

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
New program: Early Childhood Care and Education (ECCE) Post-Basic Diploma

### BACKGROUND:

VCC has offered training in Early Childhood Education since 1964 when the first program was established, one of the first in British Columbia. Historically, programming has included the ECCE Basic Certificate, a two-year foundational program, and two separate post-basic certificates for ECCE professionals wanting to work in inclusive settings (Special Needs and/or Infant Toddler). In 2015, the post-basic certificates were relaunched as diplomas. These programs did not work well due to program design and a significant increase in tuition.

In November 2016, the program coordinator, Katarina Jovanovic, and Dean of Continuing Studies, Gordon McIvor, proposed changing the diplomas to an advanced certificate in Special Needs and Infant Toddler. The concept was approved for development. After some work, it became clear that the credit load planned for the advanced certificate was very close to the requirements for a diploma. A diploma credential was always the longer term plan for this program, so the timeline was accelerated and a diploma is currently being developed.

As a result, the redesigned ECCE program includes two ladder programs: a ECCE certificate and a ECCE Post-Basic Diploma. The diploma structure will allow the program to teach a comprehensive knowledge of child development and best practices for working with infants and toddlers and children with exceptionalities. These are crucial areas for all early childhood educators, and a diploma-level credential is appropriate to recognize the knowledge, skills, and expectations of these educators.

On completion of the ECCE Post-Basic Diploma, graduates will be able to:

1. Protect and promote the psychological and physical safety, health and well-being of infants and toddlers and children with exceptionalities
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children
3. Administer daily experiences that support and promote children's physical, emotional, social, communication, cognitive, ethical and creative lives
4. Use pedagogical narrations to interpret and respond to every child's skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support
5. Analyze variations in development among infants and toddlers
6. Establish and maintain an open, cooperative relationship with each child's family

7. Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting
8. Establish and maintain collaborative relationships with other community service providers working with the child
9. Reflect on one's own knowledge, attitudes, and skills and take appropriate action for change
10. Practice administrative and management skills as related to early care and learning settings
11. Advocate for high-quality, accessible, and comprehensive early care and learning settings

The Program Advisory Committee supports this program, as does the Ministry of Children & Family Services. Students successfully completing the program will receive two certifications (Special Needs and Infant Toddler) from the Ministry.

The anticipated start date for the program is September 2018. The certificate program is currently running.

**DISCUSSION:**

The curriculum was reviewed at the October 2017 Curriculum Committee meeting and will be reviewed at the November Education Council meeting. Curriculum Committee requested some changes to the admission requirements around English proficiency, immunizations, and criminal record check, along with some changes to course learning outcomes. All changes have been made.

The program has a need for a designated space for their students that mimics the space used by early childhood educators. This request has been submitted for capital funding but has not yet received approval. Education Council did not feel this was a significant barrier to the quality of the program but agreed with the long-term need.

Due to the timing of the Education Council and Board meeting in November, I am submitting this Decision Note prior to Education Council's meeting on November 14 (the day before the November 15 Board meeting). I do not expect Education Council to have any significant concerns with this program proposal, but I will change the advice provided or withdraw this proposal verbally at the November 15 Board meeting if necessary. As the next Board meeting is not until February 2018, Board Chair Pam Ryan agreed to this program being placed on the Board agenda provisionally, so am not to delay the start of implementation by three months.

**RECOMMENDATION:**

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Early Childhood Care and Education Post-Basic Diploma.

**ATTACHMENTS:** APPENDIX A - Proposal for New Program – Early Childhood Care and Education Post-Basic Diploma Program

**PREPARED BY:** Todd Rowlatt, Chair, Education Council

**DATE:** November 7, 2017



**Name of Program: Early Childhood Care and Education Post-Basic Diploma Program**

**Credential Level: Diploma**

**Anticipated Start Date: September 2018**

### **PART 1: CONCEPT PAPER**

Department Leader: Katarina Jovanovic

Curriculum Developer / Faculty: Katarina Jovanovic, ECCE PC

Dean: Gordon McIvor

Proposal Date: July 25, 2017

If this is a joint educational offering, name of other institution (refer to Affiliation Agreement Policy C.3.10):  
n/a

#### **Foreword**

This is a revised Concept Paper that was originally submitted to Marlene Kowalski and Kathryn McNaughton in September 2016. Through analysis of the credit structure of the ECCE Basic Certificate and proposed ECCE Post-Basic Advanced Certificate, it has become clear that the combined Basic and Post-Basic programs have the necessary credits and an appropriate level of outcomes to warrant a Diploma. This proposal is for a Diploma in Early Childhood Care and Education that will cover the Basic ECCE Certificate and the Post-Basic ECCE programs and will have a certificate exit, which is the existing (basic) ECCE Certificate Program.

#### **Introduction/Rationale**

VCC has offered training in Early Childhood Education since 1964 when the first program was established, one of the first to be offered in British Columbia. Historically, programming has included the ECCE Basic Certificate, a two-year foundational program, and two separate post-basic certificates for ECCE professionals wanting to work in inclusive settings (Special Needs Post-Basic Certificate) or/and in infant toddler settings (Infant Toddler Post-Basic Certificate).

In 2015, the post-basic certificates were renewed and relaunched as diplomas. In their current structure, they share three common core courses, and each has four distinct "specialty" courses. Each program can be completed in one year, and once the first is completed, the second can be completed in six months. Students can complete the basic certificate and both components of the post-basic diplomas in 3.5 years.

The renewal resulted in a significant increase in tuition, from \$2303 to \$7000 for each post-basic credential. The increase in tuition negatively impacted enrolment and student progression, as some students that were in the midst of completing one of the specialties (IT or SN) at the time could no longer afford to complete the second specialty at VCC. In response to the tuition increase, 19 students signed a petition expressing their concerns and many left VCC to continue their post-basic training at other colleges. This left the post-basic program in a precarious position, with the lowest enrolment numbers in years and the program facing cancellation. Further, community feedback indicated that the resulting drop in enrollment would negatively impact hiring in ECE in the Lower Mainland.

In June 2015, a 20% tuition fee waiver was approved by the Board of Governors, resulting in sufficient enrolment to run one cohort for each program beginning in September. In January 2016, the waiver was extended by Irene Young, former VP of Strategic Partnerships and Business Development, to maintain the continuity of the programs. In Fall 2016, the ECCE Infant Toddler Diploma ran with 11 students, but the Special Needs Diploma was not delivered due to low enrolment. In the Fall, 2017, both the Infant Toddler and the Special Needs Diplomas are expected to run.

