



VANCOUVER COMMUNITY COLLEGE
BOARD OF GOVERNORS PUBLIC MEETING AGENDA
Monday, June 29, 2015 at 6:00 p.m. – Room 240, Downtown Campus

Board of Governors: Eugene Hodgson (Chair), Pam Ryan, Jim Storie, Rick Stokes, Sumit Ahuja, Ted McGurk, Claire Marshall, Chloe Choi, Erin Klis, Jennifer Haggerty, Ambra Simonella

Ex-Officio: Peter Nunoda, Todd Rowlatt

Regrets: Garth Manning

Staff Resources and Guests: Irene Young, Linda Sanderson, Judith McGillivray, Karen Wilson, Samantha Welsh, Chris Joyce, Karen Shortt, Surinder Aulakh, Angela Blake

Item	Topic	Time	Speaker	Pre-reading materials	Action	Page
1	Call to Order	--	Eugene Hodgson	--	--	--
2	Adopt Agenda	--	Eugene Hodgson	Agenda	Decision	1
3	Approve Minutes	1 min	Eugene Hodgson	Minutes: May 27, 2015	Decision	3
4	Chair Remarks	2 min	Eugene Hodgson	Verbal	Information	--
5	President's Report	5 min	Peter Nunoda	IN – VCC News and Events	Information	8
6	Finance & Audit Committee <ul style="list-style-type: none"> • 2015/16 Operating Budget • 2015/16 Enrolment Plan 	30 min	Ted McGurk/ Irene Young	DN – 2015/16 Operating Budget DN – 2015/16 Enrolment Plan	Decision Decision	10 21
7	One-time tuition waiver - ECCE Certificate - Infant Toddler or Special Needs	5 min	Irene Young	DN – One-time tuition waiver - ECCE Certificate - Infant Toddler or Special Needs	Decision	35
8	Approval of Policies and Procedures <ul style="list-style-type: none"> • A.3.7 Environmental Policy • B.5.2 Appropriate and Responsible Use of Educational and Information Technology • B.5.4 Electronic Mail Policy 	15 min	Irene Young / Jag Madan	DN – Approval of A.3.7 Environmental Policy and Procedures DN - Policy B.5.2 - Appropriate and Responsible Use of Educational and Information Technology DN - Policy B.5.4- Electronic Mail Policy	Decision Decision Decision	38 44 53



Vancouver Community College
BOARD OF GOVERNORS PUBLIC MEETING AGENDA

Item	Topic	Time	Speaker	Pre-reading materials	Action	Page
9	Education Council <ul style="list-style-type: none"> EdCo Chair Report Denturist Program - Suspension Kitchen and Bath Diploma – Cancellation Bachelor of Performing Arts – Cancellation Acute Care Skills for Health Care Assistants – New Credential Policy C.3.10 Affiliation Agreements (Education) Policy and Procedures VSB Affiliation Agreement - Health Care Assistant Program 	30 min	Todd Rowlett	IN – EdCo Chair Report DN – Suspension of Denturist Program DN – Cancellation of Kitchen & Bath Diploma DN – Cancellation of Bachelor of Performing Arts Degree DN – New Credential - Acute Care Skills for Health Care Assistants DN – Policy C.3.10 Affiliation Agreements (Education) Policy and Procedures DN - VSB Affiliation Agreement - Health Care Assistant Program	Information Information Decision Decision Decision Decision Decision	58 62 71 72 87 103 121
10	Approval of New Campus Resource Fees	10 min	Peter Nunoda / Irene Young	DN – Approval of Campus Resource Fees	Decision	127
11	Updates <ul style="list-style-type: none"> Auditor General IT Audit Dark Fibre Implementation 	5 min	Jag Madan	IN – Auditor General – IT Audit IN – Dark Fibre	Information	132 134
12	Constituency Group Updates <ul style="list-style-type: none"> SUVCC CUPE VCCFA 	5 min each	Samantha Welsh/ Chris Joyce/ Karen Shortt	Verbal	Information	--
13	Next meeting date: September TBD	--	--	--	--	--
14	Termination	Meeting duration: approximately 2 hours				

**MINUTES OF THE PUBLIC MEETING OF THE BOARD OF GOVERNORS
OF VANCOUVER COMMUNITY COLLEGE
HELD ON MAY 27, 2015 AT THE DOWNTOWN CAMPUS**

Board Members: Eugene Hodgson (Chair), Pam Ryan, Ted McGurk, Claire Marshall, Chloe Choi, Erin Klis, Garth Manning, Jennifer Haggerty, Ambra Simonella

Ex-Officio: Peter Nunoda, Todd Rowlatt

Staff Resources/Guests: Irene Young, Linda Sanderson, Judith McGillivray, Karen Wilson, Samantha Welsh, Chris Joyce, Karen Shortt, Angela Blake

Regrets: Jim Storie, Rick Stokes, Sumit Ahuja

The meeting was called to order at 6:07 p.m. by Mr. Hodgson. Ms. Blake acted as Secretary of the meeting. Mr. Hodgson declared the meeting to be properly called and constituted.

APPROVAL OF AGENDA

Mr. Hodgson asked if there were any proposed amendments to the agenda for the meeting, a copy of which was provided with the meeting materials. As no amendments were suggested, the agenda, as set out in the meeting materials, was adopted.

MINUTES OF PRIOR MEETING

Mr. Hodgson referred to the draft minutes of the April 29, 2015 public Board meeting that was provided with the meeting materials.

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

RESOLVED THAT the minutes of the public Board of Governors meeting held on April 29, 2015 are approved.

CHAIR REMARKS

Mr. Hodgson advised that he and Dr. Nunoda had recently attended the Colleges and Institutes Canada (CICAN) 2015 conference, which was a good opportunity to meet other chairs and governors from across the country. He noted that other institutions seem to be experiencing challenges similar to those of VCC.

PRESIDENT REPORT

Dr. Nunoda advised that he also appreciated the national perspective provided by the CICAN conference, noting that, in various degrees, every college is under fiscal pressure and is aware of the need to supplement core funding from government with revenue derived from other activities. He advised that VCC is encouraging departments to be entrepreneurial while also working to deliver programs as effectively and efficiently as possible.

Dr. Nunoda then summarized recent news and events at VCC, as per the briefing note included in the meeting materials, highlighting the popularity of the Chef's Table program at the Downtown Campus, as well as the recent student awards, congratulating Board member Ms. Haggerty and other award recipients. Dr. Nunoda also thanked Mr. Storie for arranging for the Vancouver Trolley Company to donate a trolley to be used for the ninth annual Tooth Trolley event.

Mr. Hodgson welcomed Garth Manning to the Board as the new faculty representative.

FINANCE & AUDIT COMMITTEE REPORT

Ms. Choi provided a summary of matters considered at the Finance and Audit Committee (FAC) meeting held on May 20, including the 2014/15 audited financial statements and FTE report, as per the decision note included in the meeting materials. VCC's deficit for the year was \$5.4 million, which was primarily attributable to the loss of \$3 million in overhead contribution for ESL and ESL related staff severance costs of \$1.4 million. Ms. Choi advised that the Committee had reviewed the financial statements and FTE report and recommended that the Board approve same. However she also noted that such recommendation did not mean that the Committee was satisfied with VCC's financial performance. It simply indicated that the Committee considered that the financial statements and FTE report were accurate as presented.

Ms. Choi advised that the Committee also discussed the proposed tuition fees for the Medical Device Reprocessing Technician program, taking into consideration that VCC is the only post-secondary institution that offers such a program in the Lower Mainland, and the program is in demand and operating at full capacity. After due consideration, the FAC determined to recommend that the Board approve tuition of \$8,900 per student for the program.

Ms. Choi also noted that the proposed Blenz kiosk installation at the Broadway Campus is currently on hold as CUPE has requested arbitration with respect to staffing issues, and that the previously discussed conversion of classrooms at the Broadway Campus into physics laboratories will not happen this year. Instead, the Denturist facilities will be repurposed.

Ms. Young commented that the cancellation of ESL had a pervasive impact and affected VCC in ways that were not anticipated at the beginning of the 2014/15 fiscal year. She noted that, while every college that delivered ESL was affected, VCC was more significantly impacted because it delivered more ESL programming than other institutions, amounting to approximately 25% of its business (including LINC).

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

RESOLVED THAT, on the advice of the Finance and Audit Committee, the Board approves the 2014/2015 Audited Financial Statements and the 2014/2015 Audited FTE Statement.

2015/16 OPERATING BUDGET AND ENROLMENT PLAN

Dr. Nunoda advised that the 2015/16 budget was not being brought forward at the meeting because of issues recently identified with respect to enrolment plan projections which must be corrected before the budget can be finalized. He expects that the revised FTE projections for 2015/16 will be more accurate than in prior years which will, in turn, make the budget, which is focused on enrolment and tuition revenue, more accurate. Dr. Nunoda responded to questions from the Board with respect to the

enrolment plan. He advised that he has committed to preview the budget to CUPE and the Faculty Association before it goes to the Board for final review.

EDUCATION COUNCIL UPDATE

Proposed Cancellation of Fashion Arts Certificate Program

Mr. Rowlatt referred to the decision note included in the meeting materials with respect to the proposed cancellation of the Fashion Arts Certificate program. He summarized the rationale for the cancellation, as further described in the decision note, which included that the program is considered to be outdated, no longer meets student needs, has historically had low enrolment, and VCC offers another fashion program which is currently undergoing renewal so will have more current curriculum. He advised that Education Council (EdCo) recommends cancellation of the program, noting that the program was initially cancelled without going through the appropriate formal channels in 2013 and so is being formally cancelled now.

UPON MOTION duly made, seconded and carried, with Ms. Haggerty and Ms. Simonella abstaining, the following resolution was approved and adopted:

RESOLVED THAT, on the advice of Education Council, the Board approves the cancellation of the Fashion Arts Certificate program.

Proposed Cancellation of Kitchen and Bath Design Diploma Program

Mr. Rowlatt briefly referred to the decision note included in the meeting materials with respect to the proposed cancellation of the Kitchen and Bath Design Diploma program.

Mr. Hodgson advised that Ms. Simonella had notified him that she is a student in the program and thus is conflicted with respect to the decision and will abstain from voting. He also noted that she had provided him with a letter from an industry source outside VCC that supports the continued offering of the program and, as a result, he requested that the decision be postponed in order to allow the Board time to review and consider the letter. Mr. Rowlatt agreed to the postponement, noting that affected students have already been informed of the program's cancellation, so are not expecting to be enrolled in September. It was unanimously agreed to defer a decision with respect to the cancellation to the June Board meeting.

Revised Medical Device Reprocessing Technician Program

Mr. Rowlatt referred to the decision note included in the meeting materials with respect to the approval of the implementation of the revised Medical Device Reprocessing Technician Certificate program. He summarized the background of the program and the renewal process that has been undertaken, noting that tuition for the program will also be revised to reflect the updating of the curriculum. He advised that EdCo has approved the curriculum and recommends implementation of the program.

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

RESOLVED THAT, on the advice of Education Council, the Board approves the implementation of the Medical Device Reprocessing Technician Certificate program.

Development of New Bachelor of Applied Science in Dental Hygiene Degree Program

Mr. Rowlatt referred to the decision note included in the meeting materials with respect to the approval of the development of a proposed new Bachelor of Applied Science in Dental Hygiene Degree program. He advised that the proposed program will be based on a 3 plus 1 model, which will offer students a diploma exit option at year 3 and/or the opportunity to complete a degree in year 4. Mr. Rowlatt also noted that UBC is currently the only institution in BC to offer a degree in Dental Hygiene and there is significant demand for such a program.

Debbie Sargent, Dean of Health Sciences, responded to questions regarding the expected demand for the degree component, expected tuition and costing, and the possibility of offering a university transfer program jointly with UBC. She advised that they expect demand for the degree component will be significant, as it will stem from both existing diploma students as well as currently employed diploma graduates who would like to pursue a degree. Extensive discussion ensued with respect to the proposed tuition for the degree component. It was noted that a costing model had not yet been completed on which to base the proposed fees. The Board requested that a costing model be prepared comparing different tuition options for adding a degree year to the existing diploma program on the 3 plus 1 model versus implementing a brand new four year degree program.

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

RESOLVED THAT, on the advice of Education Council, the Board approves the continued development of the Bachelor of Applied Science in Dental Hygiene Degree program.

TUITION FEES FOR REVISED MEDICAL DEVICE REPROCESSING TECHNICIAN PROGRAM

Ms. Young referred to the decision note included in the meeting materials with respect to tuition fees for the updated Medical Device Reprocessing Technician program. She noted that the updated program is in high demand and VCC's program is the only one of its kind in the Lower Mainland. She advised that the administration and the Finance and Audit Committee reviewed the various tuition options, giving consideration to the need to balance VCC's fiscal needs versus students' financial resources, and recommended tuition of \$8,900 per student.