Furthermore, in reviewing the restructured post-basic diplomas, an issue of policy compliance emerged. In their current format, each of the post-basic diplomas is 25.5 credits and therefore does not comply with the Granting of Credentials Policy (C.1.3), which states that a diploma consists of 60-119 credits. If calculated according to the ratios laid out in the Assignment of Credits to Courses (C.1.4), which states that practicum (actual work experience) credits are 30 hours per credit, each post-basic diploma would be 21.5 credits.

In April 2016, a Briefing Note was submitted to Irene Young, former VP of Strategic Partnerships and Business Development, and Kathryn McNaughton, VP, Academic, Students & Research, presenting three options:

1. Freeze the tuition at the 20% waiver rate (maintaining the current structure),
2. Restructure the ECCE Diploma to reduce the length of training and decrease the overall cost while leaving the Certificate program unchanged, and
3. Restructure the entire ECCE Program (Basic Certificate and Post-Basic Diploma).

At that time, option 2 was selected and the restructuring project was launched.

Note: As of April 2017, after consultation with the Dean of Continuing Studies, Senior Program Coordinator and Chair of Education Council, it was decided to propose a Diploma in Early Childhood Education that will cover the Basic, Post Basic Special Needs and Post Basic Infant Toddler programs and will have a certificate exit, which is the existing ECCE Certificate Program.

## **A. Purpose and Context**

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

The ECCE Diploma will provide graduates with an enriched and comprehensive knowledge of child development and best practices in both areas: working with infants and toddlers as well as children with exceptionalities. Each course in the program will cover integrated competencies from both specialty areas, which will result in a higher level of professional competence for graduates of the program.

Many exceptionalities are diagnosed in the early years, and research shows that early identification and early intervention have a significant effect on development in children with disabilities. Disabilities can and do occur at any age, and front-line ECCE professionals can do their job more effectively when they have basic knowledge of both special needs and infant/toddler care and education.

On completion of the ECCE Diploma, graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of children who need extra support needs, as well as infants and toddlers.
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children.
3. Create and provide-daily experiences that promote the physical, emotional, social, cognitive, and creative development of children aged zero to six in infant toddler and inclusive child care settings.
4. Use pedagogical narrations to interpret and respond to the skills, abilities, and interests of children who need extra support and infants and toddlers
5. Analyze variations in development among children aged zero to six in infant toddler and inclusive child care settings.

6. Establish and maintain open communication and partnership with families.
  7. Establish and maintain supportive, collaborative relationships with co-workers in early learning programs.
  8. Establish and maintain partnerships with other professional community services working with a child.
  9. Reflect on one's own knowledge, attitudes, and skills and take appropriate action for change.
  10. Practice administrative and management skills as related to early years programs.
  11. Advocate for high-quality, accessible, and comprehensive early years programs.
2. Explain how this program adheres to principles and priorities as indicated in the College's strategic, educational or ministerial planning documents.

This program is directly in line with VCC's Integrated College Plan 2017/18

***I. Educational Quality – Committed to learning centered programming that is relevant, flexible and career oriented***

The restructured post-basic program will offer more comprehensive training for early childhood education professionals than the existing diplomas: the graduates will have the knowledge and experience to work with infants and toddlers as well as with children with exceptionalities regardless of which specialty they choose. This program will be more responsive to the needs of professionals in the sector and will offer more career options as students will be able to obtain the credential faster and at a more affordable cost.

***II. Financial Stability & Sustainability – Achieve financial sustainability through integrated strategic and financial planning***

The restructuring of the post-basic training will be more accessible to students which will enable enrolment to stabilize and grow back to previous levels. The program will be costed in such a way that it is financially viable with a margin of institutional support.

***III. Reputation Management – Continue to build a strong brand identity that is carefully monitored and managed***

A high quality and competitive post-basic program will rebuild the college's reputation in the professional community. The increased number of practicum students in infant toddler and inclusive centers will result in increased employability of our grads in this component of ECCE , which will further strengthen our brand identity.

***IV. Business Development – Develop new business opportunities by engaging with multiple stakeholders***

The ECCE programs maintain partnerships with multiple stakeholders through practicum sites and graduates who become employees in reputable child care organizations. The program will continue to explore business opportunities through professional development courses for professionals working in the field and through community partnerships with the post-basic training.

3. Identify how the program supports VCC's mission, core values, and strategic objectives?

**VCC Vision Statement: VCC - The first choice for innovative, experiential learning for life.**

### **College Values**

- **Student Success: we create an accessible environment where students build the skills, develop the attributes and gain the experience in the classroom, industry and community needed for success now and in the future.**
- **Excellence: we are committed to the highest educational quality, student support, and college operations and that we are responsive, innovative and relevant.**
- **Diversity: we acknowledge and respect differences in each other and are committed to maintaining an accessible environment that is inclusive of all.**
- **Stewardship: we are responsible for overseeing the resources that are entrusted to us and are focused on working in the best interest of the college community as a whole.**

The Diploma in Early Childhood Education is built on the philosophy of the current Early Childhood Care and Education programs. This is based on nine values and beliefs which align well with VCC's mission:

1. Quality training and education of childcare providers is a key component to ensure excellent childcare for children and families.
2. Quality educational experiences are directly related to the expertise of instructors who model caring, sensitivity, and a student - centered approach.
3. Quality education is a shared responsibility among students, instructors, and practitioners in the ECCE field.
4. Quality education provides exposure to a diverse range of theoretical understandings and perspectives and provides opportunities to translate these into positive, developmentally appropriate practice.
5. Quality education requires a commitment to diversity, anti-bias, and anti-racist principles and practices.
6. Quality education requires a commitment to advocacy for children, families, and healthy communities; the early childhood sector; and social justice issues.
7. Quality education promotes an ongoing commitment to the broader community through networking, cooperating, and collaborating with appropriate individuals and groups in the community.
8. Quality education requires the provision of a broad range of educational supports and student supports.
9. Quality training provides opportunities for lifelong learning and the ongoing development of knowledge, attitudes and skills.

The program will support the college's mission, values, and strategic objectives by delivering quality training that provides opportunities for career advancement, lifelong learning, and ongoing development of knowledge, attitudes, and skills. This program has a strong experiential foundation in numerous observation hours, field studies and practicums as well as in hands-on in-class learning. The philosophy of inclusion is embedded in the majority of the ECCE courses as one of the competencies required by the Ministry of Children and Family Development. Our classes are populated by students coming from very diverse cultural background.