UPON MOTION duly made, seconded and carried, with Ms. Simonella and Ms. Haggerty opposing, the following resolution was approved and adopted:

RESOLVED THAT, on the advice of the Finance and Audit Committee, the Board approves the implementation of tuition fees of \$8,900 per student, effective August 1, 2015, for the Medical Device Reprocessing Technician Certificate program.

CONSTITUENCY GROUP UPDATES*SUVCC*

Ms. Welsh advised that the SUVCC is currently working on a number of campaigns, including with respect to the transit referendum, and on bringing new staff members up to speed on its activities.

CUPE

Mr. Joyce advised that CUPE had no update to present at the meeting.

VCCFA

Ms. Shortt summarized recent activities of the Faculty Association, as further described in the written report provided to the Board at the meeting. She also welcomed Mr. Manning to the Board, noting that he is the first faculty representative to be elected via online election. She noted that the Faculty Association looks forward to reviewing the revised enrolment plan and the 2015/16 budget. She commented on the suspension of the Denturist program, noting that some industry participants were expected to contact the College to discuss. Ms. Shortt advised that, at the annual general meeting of the Federation of Post-Secondary Educators of BC held earlier in May, spending of \$1.2 million on campaigns to promote the value of post-secondary education was approved, and each local within BC will be given approximately \$50,000 to address their specific institution's needs.

Mr. Hodgson thanked the speakers for their presentations.

NEXT MEETING

It was confirmed the next public Board meeting will be held on June 29, 2015.

TERMINATION

There being no further business, the meeting was terminated at 7:35 p.m.

Angela Blake
Secretary to the Board



VCC NEWS AND EVENTS

June 2015

- VCC Convocation ceremonies were held at the Playhouse Theatre on June 19. It's an exciting time of year when we come together to honour hundreds of VCC grads who have worked hard to earn diplomas, certificates and degrees. Speakers congratulated the graduates, including representatives from the board of governors: Peter Nunoda, Eugene Hodgson and Pam Ryan. Another highlight included a marriage proposal from an auto trades graduate. She said Yes!
- VCC is proud that more than 25 performances featured at this year's Vancouver International Jazz Festival were from VCC's music alumni and faculty. The events are held from June 18 to July 1 at multiple venues around Vancouver. For a complete list of performers with a VCC connection, check vcc.ca under the News section.
- VCC celebrated National Aboriginal Day on June 17 with a BBQ, live music, and arts and crafts at the Aboriginal Gathering Space, Broadway campus. The event honours Aboriginal history, tradition and culture and was put on by Aboriginal Education and Services, VCC Student Services and the SUVCC.
- The Jewellery Art and Design graduate show took place at the Downtown campus from May 28 to June 13 and featured students' grad projects – a collection of several jewellery pieces.
- Students and faculty from VCC Fashion Arts hosted a design booth at the Vancouver Mini Maker Faire on June 6 and 7 at the PNE Forum. The booth was busy all weekend, with visitors, including girls as young as 2 years old, lining up to create and construct their own outfits on mini dress forms using draping and pattern-making techniques.
- As part of HUB's Bike to Work Week challenge, VCC's team of 33 riders logged an incredible 1,726 km in 220 trips. Together, they burned 51,786 calories and saved 374 kg in greenhouse gas emissions.
- On May 30 at the Skills Canada national competition in Saskatoon, 21-year-old VCC baking and pastry arts student, Austin Granados, won the national gold medal for 2015. He was sponsored by the Tourism Industry Partners Society (TIPS) to attend the event.
- The ninth annual Fair in the Square was held on Sunday, May 31 in Victory Square Park, adjacent to VCC's Downtown campus. VCC has been involved with the Fair in the Square for the past seven years in partnership with Central City Foundation to host a BBQ and other treats to the more than 2,500 attendees. Local Downtown Eastside residents, businesses,

social enterprises and community groups came together to enjoy entertainment by a variety of bands and artists, from First Nations performers to the Project Limelight kids' dance troupe.

VCC in the News

- Chef Hamid Salimian made pan-roasted steelhead with gluten-free pasta and promoted VCC's International Culinary program on Global Morning News BC on June 11.
- VCC was mentioned in the Vancouver Courier on June 11 as part of a story titled *VSB helps special needs students get to work* – Sir Charles Tupper secondary student Eddie Zhou is quoted saying he wants to take the 10-month food preparation course at Vancouver Community College that he visited on a school field trip last year.
- Aman Chohan, a Burnaby Central graduate, went through a program that was offered in partnership with Vancouver Community College that allowed her to complete pre-apprentice work in the discipline of bodywork for full credit toward her high-school diploma. Chohan's story was featured in The Province on June 11.
- The Burnaby Now featured Burnaby South student Jason Sherle on June 10. Sherle won bronze at the 21st annual Skills Canada nationals in Saskatoon, Saskatchewan last month. Sherle also won the faculty award for top student in the Auto Collision Repair and Refinishing program at Vancouver Community College, which partners with the Burnaby district to offer the ACE-IT Auto Collision Repair program.
- The Province reported on June 9 that the Board of Governors at Vancouver Community College has launched an internal review to determine whether proper procedure was followed when the school granted its new president an \$84,000 loan.

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

DATE: June 19, 2015



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 29, 2015

ISSUE: Approval of the 2015/16 Operating Budget

BUDGET ASSUMPTIONS

- Support for the *BC Skills for Jobs Blueprint* (please see the Appendices)
- Domestic tuition increases limited to two percent (2%) except for new or substantially revised programs which will see a higher increase
- International tuition increase of two percent (2%) for selected programs and a freeze for the remaining international programs
- Potential cost reductions through shared services with other educational institutions

EXTERNAL PRESSURES

- ESL transition from tuition free to cost recovery resulted in a \$3M net shortfall
- ASDT government funding reduction of 1.25% or \$700K (cumulative of \$1.5 million over 3 years)
- Insufficient capital funding from Government will require a reduction in capital spending in 2015/16
- Increased utility rates (gas and Hydro)
- Collective agreement pressure of \$600k – assumed to be funded by government

INTERNAL PRESSURES

- Salary step increases of \$500K
- Aging facilities maintenance costs of an additional \$700K
- CS investment of \$200k for new programs
- Foundation revitalization of \$165K
- Marketing investment (including 50th Anniversary materials) \$300K
- Internal bursary to assist ABE students of \$620K

NEW REVENUE OPPORTUNITIES

- UT Engineering and UT Computing Sciences partnership with SFU
- ESL Pathways and ABE Program tuition
- Dental Hygiene Diploma tuition increase
- Hospitality Management Diploma & Degree tuition

- Medical Device Reprocessing Technician tuition
- International student enrolment increases
- Application fee increase of 13%
- Campus Resource Fee – 2-4% of tuition fees
- Laundry Fees for Transportation Trades

DISCUSSION:

The draft 2015/16 budget consists of the following funds: Base Operating, Contract, Ancillary and Capital. This is referred to as the All Funds Report. This is consistent with the format presented for the 2014/15 Budget as well as for the annual financial statements. The All Funds Report provides the summary line budgets by revenue and expense type and by fund.

Key changes in the All Funds 2015/16 Budget Report compared to fiscal 2014/15 Actual are summarized as follows (refer to Schedule 2). In addition, Schedule 3 shows the *normalized* operating statement *excluding ESL* and one-time revenues and expenses. Schedule 4 shows 2014/15 actual FTE's (excluding all ESL FTE's) compared to budgeted FTE's in 2015/16 excluding all ESL Pathways FTE's. Planned FTE delivery in all other schools is 600 FTE's higher than previous year's actual, growth of 9.5% over 2014/15.

Revenue

Grants from the Province of BC have decreased by \$6.9 million. This is due to a 1.25% or \$700K reduction in the block grant from AVED. ESL Tuition no longer funded by the Government, \$6.6M. One time funding for Economic Stability is increased by \$620K. Routine Capital is \$0.6 million, which remains the same year- over-year but is 1/3 of funds provided in 2008/09

Other grants and contract revenue have decreased by \$1.2M. This is mainly due to the fewer provincial government opportunities and a reduction in the LINC contract.

Tuition and Fee revenues have increased by \$8.9M compared to the 2014/15 actual.

- Domestic tuition rates are proposed to increase by 2%, which represents an increase of approximately \$200K.
- Overall International tuition revenue is projected to increase by \$1.2M (Mainly due to higher than projected student numbers).
- International tuition rates are proposed to increase by 2% for the Culinary Arts Diploma, the Hospitality Diploma, and the Baking & Pastry Arts, which represents approximately \$85K.
- Continuing Studies programs are expected to increase tuition revenues by \$650K.
- Dental Hygiene Diploma tuition is forecast to increase by \$131K.
- Culinary program tuition is to increase by \$400K.
- The Hospitality Management Degree program tuition is expected to increase by \$254K.
- UT Engineering and UT Computing Science & Software tuition is expected to generate \$354K in new tuition revenue
- ABE tuition and ESL Pathways program tuition is forecast to increase by \$3.5M.

New student fees:

- Laundry and Material Fees for selected Transportation Trades programs will add \$88K and \$28K respectively.

- Campus Resource Fee: this will cover classroom technology, archiving service, equipment usage, learning resources expenses and others, and will add \$800K to the revenue.

Sales of goods and services are projected to be flat compared to the 14/15 fiscal-year.

Amortization of Deferred Capital Contributions is expected to increase by \$262K, mainly due to the accounting treatment of the Annacis Island Campus capital lease.

Salaries & Benefits

Total salaries and benefits decreased by \$3.4M. This is due to salary reduction from the ESL layoffs that took place after December 2014 and the reduction in ESL Pathway delivery. This includes \$500K salary step increases, \$600K collective agreement pressures and an investment in CS for \$200K. It is also assumed that all vacant positions would be filled at the beginning of the fiscal year and savings may therefore be achieved through hiring lags.

Expenses

Overall supplies and general expenses have decreased by \$477K as the strategic initiatives budget was eliminated. Development of a concept plan for renewal of campus facilities will be funded from capital.

Professional fees have decreased by \$1.2M, due to the reduction in legal fees after the completion of the trademark lawsuit.

Overall building expenses have decreased by \$652K compared to the 2014/15 year actual, mainly due to the initial Annacis Island set up costs being booked in 14/15. Of this, the utilities expense will increase by \$117K (Gas, Electricity, Steam and Water). Overall building repair and maintenance expense will increase by \$350K.

Capital asset amortization is projected to decrease by \$110K, due to a combination of the decrease in amortization for furniture and equipment and the overall decrease in new capital investments. It does include the Annacis Island depreciation addition of \$528K. This \$528K is partially offset by the increase in amortization of deferred capital contributions.

In order to reduce depreciation expenses originating from unrestricted capital expenditures, VCC identified approximately \$1M capital that can be deferred to the future when VCC's funding position is improved— some of these projects are listed below.

1. Lighting upgrades- Downtown
2. Fitness Facilities – Broadway and Downtown
3. Downtown Learning Commons
4. College and Classroom Furniture Replacement
5. Washroom Upgrades – Downtown
6. Student Union Office Relocation - Downtown

A number of the projects identified for deferral relate to previously planned improvements to the downtown campus. Now that the Board is actively planning for the renewal of the downtown campus, these projects need a closer review to determine whether they should proceed at all. This will be determined in the coming year when VCC submits its concept plan to

the Ministry of Advanced Education and can ascertain the timing of the renewal of the campus. However, it should be noted that the deferral of these capital projects will have a negative impact on the student learning environment and on VCC overall.

VCC reinstated the contingency of \$1M in the 2015/16 operating budget.

2015/16 DRAFT BUDGET – BALANCED

The following table provides a recap of the draft 2015/16 budget on a fund by fund basis.

Schedule 1

2015-16 BUDGET DRAFT - By Fund							
(In \$ Thousands)	Base Operating Funds	Contract Funds	Ancillary Funds	Operating Subtotals	Capital Funds	Special Purpose Funds	15/16 Budget
Province of B.C. Grants	52,877	0	0	52,877	1,000	115	53,992
Sales of goods and services	1,054	0	5,329	6,383	0	0	6,383
Tuition and student fees <i>(note below)</i>	20,565	6,471	0	27,036	1,502	0	28,538
Other grants, fees & contract services	50	6,818	0	6,868	0	0	6,868
Miscellaneous income	960	0	1	961	0	380	1,341
Amortization of deferred capital contribution	0	0	0	0	5,048	0	5,048
Investment income	300	0	0	300	0	0	300
REVENUES	75,807	13,289	5,330	94,425	7,550	495	102,470
SALARY AND BENEFIT EXPENSES	64,016	6,954	1,903	72,873	0	0	72,873
Supplies and general expenses	5,085	1,895	3,272	10,251	0	495	10,747
Professional fees	2,199	312	2	2,512	0	0	2,512
Building and telecom	6,373	28	116	6,517	0	0	6,517
Contingency	1,085	0	0	1,085	0	0	1,085
Depreciation Expense	0	0	0	0	8,737	0	8,737
OPERATING EXPENSES	14,741	2,235	3,389	20,365	8,737	495	29,598
TOTAL EXPENSES	78,758	9,189	5,292	93,238	8,737	495	102,471
NET SURPLUS (DEFICIT)	(2,951)	4,100	38	1,187	(1,187)	0	(0)