The Early Childhood Care and Education Basic and Post Basic programs are approved by the Ministry of Children and Family Development. The Ministry works with accredited post-secondary institutions as well as with approximately 5400 contracted community social service agencies across government and social services partners to deliver inclusive, culturally respectful, responsive, and accessible services that support the well-being of children, youth, and families.

Our ECCE program is a member of the Early Childhood Education Articulation Committee which meets annually.

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

Graduates of the ECCE Certificate (basic training) will be able to continue their studies at VCC through the ECCE Post-Basic training (Infant Toddler and Special Needs) and complete the Diploma in Early Childhood Education. Students who are not interested in the Post Basic education will still have an option of an ECCE Certificate exit at the ECCE Basic level. Graduates who are interested in pursuing management positions in ECCE will be able to continue their studies further at VCC via the Leadership, Administration, and Management (LAM) course, which is currently non-credit.

Opportunities also exist for graduates to expand their career by taking further training beyond ECCE, such as Business Administration (for those who wish to become child care managers and directors) or Counselling Skills (for those who wish to expand into broader social service work). Some graduates may return as instructors and pursue instructional education such as the Provincial Instructor Diploma Program. The *Role of the Caregiver* course can potentially lead graduates to Sign Language Studies, for those interested in learning more in this area.

## B. Program Need

5. What educational gap, if any, is this program intended to fill?

Currently, the two Post-Basic Diplomas are entirely separate programs each being focused on only one specialty: Infant Toddler or Special Needs. The students who receive training in only one specialty don't get exposed to the content of the other one. Scientifically, we know that the knowledge of early years development and atypical development – can not be separated as they are interrelated. The new Post Basic Diploma Program will integrate the information, knowledge and teaching strategies for both infant toddler and exceptional development. Therefore, it will enrich learning and be an educationally stronger program.

There has been an increased need for infant/toddler educators in the Lower Mainland, and early childhood educators who do not have this certification cannot be counted for the child-teacher ratio if working with children under three years of age. Special Needs Certification qualifies early childhood education professionals to work in inclusive centers or in programs that have a high number of children with exceptionalities.

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

Historically, many of the students who graduate from the basic certificate continue with the post-basic training. The current ECCE Basic Certificate is running with two full cohorts, and 2017/18 the basic ECCE Certificate will run with more students than ever before: two full cohorts (58 students) will graduate in the summer of 2018, creating a larger pool of prospective students.

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

There is a high demand for early childhood educators. Provincial labour trends indicate that there will be a continued demand for graduates. Early childhood educators and assistants (NOC 4214) have an expected 1.1% expected annual demand growth and 8,470 job openings in the *2024 Labour Market Outlook*. 57.2% of jobs in the sector are in the Lower Mainland. Early Childhood Education careers are placed seventh out of *top 60 occupations that require post-secondary training*.

### C. Competitive Analysis

8. Which related programs are available in the lower Mainland and/or online: how do they compare in terms of focus, intended outcomes, length, costs and size?

Langara College targets almost the same student demographic as VCC and is our main competitor. Private colleges have shorter offerings but higher tuition and fewer opportunities for practicums. The restructured diploma program will be unique in its integration of both specialties and the IT and SN competencies in all the courses, which will give the program a distinct competitive advantage.

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

All the Early Childhood Education credit programs are approved and recognized by the Ministry of Children and Family Development, and the accredited courses are transferable from one approved secondary institution to another.

VCC is a member of the Early Childhood Education Articulation Committee which meets annually and is recognized by BCCAT.

10. Is this concept supportable and sustainable with existing and/or available resources?

Early Childhood Education has been offered at VCC for over 50 years: it is the oldest ECCE program in the Lower Mainland. The program, including the post-basic training, has historically had healthy enrolment. The curriculum and course content as well as the practicum have recently been reviewed, and the program went through numerous positive changes in the last few years. The program has a strong instructional team, a full-time Program Coordinator, and a 0.5 Program Assistant. The program already possesses the vast majority of required resources.

However, the lack of ECCE specific space has been an ongoing challenge to our educational quality. A designated space for Early Childhood Education would significantly help meet the needs of this program and make it highly competitive in the community.

In March 2016, a proposal for a designated space was submitted to Marlene Kowalski and Kathryn McNaughton.

11. Is this a cohort, selective entry, or open access program? How will the program be rolled out if you are not using a cohort model?

This is a part-time cohort-based program. However, many factors indicate the need for the full time, day ECCE Program. It seems that the current, part-time evening programs target the specific profile of students: working people who want to do their training at night. There is a significant population of potential students who would be interested in attending the full-time day program at VCC: international students, student loan funding and scholarship candidates and people who prefer day studies. The full-time day program is also shorter and it can be completed in ten months instead within two years of attending school in the evenings.

12. What is the expected length of program (in months/years)? What is the maximum allowable time for completion?

The Basic ECCE Certificate takes two years to complete and the maximum time for completion will be three years.

The Post Basic Infant Toddler and Special Needs program will take a minimum of 15 months to complete, and the maximum time for completion will be two years.

The total length of training needed to obtain the Diploma in Early Childhood Education will be a minimum of three years and three months and the maximum of five years.

13. How many students would you expect to enroll in each year of the program?

There are currently 16 accepted applicants for the Post Basic Program. Two cohorts of Year 2 students (54) will graduate in June 2018, creating a substantial pool of potential students for the Post Basic Diploma Program. The ECCE application process in June 2017 resulted with another two cohorts of new Year 1 students (54) which is another potential pool of post basic students.

#### Student Profile

14. 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)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?

Based on the information from Service Canada (Government of Canada, last updated on May, 2015) found on [www.servicecanada.gc.ca/eng/job\\_futures/statistics/4214.shtml](http://www.servicecanada.gc.ca/eng/job_futures/statistics/4214.shtml), the ECCE professional profile is within 25-44 yrs of age (57.3%), female (96.5%), with previous post-secondary education (60%) and from diverse cultural backgrounds.

15. How will the program address the needs of underprepared students? How will you get these students into appropriate upgrading courses or programs? What options are available?

Students that have already completed the ECCE Certificate will be able to ladder into the post-basic portion of the Diploma with the same prerequisites as the existing diplomas. Prospective students are already certified by the Ministry of Children and Family Development, and most prospective students already have some years of experience in the sector.

The restructured program will have the same admission requirements as the existing diplomas, which includes a group interview with the program coordinator. It is unlikely that the students will come to this program underprepared.

16. How will the program address equity by decreasing systemic barriers? Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, First Nations)? How will the program address these issues?

This program tends to see many female students, which is not unique for VCC: it is also the trend in the sector and is based on the traditional perception of childrearing as a female job. This trend is slowly changing and we see more male teachers in preschool settings. Male candidates will be equally encouraged to take the program as female ones.