Note - International Students tuition fees are included under the Contracts Fund

Schedule 2

2015-16 Budget vs. 2014-15 Actual

(In \$ Thousands)	15/16 Budget	14/15 Actual	Variance
Province of B.C. Grants	53,992	61,182	(7,190)
Sales of goods and services	6,383	6,435	(52)
Tuition and student fees (<i>note below</i>)	28,538	19,563	8,975
Other grants, fees & contract services	6,868	8,162	(1,294)
Miscellaneous income	1,341	1,537	(196)
Amortization of deferred capital contribution	5,048	4,786	262
Investment income	300	230	70
REVENUES	102,470	101,895	575
SALARY AND BENEFIT EXPENSES	72,873	76,294	(3,421)
Supplies and general expenses	10,747	11,224	(477)
Professional fees	2,512	3,777	(1,265)
Building and telecom	6,517	7,169	(652)
Contingency	1,085	0	1,085
Depreciation Expense	8,737	8,844	(107)
OPERATING EXPENSES	29,598	31,014	(1,416)
TOTAL EXPENSES	102,471	107,308	(4,837)
NET SURPLUS (DEFICIT)	(0)	(5,413)	5,413

Note - International Students tuition fees included

Schedule 3 (Without ESL & one-time items)

2015-16 Budget vs. 2014-15 Normalized Actual

(In \$ Thousands)	15/16 Budget Operating	14/15 Operating Regularized	Variance
Province of B.C. Grants	53,992	54,219 ¹⁾	(227)
Sales of goods and services	6,383	6,435	(52)
Tuition and student fees <i>(note below)</i>	28,538	19,563	8,975
Other grants, fees & contract services	6,868	8,162	(1,294)
Miscellaneous income	1,341	1,537	(196)
Amortization of deferred capital contribution	5,048	4,786	262
Investment income	300	230	70
REVENUES	102,470	94,932	7,538
SALARY AND BENEFIT EXPENSES	72,873	69,540 ²⁾	3,333
Supplies and general expenses	10,747	11,224	(477)
Professional fees	2,512	2,777 ³⁾	(265)
Building and telecom	6,517	6,189 ⁴⁾	328
Contingency	1,085	0	1,085
Depreciation Expense	8,737	8,844	(107)
OPERATING EXPENSES	29,598	29,034	564
TOTAL EXPENSES	102,471	98,574	3,897
NET SURPLUS (DEFICIT)	(0)	(3,642)	3,642

Note - International Students tuition fees included

1) ESL funding \$6.2M not included; funding for Annacis Island relocation \$800,000 not included

2) ESL related salaries \$5.4M not included; ESL severance \$1.4M not included

3) Trademark legal fee \$1M not included

4) One time set up fee \$980,000 for Annacis Island not included

Schedule 4 (FTE Comparison without ESL)

	15/16 Projected	14/15 FTE without ESL	14/15 FTE with ESL
Total FTE	6928.22	6322.54	6942.69

BASE OPERATING FUND DEFICIT

The All Funds Report above shows that the Base Operating Fund is in a deficit position of \$2.95M. This means the College must generate additional funds from other sources and reduce expenses to offset the deficit. This is achieved through the Contract Funds and the Ancillary Funds.

CAPITAL

Over the last few fiscal years, the annual capital allocation (now called Routine Capital) provided by the Province to pay for general building and Information Technology (IT) infrastructure has declined by 2/3 to \$580,000. This level of funding is inadequate to maintain VCC's buildings and IT over time and must be augmented from VCC's operating fund.

As discussed above, VCC will have to defer some capital projects to lower depreciation expenses to balance the budget in 2015/16. However the consequences of deferring these capital projects will have an impact on VCC's infrastructure and operational efficiencies.

POTENTIAL RISK

The budget development process included a review of the high level risks associated with the uncertainty related to the tuition charged for the ABE and ESL pathway programs. If the ABE and ESL Pathway programs do not meet planned enrolment targets, the associated expenses will need to be managed and reduced accordingly. Soft enrolment could potentially lead to faculty severance costs that would need to be expensed in 2015/16.

Additionally, the LINC contract expires at the end of March 2016 and Citizenship and Immigration Canada (CIC) has just released the RFP for renewal. If VCC's proposal is not accepted, then further layoffs will be required. Severance costs estimated at \$3M may create a deficit for the College.

MOTION: THAT the Board of Governors approves the fiscal 2015/16 operating budget in the form presented to the meeting.

ATTACHMENT: Appendix A – National Occupational Classification – Jobs in Demand Top 60
Appendix B – National Occupational Classification – Provincial Priority Health Professions Top 10
Appendix C – Programs offered at VCC

PREPARED BY: Irene Young, VP Administration & CFO
Jamie Choi, Director, Financial Services

DATE: June 27, 2015

Appendix A

National Occupational Classification (NOC) - Jobs in Demand Top 60

1	0013 Senior managers- financial, communications and other business services
2	0016 Senior managers - construction, transportation, production and utilities
3	0211 Engineering managers
4	0631 Restaurant and food service managers
5	0632 Accommodation service managers
6	0711 Construction managers
7	0712 Home building and renovation managers
8	0714 Facility operation and maintenance managers
9	0731 Managers in transportation
10	1111 Financial auditors and accountants
11	1121 Human resources professionals
12	1122 Professional occupations in business management consulting
13	1123 Professional occupations in advertising, marketing and public relations
14	1221 Administrative officers
15	1222 Executive assistants
16	1224 Property administrators
17	1225 Purchasing agents and officers
18	1241 Administrative assistants
19	1242 Legal administrative assistants
20	1311 Accounting technicians and bookkeepers
21	2131 Civil engineers
22	2132 Mechanical engineers
23	2133 Electrical and electronics engineers
24	2174 Computer programmers and interactive media developers
25	2241 Electrical and electronics engineering technologists and technicians
26	2253 Drafting technologists and technicians
27	2263 Inspectors in public and environmental health and occupational health and safety
28	2264 Construction inspectors
29	4011 University professors and lecturers
30	4021 College and other vocational instructors
31	4112 Lawyers
32	4152 Social workers
33	4153 Family, marriage and other related counsellors
34	4163 Business development officers and marketing researchers and consultants
35	4165 Health policy researchers, consultants and program officers
36	4212 Social and community service workers
37	4214 Early childhood educators and assistants
38	4311 Police officers (except commissioned)
39	4312 Firefighters
40	5121 Authors and writers
41	5242 Interior designers and interior decorators
42	5254 Program leaders and instructors in recreation, sport and fitness
43	6222 Retail and wholesale buyers
44	6321 Chefs
45	7204 Contractors and supervisors, carpentry trades
46	7205 Contractors and supervisors, other construction trades, installers, repairers and servicers

National Occupational Classification (NOC) - Jobs in Demand Top 60

- 47 7231 Machinists and machining and tooling inspectors
- 48 7233 Sheet metal workers
- 49 7237 Welders and related machine operators
- 50 7241 Electricians (except industrial and power system)
- 51 7242 Industrial electricians
- 52 7251 Plumbers
- 53 7252 Steamfitters, pipefitters and sprinkler system installers
- 54 7253 Gas fitters
- 55 7271 Carpenters
- 56 7282 Concrete finishers
- 57 7311 Construction millwrights and industrial mechanics
- 58 7312 Heavy-duty equipment mechanics
- 59 7371 Crane operators
- 60 9241 Power engineers and power systems operators

Appendix B**National Occupational Classification (NOC) - Provincial Priority Health Professions**

- 1 3012: Registered nurses and registered psychiatric nurses
- 2 3111: Specialist physicians
- 3 3112: General practitioners and family physicians
- 4 3214: Respiratory therapists, clinical perfusionists and cardiopulmonary technologists
- 5 3142: Physiotherapists
- 6 3143: Occupational therapists
- 7 3211: Medical laboratory technologists
- 8 3233: Licensed practical nurses
- 9 3216: Medical sonographers
- 10 3413: Nurse aides, orderlies and patient service associates

Appendix C

VCC programs offered that are on the jobs plan

Org Code	Org Name	School	School	NOC Numbers
1500	Provincial Instructor Diploma	SIE	School of Instructor Education	4021
2022	UT Engineering Certificate - First year UT	SAC	School of Access	2131, 2132, 2133, 2241
2023	UT Computing Science and Software Systems Certificate - First year UT	SAC	School of Access	2174
4203	Drafting Technician	MDD	School of Music, Dance & Design	2253
4304	Heavy Duty / Commercial Transport Combined Foundation	SOT	School of Trades	7312
4315	Heavy Duty/Commercial Transport - Apprenticeship	SOT	School of Trades	7312
4601	Office and Legal Administration - Legal Administrative Assistant	SHB	School of Hospitality & Business	1242
4607	Executive Assistant	SHB	School of Hospitality & Business	1222
4612	Office and Legal Administration: Administrative Assistant	SHB	School of Hospitality & Business	1241
5004	Practical Nursing	SHS	School of Health	3233
5031	Bachelor of Science of Nursing Program	SHS	School of Health	3012
5116	Continuing Care: Home Support/Resident Care Attendant	SHS	School of Health	3413
5301	Baking and Pastry Arts - Vocational	SOT	School of Trades	6321
5303	Baking and Pastry Arts - ESL	SOT	School of Trades	6321
5305	Baking and Pastry Arts (Baker) Apprentice	SOT	School of Trades	6321
5401	Culinary Arts - Vocational	SOT	School of Trades	6321
5403	Prof Cook 1	SOT	School of Trades	6321
5404	Culinary Arts ESL	SOT	School of Trades	6321
5405	Prof Cook 2 - (Effective May 22/2014)	SOT	School of Trades	6321
5406	Culinary Arts - Satellite Program	SOT	School of Trades	6321
5501	Asian Culinary Arts	SOT	School of Trades	6321
5701	Hospitality Management Diploma	SHB	School of Hospitality & Business	0631, 0632
5702	Hospitality Management - Bachelor's Degree	SHB	School of Hospitality & Business	0631, 0632
6038	BLDG. MGR. RESIDENTIAL CERTIFICATE	CS	Continuing Studies	1224
6046	COMPUTERS	CS	Continuing Studies	2174, 1311
6068	SMALL BUSINESS	CS	Continuing Studies	7204, 7205
6093	COUNSELLING SKILLS	CS	Continuing Studies	4153
6115	INTERIOR DESIGN TECHNOLOGY	CS	Continuing Studies	5242
6225	CREATIVE AND TECHNICAL WRITING	CS	Continuing Studies	5121
6226	ECCE SPECIAL NEEDS	CS	Continuing Studies	4214
6227	ECCE INFANT AND TODDLER	CS	Continuing Studies	4214
6228	ECCE EXTRA	CS	Continuing Studies	4214
6229	SPORT AND RECREATION MGMT	CS	Continuing Studies	5254

*Out of 70 top occupations, VCC offers 27 programs (40% of 70)



DECISION NOTE

PREPARED FOR: VCC Board of Governors

DATE: June 29, 2015

ISSUE: Approval of 2015-16 Enrolment Plan

BACKGROUND:

The proposed Enrolment Plan for academic year 2015-16 has been revised by the Academic Deans to reflect more realistic targets. The revised Plan was approved by the Education Council at a special meeting on June 17, 2015. The Finance and Audit Committee reviewed the plan the same day and forwarded it to the Board for its consideration after more discussion and clarification with individual Deans.

VCC's Summary Enrolment Plan 2015-16 is comprised of three parts:

- Part 1:** Enrolment Plan by Schools.
- Part 2:** Enrolment Plan by Funder, by School divided into Ministry of Advanced Education, Industry Training Authority and International.
- Part 3:** Summary Enrolment Plan by School by Program showing previous 3 years actual headcount (individual students), including the related full-time equivalents (FTEs), 2014-15 actual headcount, related FTEs versus budgeted FTEs for the same year and finally 2015-16 projected FTEs.