This program will be more accessible than before for students with limited financial resources than the existing diplomas have been. There are several new bursaries from the government, which are advertised on the vcc.ca website and through ECE BC.

The ECCE programs have historically attracted between two and eight Indigenous students per basic cohort since 2011/12, and those students have been supported by the Indigenous Education and Community Engagement office (formerly Aboriginal Student Services) throughout the program. One of the PAC members is the Aboriginal director at HIPPY (Home Instruction for Parents of Preschool Youngsters), Canada.

The program is open to students who require support from Disability Services. Historically, there have been two - three students with disabilities in every cohort.

Our ECCE Program has a wide spectrum of connections and partnerships with non-profit organizations including organizations that support newcomers in their career ventures: Mosaic, DIVERSEcity, ISSBC, Skills Connect, Options, Success, Sources BC, etc.

Early Childhood Education training by its nature promotes the philosophy of inclusion and one of our strong values outlined in the Student Manual is that: *Quality Education requires a commitment to diversity, anti-bias, anti-racist principles and practices.*

The program will continue to consult with Indigenous Education and Community Engagement and Counselling and Disability Services to reduce barriers. The outreach ECCE program in Gold Trail offered in partnership with SD 74 has been successfully completed: the program implemented Indigenous instruction and instruction and thus provides us with a template for further enhancement.

A proposal has been submitted for the delivery of VCC ECCE Program to the Musqueam community and the decision about the project is expected to be announced in January 2018.

#### D. Quality

17. How will the program ensure educational effectiveness (e.g., retention, progression, completion)?

The students who come to this program are already highly motivated to complete their training and the retention for the post-basic level is typically very high. Historically, the barrier was work-school balance as all the students are employed. This has been addressed by diverse teaching strategies used by instructors (in-class projects, guest speakers, field visitations), which seemed to effectively keep the attention and motivation of working students.

As already mentioned previously: the challenge to accomplishing the competitive quality of the program will be the lack of designated ECCE space.

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

This program, like the ECCE Basic Certificate, includes field studies (off-site observations based on the class content), observation assignments and practicums. Each specialty in this program has two practicums (120 hours each) as required by the Ministry of Children and Family Development, so the post-basic diploma portion will have four, 120-hour practicums.

19. List all accreditations, affiliations, or articulations for this program.

All ECCE programs in BC including the proposed diploma are regulated by the Ministry of Children and Family Development.

Articulation agreements are in place with practicum sites.

20. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry?

The ECCE PAC has recently been revitalized and met on July 13, 2016. The restructuring of the post-basic program was discussed and analyzed with the PAC at the October 2016 meeting. The information about the new initiative to further restructure the entire ECCE program and to upgrade it to Diploma in Early Childhood Education – was discussed at the recent PAC meeting on June 21, 2017. The PAC members were all in favour and endorsed the project.

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



The Early Childhood Education department already has highly qualified instructors, certified by the Ministry of Children and Family Development and currently working in the field.

The program will be taught by the current program instructors. Due to the significant increase in enrollment (the ECCE Basic program enrollment, more than doubled since fall 2015) several new instructors were hired.

The recruitment of the new instructors was based on the awareness of the emerging Diploma program and the need for instructors with specific qualifications that integrate both Infant Toddler and Special Needs specialties.

## E. Admission and Delivery

22. Provide admission requirements, including language proficiency levels and assessment scores.

The restructured program will have the following admission requirements:

Early Childhood Care and Education Certificate from Vancouver Community College or other approved training institution as per BC Ministry of Children and Family Development Early Childhood Education Registry

High school graduation or equivalent

[Proof of English Proficiency and English 12 with a 'C' or equivalent](#)

19 years or older

Canadian citizen or Permanent Resident

Current CPR-C Certificate

Physician's Report (proof that individual is physically healthy and emotionally mature to meet the demands of working with young children)

Submission of a negative TB skin test. If the skin test is positive proof of a negative TB chest x-ray is required

A VCC Immunization Record must be completed. Immunizations in the following are strongly recommended:

- Diphtheria/Tetanus
- Polio
- Measles, Mumps, and Rubella
- Hepatitis B
- Influenza (on an annual basis)
- Chicken Pox

Minimum two written letters of reference indicating suitability for the program

Minimum of 40 hours volunteer/work experience in a licensed daycare or preschool with written proof of hours on organization letterhead.

A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act. All individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to this program will be responsible for any costs

incurred in the Criminal Record Check. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply for a Criminal Record Check online.

Successful interview with the Program Coordinator based on criteria.

23. Identify pathways that assist in meeting these requirements.

These are the standard admission requirements for early childhood education and do not constitute a change from the existing programs. Students entering the diploma at the post-basic level will be graduates of an ECCE Certificate, either at VCC or another institution.

24. Identify potential courses, if any that could be developed to assist in meeting these requirements.

Students entering the diploma program at the beginning who do not meet the English requirements can study at VCC in ESL Pathways or Academic Upgrading/ABE. Students laddering into the diploma at the post-basic level will be graduates of an ECCE Certificate from VCC or another institution, so they will already most likely fulfill the admission requirements.

25. 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 a part-time evening program, with two evenings weekly and one Saturday morning. There has been discussion about the possibility of the full - time day program, as mentioned previously under question 11.

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

There will be one cohort-based intake at the beginning of the diploma. Students will also be able to ladder into the program at the post-basic level if they already have an ECCE Certificate.

27. Does this program include Prior Learning Assessment and Recognition (PLAR) as per policy D.3.5 Prior Learning Assessment & Recognition or Flexible Admissions?

Advanced Entry will be available for students entering the diploma at the post-basic level.

28. Provide an outline of course sequence, demonstrating any leveling from lower to advanced courses. This is particularly important for diploma and degree programs.