The Finance & Audit Committee had requested an explanation of Student FTE and calculation method. The Ministry of Advanced Education defines a Full-Time Equivalent student (Student FTE) as representing "one student completing all the requirements of a full-time program in a period that extends for one normal academic year. FTEs are collected by program of study".ⁱ

The Ministry uses a Program FTE Divisor to determine "the number of learning units that must be completed by a student to fulfil a full year of academic study in a full-time program. When a program is not delivered on a full-time basis or the time frame is not considered an academic year, adjustments are made to use an equivalent value as if the program had been full-time". VCC uses the following Program FTE Divisors to calculate Student FTE:

- Developmental courses apply a 768 student contact hour divisor to produce 1 FTE
- Other non-credit courses, including Continuing Studies courses, apply a 600 student contact hour divisor to produce 1 FTE

- Credit courses/programs apply a range of 24 – 45 student contact hour divisors to produce 1 FTE

Variance report updates will be given to the Board and the Education Council after stable enrolment dates in the Fall 2015 (will also capture Summer 2015) and another update in Spring 2016. The updates will include recommendations, if any, to deal with variances and adjustments to the Enrolment Plan.

RECOMMENDATION:

THAT the Board of Governors approve the 2015-16 Enrolment Plan in the form presented at the meeting.

ATTACHMENTS: 2015-16 Enrolment Plan

PREPARED BY: Judith McGillivray, Interim Vice President Academic

DATE: June 22, 2015

ⁱ Ministry of Advanced Education Student FTE Enrollment Reporting Manual
http://www.aved.gov.bc.ca/postsecondary-data/enrolment_data.htm

PART 1.

VCC Summary Enrolment Plan by School - 2015-16

Including: Previous 3 year Actual FTE
Current year 2014-15 Budget and Actuals

		Actual FTE's Previous 3 Years			FY 2014-15		FY 2015/16 Total Projected FTE's
		2011/12	2012/13	2013/14	Budgeted FTE's	Actual FTE's	
Total FTE All Schools							
CCS	Centre for Continuing Studies	858.9	886.1	716.4	699.48	626.53	592.73
CIN	Ctr for International Education	254.6	260.5	304.2	298.84	381.80	479.58
CTT	School of Trades	640.8	644.7	694.1	1,061.79	714.51	1,792.53 *
SAS	School of Access	3,271.0	3,438.3	3,397.2	3,196.69	2,759.22	2,008.16 *
SHP	School of Hospitality/Business	1,184.6	1,230.0	1,170.1	1,304.72	1,012.87	448.35 *
SHS	School of Health Sciences	916.0	791.9	851.8	909.39	844.13	895.93
SIE	Centre for Instructional Develop	287.5	288.5	305.5	296.42	277.94	295.54
SMD	School of Music,Dance & Design	396.5	381.1	394.8	476.51	338.58	415.41
Total		7,809.90	7,921.12	7,834.24	8,243.85	6,955.59	6,928.22

Changes in Schools

School of Trades - All Trades were consolidated under one School

From the School of Hospitality/Business - All Culinary and Baking programs

From the School of Transportation Trades - All programs

School of Access - a consolidation of the School of Arts and Science and the School of Language Studies

School of Language Studies - with the exception of TESOL - All programs moved to School of Access

School of Arts and Science - all programs and courses

School of Hospitality/Business - a reduction of FTE due to moving Culinary and Baking programs to School of Trades

PART 2.**VCC Summary Enrolment Plan 2015-16 by Funder by School**

Ministry of Advanced Education		Actual FTE's Previous 3 Years			Actual FTEs 2014 15		Projected FTE
Code	School	2011/12	2012/13	2013/14	Budgeted FTE's	Actual FTE's	
CCS	Centre for Continuing Studies	858.89	886.05	716.45	699.48	626.53	592.73
SAS	School of Access	3,271.03	3,438.31	3,397.24	3,196.69	2,759.22	2,008.16
SHP	School of Hospitality/Business	520.66	576.54	509.28	455.17	403.86	448.35
SHS	School of Health Sciences	915.98	791.91	851.78	909.39	844.13	895.93
SIE	Centre for Instructional Develop	287.46	288.50	305.54	296.42	277.94	295.54
SMD	School of Music,Dance & Design	221.00	235.74	242.67	388.81	229.08	385.48
Total		6,075.02	6,217.05	6,022.95	5,945.97	5,140.76	4,626.19

International		Actual FTE's Previous 3 Years			Actual FTEs 2014 15		Projected FTE
Code	School	2011/12	2012/13	2013/14	Budgeted FTE's	Actual FTE's	
CCS	Centre for Continuing Studies	8.13	12.64	13.77		10.43	11.23
CTT	School of Trades	6.95	57.54	93.13	135.16	152.49	247.21
SAS	School of Access	99.42	81.69	57.63	58.42	34.96	20.76
SHP	School of Hospitality/Business	111.16	72.62	86.48	49.62	103.58	122.62
SHS	School of Health Sciences	4.83	6.22	8.99	11.42	9.46	8.85
SIE	Centre for Instructional Develop	0.13	1.96	2.04		2.21	0.00
SMD	School of Music,Dance & Design	23.95	27.83	42.18	44.21	68.68	68.91
Total		254.56	260.49	304.22	298.84	381.80	479.58

Industry Training Authority (ITA)		Actual FTE's Previous 3 Years			Actual FTEs 2014 15		Projected FTE
Code	School	2011/12	2012/13	2013/14	Budgeted FTE's	Actual FTE's	
CTT	School of Trades	640.83	644.73	694.11	1,061.79	714.51	1,792.53
SHP	School of Hospitality/Business	663.98	653.49	660.86	849.54	609.00	0.00
SMD	School of Music,Dance & Design	175.51	145.35	152.10	87.70	109.51	29.93
Total		1,480.32	1,443.58	1,507.07	1,999.04	1,433.02	1,822.46

Total		7,809.90	7,921.12	7,834.24	8,243.85	6,955.59	6,928.22
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0.00

0.00

PART 3.**VCC Summary Enrolment Plan by School by Program (ORG Code) 2015-16****a) Centre of Continuing Studies**