### ECCE BASIC CERTIFICATE PROGRAM

<b>Year One</b>			
<b>Course #</b>	<b>Course Name</b>	<b>Hours</b>	<b>Credits</b>
ECCE 1305	Child Growth and Development I	40	2.0
ECCE 1301	Foundations of ECE	50	2.5
ECCE 1302	Field Studies 1	30	1.0
ECCE 1104	Child Growth and Development II	40	2.0
ECCE 1307	The Learning Child	40	2.0
ECCE 1306	Field Studies 2	30	1.0
ECCE 1107	Guiding and Caring	40	2.0
ECCE 1308	Field Studies 3	30	1.0
ECCE 2305	Block Practicum 1	80	2.5
ECCE 1303	Communications	30	1.5
ECCE 1304	Observing and Recording	40	2.0
<b>Year Two</b>			
<b>Course #</b>	<b>Course Name</b>	<b>Hours</b>	<b>Credits</b>
ECCE 2308	Language and Literature	40	2.0
ECCE 2102	Music and Movement	40	2.0
ECCE 2303	Field Studies 4	30	1.0
ECCE 2302	Exploring Learning Environments	40	2.0
ECCE 2301	Creative Art	40	2.0
ECCE 2106	Field Studies 5	30	1.0
ECCE 2306	Block Practicum 2	80	2.5
ECCE 2108	Ecology of Family & Community Relations	40	2.0
ECCE 2307	Block Practicum 3	120	4.0
ECCE 2304	Integrated Program Planning	20	1.0
ECCE 2115	Health, Safety and Nutrition	40	2.0
<b>Total Hours and Credits:</b>		<b>960</b>	<b>41.0</b>

Comments:

During the program restructuring, some changes will be made to the Basic Certificate Program.

The number of credits for all the Field Studies and Practicums will change to comply with the current VCC Credit Policy.

The number of hours for ECCE 1304 Observing and Recording will increase from 20 to 40 and the number of credits will be 2.0. The reason for this is the need for more instructional hours on observational techniques. The current curriculum trend in early Childhood Education is the emergent approach to teaching and the essential component of this approach is *the documentation*. With the increasing

integration of *pedagogical narrations* in the early learning practice and the Reggio Emilia approach based on professional recording on children's dialogues and experiences – the need for more instructional hours of the observing and recording strategies is obvious.

The number of hours for ECCE 1303 Communications will increase to 30 hours and the number of credits will be 1.5. The student course evaluations and the feedback from the instructors indicated that 20 hours of instruction was not sufficient to offer the students the basic working strategies of effective interpersonal communication.

Some changes will be made in the wording of course descriptions and the structure of assignments in some courses.

### ECCE Post Basic Infant Toddler and Special Needs Diploma Program

Term	Course Name	Hours	Credits
Fall	Advanced Child Growth SN/IT	40	2.0
	Advanced Field Study SN/IT	30	1.0
	Adv. Health, Safety, and Nutrition IT/SN	40	2.0
Winter	Enhancing Family Relationships	40	2.0
	Childcare Administration	40	2.0
Spring	Professional Perspectives	40	2.0
	Role of the Caregiver SN	60	3.0
	Special Needs Practicum 1 <i>and</i> Infant Toddler Practicum 1 (can be taken in either order)	120 120	4.0 4.0
Fall	Role of the Caregiver IT	60	3.0
	Special Needs Practicum 2 <i>and</i> Infant Toddler Practicum 2 (can be taken in either order)	120 120	4.0 4.0
	<b>Total hours and credits:</b>	<b>830</b>	<b>33</b>

#### F. Consultation

29. With whom have you consulted *internally* regarding this proposal? What were the results of these consultations? Provide names, dates, and summary of feedback

- **Michael Yue, Interim Dean, Continuing Studies** (September 2015): several brainstorming discussions which resulted in the development of the Decision Note for Irene Young, former Vice President, Strategic Partnership and Business Planning.
- **Irene Young, former Vice President, Strategic Partnership and Business Planning** (December 2015): discussed the extension of 20% waiver for fall, 2016. Irene Young underlined that the waiver was only the temporary solution. We talked about various possibilities to restructure the program).
- **Gordon McIvor, Dean, Continuing Studies** (Ongoing since March 2016): the IT/SN Diplomas issue was presented to the new Dean. In April 2016, the Briefing Note was submitted to Irene Young. Ongoing consultations with Gordon have occurred since then.

- **Stefan Valcev, Manager Financial Projects** (March 2016), was consulted and developed a draft for the Advanced Post Basic Certificate costing model.

**ECCE Team:**

**ECCE Team Meeting (May 2017):**

The Program Coordinator updated the ECCE team on the new developments in the program restructuring:

The Post Basic Restructuring Proposal went to the Curriculum Committee and was well received. The suggestion came in the same meeting that due to the quality of the proposed program and the number of credits for both Basic and Post Basic, there is a possibility to extend the restructuring process and do the laddering: the students would finish the basic two - year program and earn the certificate but if they continue with the post basic program, they can be granted a diploma. The next step would be to meet with the group of instructors and look at all the current course outlines and decide on any changes needed to be made to the program. The instructors were pleased with the news and expressed that the upgrade of the credential given to the ECCE Program – will also elevate the reputation that this profession has in the eyes of public.

**ECCE Meeting with the Group of ECCE Instructors (June 2017):**

The Program Coordinator met with Marketa Soldat, Shahnaz Qayumi and Yvonne Adebar to look at all current course outlines for the Basic ECCE Program and discuss the potential changes that can lead to better program quality.

- **Kathryn McNaughton, Vice President, Academic, Students & Research** (May 2016): briefly discussed this project in the meeting with Gordon McIvor and Kathryn McNaughton. Had a tele conference with Kathryn and Gordon on October 18, 2016. Kathryn was very pleased with the restructuring plan and thought that it would be an academically stronger program and in way a pioneering one in the community.
- **Marlene Kowalski, VP Administration and CFO:** met with Gordon and Marlene on September 30<sup>th</sup>, 2016. Marlene approved the new project of the ECCE program restructuring in March 2017.
- **Claire Sauve, Senior Program Coordinator** (July 2016 and ongoing): discussed the steps in the restructuring process internally and the timeline.
- Meeting with **Todd Rowlett, Education Council Chair, Gordon McIvor, Dean of Continuing Studies and Claire Sauve, Senior Program Coordinator, CS** (March 2017) to discuss the opportunity for the Diploma in Early Childhood Education.
- **Elle Ting, CID** (July 7, 2016) Discussed the steps and timeline for the restructuring project. Passed the proposal to Elle for review in September. Elle thought that it was very well written.
- **ECCE PAC** (July 2016): presented the plan to the ECCE PAC  
The Program Coordinator presented the restructuring plan to the PAC members, and the following questions were discussed:
  1. Will the students be able to transfer credits to other institutions like Capilano so students can complete a degree?
  2. If we combine the ECCE Basic Certificate with the newly restructured program, will there be enough hours for a Diploma?

After discussing the questions above, the PAC expressed support for the post-basic program restructuring plan with the note that the ECCE Diploma program should be the long - term goal.

**ECCE PAC (October 2016):**

The PAC agreed to endorse the ECCE PC to continue working on the Advanced Post Basic Certificate for Fall, 2017. The motion was approved unanimously. The PAC supports the development of the ECCE Diploma Program as a long - term project.

**ECCE PAC (June 2017):**

The information about the new initiative to further restructure the entire ECCE program and to upgrade it to Diploma in Early Childhood Education – was discussed at the recent PAC meeting on June 21. The PAC members were all in favor and endorsed the project.

- **Ministry of Children and Family Development** (March 2016 – on going) – received initial approval on the restructuring plan for the post basic ECCE program on May 31<sup>st</sup>, 2016. Janet Fox, Ministry of Child and Family, responded with the following: “VCC could revise the Advanced Child Growth and Development and Advanced Health, Safety and Nutrition courses to cover both the ITE and SNE competencies and therefore be offered as *core courses* for both the ITE and SNE programs. For example, as Advanced Child Growth and Development would be a core course, the course description and learning outcomes should be directed to *both* infants and toddlers and children with exceptionalities...”
- **Ministry of Children and Family Development** (September 24, 2016): the feedback from the Registry after the first review was that it was “well-thought out “and that the Registry did not have any concerns with VCC moving forward with their plans to restructure the program.

**G. Phase In/Phase Out Plan**

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

The Special Needs Diploma Program did not run in Fall, 2016. Ten students graduated from the IT Diploma Program. Both Infant Toddler and Special Needs programs will run in Fall, 2017.

In June 2018 and 2019, two cohorts (58 students), will graduate from the Basic ECCE Certificate Program. This is a potential pool of students for the new post-basic diploma program.

## PART 2: IMPLEMENTATION PLAN

This document outlines associated resources required to adequately implement the proposed curriculum. It is submitted to Education Council to provide advice to the Board of Governors on the implementation of the program, and to the Finance and Audit Committee to provide advice to the Board of Governors on a fee structure.

### A. Non-recurring costs (provide accurate estimates)

Academic non-recurring start-up costs

Item	17/18	18/19	19/20	20/21	Total
Curriculum development	\$5,000				
<b>Sub-total</b>	<b>\$5,000</b>				<b>\$5,000</b>

Capital Costs (Equipment, Renovations, Facilities, Library, Technology)

Item	17/18	18/19	19/20	20/21	Total
Marketing support	\$1,000	\$1,000			\$2,000
ECCE designated space		\$9,000			\$9,000
<b>Sub-total</b>	<b>\$1,000</b>	<b>\$10,000</b>			<b>\$11,000</b>

Totals

Item	17/18	18/19	19/20	20/21	Total
Academic Non-Recurring	\$5,000				
Capital Costs	\$1,000	\$10,000			
<b>Total</b>	<b>\$6,000</b>	<b>\$10,000</b>			<b>\$16,000</b>

### B. ONGOING OPERATING COSTS (provide accurate estimates)

**Note: Costs and revenue estimates provided reflect only the post-basic courses in the diploma program, and do not include courses in the basic certificate. Figures below reflect a portion of ongoing operating costs based on expected instructor paid hours (IPH). This project will not result in incremental costs beyond the departmental level, as overall CS admin, support staff, and general expenses will be accrued regardless.**

Item	17/18	18/19	19/20	20/21	Total
CS instructors		\$25,373	\$25,373	\$25,373	\$76,118
Department admin staff		\$10,266	\$10,471	\$10,680	\$31,417
Department supplies & general expenses		\$1,131	\$1,153	\$1,176	\$3,460
Institutional support		\$11,564	\$11,694	\$11,826	\$35,085
<b>Total</b>		<b>\$48,334</b>	<b>\$48,691</b>	<b>\$49,055</b>	<b>\$146,080</b>

Notes on calculations:

- $IPH\ 350 \times \$43.92$  Instructor Cost + 9% benefits (plus additional 180 hrs. for practicum based on 15 students – will fluctuate with enrolment)
- $IPH\ 350 \times \$29.33 =$  Departmental Admin Cost
- $IPH\ 350 \times \$3.23 =$  Departmental Non-Labour Cost
- 20% of total expenses for Institutional support (based on total expenses, including this program's portion of CS operating costs based on total IPH)
- Expenses increased by 2% annually to reflect inflation (except instructor rates, not expected to change)

### **PART 3: BUSINESS CASE**

This document outlines the sources of revenue for the program.

It is submitted to the Fees Advisory Committee and the Board Finance and Audit Committee to provide advice to the Board of Governors on a fee structure. This document is then submitted to the Board of Governors, to be reviewed alongside the Implementation Plan and approved curriculum, to make a final decision on the fees and implementation of the program.

#### **C. REVENUE**

What is the source of funding for this program?

There is no funding allocated to this program, as it operates on a cost-recovery basis.

##### **1. TUITION AND FEES**

<b>Item</b>	<b>Number of Courses</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>	<b>20/21</b>	<b>Total</b>
Tuition	12		\$89,625	\$91,418	\$93,246	<b>\$274,288</b>

*Notes on calculation:*

- *Assumes 15 students enrolled and 2% tuition increase every year*
- *Based on proposed tuition fee of \$5,975/student for post-basic diploma courses only, based on market acceptable fees.*
- *Tuition not yet finalized and will be established upon completion of the restructuring*

##### **1. SIGN OFF**

Dean/Director: \_\_\_Gordon McIvor (signed by e-mail)\_\_\_\_\_

VP Academic: \_\_\_Kathryn McNaughton (signed by e-mail)\_\_\_\_\_

VP Finance: \_\_\_\_\_Marlene Kowalski (signed by e-mail)\_\_\_\_\_





**DATE:** November 15, 2017

**PREPARED FOR:** Board of Governors

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Tuition - Post-Basic Courses, as portion of the new Early Childhood Care and Education Post-Basic Diploma program.

**BACKGROUND:**

VCC has offered training in Early Childhood Care and Education (ECCE) since 1964 when the first program was established, as one of the first to be offered in British Columbia. Historically, programming has included the ECCE Basic Certificate, a two-year foundational program, and two separate post-basic certificates for ECCE professionals wanting to work in inclusive settings (Special Needs Post-Basic Certificate) or/and in infant toddler settings (Infant Toddler Post-Basic Certificate).

The redesigned ECCE offerings include two ladder programs – the ECCE Certificate (which has undergone minor revisions) and the ECCE Post-Basic Diploma, which encompasses both specialties, Infant Toddler and Special Needs. The ECCE Post-Basic Diploma will cover integrated competencies from both specialty areas, which will result in a higher level of professional competence for graduates of the program, and a credential that aligned with sector standards.

The proposals for the ECCE Post-Basic Diploma and ECCE Certificate were approved by senior leadership and presented to Education Council and the Board of Governors for Information in September 2017. The curriculum for both the certificate and diploma are pending approval at Curriculum Committee and Education Council in October.

**DISCUSSION:**

In the Lower Mainland, several other public post-secondary institutions offer similar training at comparable tuition rates. Programs are structured differently across institutions, and are geared towards obtaining the three certifications to practice issued by the Ministry of Children and Family Development (basic, infant toddler, and special needs). The following table compares the cost of tuition required to obtain all three certifications.

Institution	Credential	# of credits	Tuition fee
Langara College	Diploma + Citation	78-82	\$13,192
VCC	Diploma	74	\$13,064.54 (proposed)
Douglas College	Diploma + Certificate	83	\$14,804.31

VCC's Post-Basic Diploma is an evening, part-time program that allows students to work while pursuing their studies whereas comparable programs at other the institutions are day-time, full-time programs that make it more challenging for students to work while studying. This structure is attractive to students because graduates of the Post-Basic Diploma will receive two certifications from the Ministry (Special Needs and Infant Toddler) within a shorter period of time than they would in VCC's current diploma programs. Secondly, given that VCC's Basic Certificate currently has two (2) cohorts of 25 students each, it is likely that these students will choose to continue their post-basic training at VCC since they have started their studies here.

In order for the program to be successful, the tuition should remain competitive with other public institutions and ensure the program remains stable financially. The table below provides a comparison between the current and new programs, illustrating a tuition savings to students of \$3,282.95 (or 20%) for the total program:

<b>Current Total Cost of Training</b>		<b>Revised Total Cost of Training</b>	
Total Basic Certificate	\$6,810.54	Total Basic Certificate	\$6810.54
Total First Specialty (IT or SN)	\$5,824.94	Total Post-Basic Courses (which offers both IT and SN specialities)	\$6254.00
Total Second Specialty (IT or SN)	\$4,077.68		
<b>Total Certificate +2 Diplomas*</b>	<b>\$16,713.16</b>	<b>Total ECCE Diploma</b>	<b>\$13,064.54</b>

\*Including 20% tuition waiver on post-basic components

#### **RECOMMENDATION:**

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition of \$6,254 for the Post-Basic courses, as a portion of the new Early Childhood Care & Education Diploma Program, effective January 2, 2018 and pending approval of the curriculum by Education Council.

**ATTACHMENT:** APPENDIX A - Costing for Post-Basic Portion of Diploma Program

**PREPARED BY:** Gordon McIvor, Dean, Continuing Studies  
Marlene Kowalski, VP, Administration & CFO Business Development

**DATE:** October 24, 2017

## APPENDIX A

## Costing for Post-Basic Portion of Diploma Program

Vancouver Community College  
 School of Continuing Studies  
 Early Childhood Care and Education  
 Early Childhood Care and Education Post-Basic Diploma Program  
 Org Code: XXXX

Scenario	10% Net contribution to VCC overhead	11% Net contribution to VCC overhead	15% Net contribution to VCC overhead
Tuition Fee	\$ 5,907	\$ 5,975	\$ 6,254
Maximum number of students	20	20	20
Expected number of students	15	15	15
Revenue breakeven number of students	14	14	13
Program hours	830	830	830
Instructors paid hours including Practicum 195 (IPH)	515	515	515
Instructors paid hours excluding Practicum 195	320	320	320
Net contribution to VCC overhead / (Deficit)	\$ 8,860	\$ 9,885	\$ 14,072
Net contribution to VCC overhead / (Deficit) % from Revenue	10 %	11 %	15 %
Cost per student	\$ 5,316	\$ 5,316	\$ 5,316
Tuition fee per student	\$ 5,907	\$ 5,975	\$ 6,254

## Revenue

Tuition fees	\$ 88,600	\$ 89,625	\$ 93,812
<b>Total Revenue</b>	<b>\$ 88,600</b>	<b>\$ 89,625</b>	<b>\$ 93,812</b>

## Direct Program Expenditures

## Labour

Instructors (incl. benefits)	\$ 29,117	\$ 29,117	\$ 29,117
Department admin staff (incl. benefits)	\$ 12,724	\$ 12,724	\$ 12,724
<b>Total Labour Costs</b>	<b>\$ 41,841</b>	<b>\$ 41,841</b>	<b>\$ 41,841</b>

## Non-Labour

Department supplies and general expenses	\$ 3,919	\$ 3,919	\$ 3,919
<b>Total Non-Labour Costs</b>	<b>\$ 3,919</b>	<b>\$ 3,919</b>	<b>\$ 3,919</b>
<b>Total Direct Program Expenditures</b>	<b>\$ 45,760</b>	<b>\$ 45,760</b>	<b>\$ 45,760</b>

## Indirect Program Expenditures

CS admin & support staff	\$ 16,292	\$ 16,292	\$ 16,292
CS supplies and general expenses	\$ 4,398	\$ 4,398	\$ 4,398
Institutional support	\$ 13,290	\$ 13,290	\$ 13,290
<b>Total Indirect Expenditures</b>	<b>\$ 33,980</b>	<b>\$ 33,980</b>	<b>\$ 33,980</b>

## Total Direct and Indirect Cost

<b>Total Direct and Indirect Cost</b>	<b>\$ 79,740</b>	<b>\$ 79,740</b>	<b>\$ 79,740</b>
Net contribution to VCC overhead / (Deficit)	\$ 8,860	\$ 9,885	\$ 14,072
Net contribution to VCC overhead / (Deficit)	10 %	11 %	15 %



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** November 15, 2017

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
Revisions to C.3.3 Suspensions and/or Discontinuance of Programs Policy and Procedures

### BACKGROUND:

The C.3.3 Suspension and/or Discontinuance of Programs policy establishes a respectful process for the suspension and possible discontinuance of programs at Vancouver Community College. In the past, decisions regarding program suspensions have lacked transparency and consultation, leading to very contentious discussions and ill-informed decisions. A small committee comprised of Kathryn McNaughton, Vice President Academic, Students and Research, Mike Tunnah, Chair of the Education Policy Committee, faculty members Taryn Thomson and John Demeulemeester, and support staff Education Council representative Paul Yeung, was struck to revise the existing policy and met for over a year.

The policy was last reviewed in 2004.

### DISCUSSION:

The 2004 version of this policy had almost no detail around how a decision around program suspension or discontinuance would be made. The revisions proposed set up a clear process for meaningful consultation and decision-making. If a suspension is being contemplated, a Feasibility report will be prepared that looks at relevant factors, including program quality, labour market and student demand, financial impacts, and program design. The working group would include key stakeholders and make recommendations to the program department and Dean.

If a program suspension is recommended, the written proposal would be brought to Education Council for advise, and then to the Board for a final decision. The revisions to the policy better explains this step than the existing policy.

Finally, if a program is suspended, after two years, the program must return to Education Council and the Board for a decision regarding program discontinuance. In the past, suspended programs have gone into limbo and have never been brought back to the Board for a decision regarding cancellation. The revised policy removes this possibility.

The policy has gone out for community feedback twice, and has been extensively reviewed by the Education Policy Committee and Education Council.

**RECOMMENDATION:**

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, C.3.3 Suspension and/or Discontinuance of Programs Policy and Procedures.

**ATTACHMENTS:** APPENDIX A - C.3.3 Suspension and/or Discontinuance of Programs Policy  
APPENDIX B - C.3.3 Suspension and/or Discontinuance of Programs Procedures

**PREPARED BY:** Todd Rowlatt, Chair, Education Council

**DATE:** November 7, 2017



## APPENDIX A

## POLICY

Policy No.	C.3.3
Title	<b>Suspension and/or Discontinuance of Programs</b> (formerly Criteria for Development or Cancellation of Programs Leading to Certificates, Diplomas or Degrees Policy)
Approving Jurisdiction	Board of Governors, Education Council
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	January 29, 2004
Effective Date	
Signed by	

**CONTEXT AND PURPOSE**

This policy establishes a comprehensive, respectful and timely process for program suspension and the possible discontinuance of program intakes at Vancouver Community College (VCC, the College) in accordance with the College's values, vision, and the Integrated College Plan.

This policy meets the legislated responsibility of the Board of Governors and the Education Council under the College and Institute Act; Section 19(1)(d), the Board may determine courses or programs to be offered or cancelled at the institution; and Section 23(1)(e) Education Council must advise the Board, and the Board must seek advice from the Education Council, 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 as part of the ongoing management of program delivery.

**STATEMENT OF POLICY PRINCIPLES**

1. The Board of Governors will consider the suspension or discontinuation of a program upon the recommendation of the Senior Executive Team and after hearing the advice of Education Council.
2. The decision to suspend a program intake 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.

4. The suspension and/or discontinuance of a program will be communicated to all affected stakeholders as soon as a decision is made. To minimize the impact on current students and prospective applicants, notification must be provided in writing to faculty, staff, students, prospective applicants, and government (if appropriate).
5. 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 located within a reasonable distance from the College.

#### **DEFINITIONS**

Refer to the related Procedures document for definitions which will enhance the reader's interpretation of this Policy.

#### **RELATED POLICIES & LEGISLATION**

##### LEGISLATION

Colleges and Institute Act

VCCFA Collective Agreement

CUPE 4627 Collective Agreement

##### POLICIES

C.3.2 Program Review and Renewal

D.1.1 Education Services Review

#### **RELATED PROCEDURES**

C.3.3 Suspension or Discontinuance of Programs Procedures



## APPENDIX B

### PROCEDURES

Policy No.	C.3.3
Title	<b>Suspension and/or Discontinuance of Programs</b> (formerly Criteria for Development or Cancellation of Programs Leading to Certificates, Diplomas or Degrees Policy)
Approving Jurisdiction	Board of Governors, Education Council
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	January 29, 2004
Effective Date	
Signed by	

#### DEFINITIONS

**Consultation:** The notification to, and participation of, all interest groups or stakeholders in a two-way flow of information and opinion exchange before action is taken or decisions reached.

**Program:** A defined set of courses of instruction.

**Program Suspension:** Ceasing to admit students to a program for a defined period of time. Programs may not be in suspension longer than four years without a decision made to reinstate a program, or discontinue it.

**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 Program Review and Renewal Committee of Education Council to produce a Feasibility Report (the Report). Members are appointed from relevant areas of the College, ensuring that various perspectives are considered and represented in the final Report. The Working Group will conduct its review on the basis of equity and fairness.

#### PROCEDURES

##### Program Suspension

1. The decision to review a program for possible suspension is initiated by the relevant Dean and is usually informed by the annual program review process.
  - a. If the department and Dean agree on a recommendation to suspend or discontinue a program, a Feasibility Report is not required. 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 department and Dean do not agree on the recommendation to suspend or discontinue a program, the Dean will submit a request to the Program Review and Renewal Committee of Education Council for a Feasibility Report.
2. The Report will be written by a Program Feasibility Working Group based on their review of the program. The Report will include, but is not limited to, the following elements:
  - a. The reasons program suspension is being contemplated;
  - b. All current 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. Competing or related programs at other colleges in the Province;
  - f. Financial impacts on the College of continuing or suspending the program;
  - g. The non-financial impacts of suspending the program;
  - h. Possible curriculum changes which might allow the program to continue without suspension;
  - i. The costs and potential benefits of continuing the program without suspension, after necessary changes, to curriculum and otherwise, have been made.
3. The Working Group will engage in a broad consultation process, ensuring that all relevant stakeholders in the College are engaged in a discussion regarding the potential impact of program suspension.
4. 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 affected program
  - b. Senior Leadership
  - c. the Education Council
  - d. CUPE, the VCCFA, and the SUVCC
5. 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 faculty, staff, students, Program Advisory Committee (PAC) members, and any other interested stakeholders in that program will be invited to make a presentation at the next regularly scheduled Education Council meeting.
6. Following the presentation to EdCo, 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 at its next meeting, and a final decision will be made by the Board of Governors.

7. 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.
8. It is the College's responsibility to communicate the decision to suspend a program to all stakeholders as soon as possible after the decision is made, and to teach out the program to currently enrolled students.

#### **Program Discontinuance**

9. Two years following the suspension of a program, the decision to suspend will be revisited by the Dean and department and a recommendation on a further course of action will be made to Education Council.
10. Education Council will vote on its advice to the Board of Governors regarding discontinuance of a program.
11. The Board of Governors will make the final decision on the discontinuance of a program. The date of the meeting where the decision is made will be the official discontinuance date.
12. It is the College's responsibility to communicate the decision to discontinue a program to all stakeholders as soon as possible after the decision is made. The department, Dean, Registrar, and the Marketing & Communications department will be notified and a communication plan will be implemented to notify:
  - a. Existing applicants and students will be notified when a program is discontinued and, where possible, directed to Advising to offer registration information in another program.
  - b. All affected stakeholders.

#### **RELATED POLICY**

##### **C.3.3 Suspension or Discontinuance of Programs Policy**