			Actual FTE's Previous 3 Years									
			2011-12		2012-13		2013-14		2014-15			2015-16
School	ORG	ORG Desc.	Headcount	FTE's	Headcount	FTE's	Headcount	FTE's	Headcount	FTE's	Budgeted FTE's	Projected FTE
CCS	4550	BC Jobs Funding			232	62.51	140	7.15	20	1.40		4.65
CCS	6022	Fashion Design	367	102.08	298	73.85	219	63.03	191	60.37	25.07	60.20
CCS	6023	Jewellery	83	3.95	88	4.89	68	3.19	72	3.61	2.79	2.95
CCS	6024	Gemmology	25	5.33	29	8.27	34	10.81	35	10.87	20.56	10.86
CCS	6034	Cr Writng-now New Init Art&Des	124	2.98	70	1.77	51	1.78	93	1.81	8.56	1.81
CCS	6038	Bldg Mgr Residential	114	9.86	124	18.53	115	23.25	98	18.38	31.51	18.14
CCS	6044	Hospitalty-nowNew Init-Bus&Com	279	20.55	249	18.00	207	13.92	89	4.57	29.33	7.92
CCS	6046	Computers - City Centre	470	19.15	520	19.68	639	23.85	531	22.84	16.73	22.91
CCS	6052	Early Childhood Education	601	98.38	341	86.93	306	79.74	209	71.44	55.57	69.22
CCS	6060	Management Skills Supervisors	199	8.86	244	10.85	280	11.76	115	5.20	20.42	5.92
CCS	6064	Office & Admin CertificateProg	1089	53.02	901	44.99	928	47.14	684	40.71	67.37	39.58
CCS	6065	Leadership Skills Certificate	336	11.23	373	12.87	275	11.51	215	10.06	61.36	9.49
CCS	6067	Paralegal Program	271	99.45	309	106.38	341	110.51	330	142.24	32.54	132.70
CCS	6068	Small Business	252	8.44	289	8.99	322	11.09	221	7.40	7.75	6.91
CCS	6075	Foodsafe	515	7.05	412	5.74	299	4.03	306	4.12	2.14	3.79
CCS	6076	Allied Health	702	27.21	656	29.27	419	8.10	383	7.55	6.59	9.06
CCS	6077	Dental Program	7	0.95	17	2.58	13	1.93			9.36	0.23
CCS	6080	Registered Nurse	349	31.36	115	19.22	97	6.16	91	5.67	18.26	4.77
CCS	6082	Sterile Supply Room Aide	133	58.49	135	60.49	136	67.27	119	51.94	64.29	50.37
CCS	6087	CPR	32	0.85								
CCS	6088	Renal Technician	7	2.54			24	11.12			11.12	
CCS	6093	Counselling Skills	778	119.91	598	97.50	534	79.77	414	64.05	93.12	65.49
CCS	6104	Court Interpreting	229	16.47	83	3.17						
CCS	6108	Mandarin & Languages	872	55.89	717	43.55	345	13.00	267	10.38	15.42	10.90
CCS	6115	Interior Design Technology	131	19.23	142	24.67	117	19.41	85	13.84	14.69	16.65
CCS	6173	Family Literacy	71	6.04	54	6.70	20	2.10			1.29	
CCS	6190	Socio-Cultural Competency	38	1.14	14	0.42	23	0.69	7	0.21	2.96	0.57
CCS	6192	Tea Sommelier	44	2.60	63	3.30	72	2.01	53	1.46	4.65	1.67
CCS	6198	Makeup Artistry							83	5.93		2.88

CCS	6199	Wedding & Event Management							33	2.20		1.70
CCS	6200	Wine Sommelier					10	0.40	28	1.12		0.64
CCS	A093	Demonstration Proj for Older I	41	32.80	16	12.80						
CCS	A113	CS Auto Contract	7	0.65								
CCS	A124	ESA 1112 Business Readiness	16	4.02	37	8.71					16.12	
CCS	A125	ESA 1112 Building Management	32	3.70	69	6.61	122	8.25			9.45	1.66
CCS	A127	ESA 1112 Access to Transp Trad	16	6.00	86	11.31	60	6.61	6	0.71	8.65	0.75
CCS	A128	ESA 1112 Auto Refinishing Prep	15	1.25	27	15.75	11	4.13			4.31	
CCS	A131	ESA Consortium CapU	30	1.95	87	9.69	225	13.69	64	3.27	5.23	4.39
CCS	A134	WTP Contract			131	51.00	9	0.41			0.41	
CCS	A141	ESA 12/13 Access to Transp Tra			14	5.32						
CCS	A142	ESA 12/13 Business Readiness			47	7.62	118	19.15	32	3.36	2.00	0.92
CCS	A143	ESA 12/13 Building Mgmt			10	2.57	16	0.71			0.35	
CCS	A145	Moving Ahead Success			39	4.53	40	8.01	82	13.52	9.58	14.65
CCS	A146	ESA 12/13 Intro to Trades			17	13.69						
CCS	A147	ESA 12/13 Retail & Hosp Custom			17	0.93	53	3.54			2.98	0.63
CCS	A151	13/14 WORKSKILL FOR NONPROFIT					147	7.48	65	3.84	5.46	4.14
CCS	A161	ESA 13/14 Medical Office Skill					36	6.22	33	11.25	7.71	2.33
CCS	A170	ESA 1314 Comm Serv Asstnt Prg					34	3.63			3.80	1.28
CCS	A187	ESA 14/15 Culinary Skills							25	16.46		
CCS	A190	ESA 14/15 Working Natural Gas							27	4.76		
CCS	Z041	BC Council Admin Tribunal	71	1.28	44	0.89						
CCS	Z147	ASP-Summer Camps	14	0.74								
CCS	Z163	Communications for Engineering	42	4.27								
CCS	Z164	Communications for Accounting	38	3.86								
CCS	Z191	Skills plus	38	5.39								
CCS Overall - Total			8,478	858.93	7,714	926.52	6,905	716.55	5,106	626.53	699.48	592.73

b) School of Trades

School	ORG	ORG Desc.	Actual FTE's Previous 3 Years						2014-15			Projected FTE	Indicates greater than 10%	Variance 15-16 Projected FTE vs 14-15 Actual
			2011-12		2012-13		2013-14		Headcount	FTE's	Budgeted FTE's			
CTT	4301	Automotive Collision Repair	111	65.28	103	60.88	98	53.92	96	53.02	87.75	88.25	*	66%
CTT	4303	Automotive Service Technician	129	69.58	135	88.03	119	72.57	115	65.34	81.60	77.20	*	18%
CTT	4304	Heavy Duty/Commercial Transport	80	47.94	98	56.19	110	51.17	92	51.44	48.00	59.56	*	16%
CTT	4314	Auto Collision Apprenticeship	67	69.00	60	60.00	83	83.00	60	65.00	112.00	112.00	*	72%
CTT	4315	Diesel Apprenticeship	160	168.00	130	138.00	199	210.00	205	211.00	256.00	208.00	*	-1%
CTT	4316	Automotive Tech Apprenticeship	121	121.00	95	99.00	126	133.00	129	152.00	208.00	192.00	*	26%
CTT	4321	Automotive Refinish Prep - Voc	49	26.25	40	21.38	23	9.38	34	19.63	33.33	36.67	*	87%
CTT	4322	Auto Paint - Apprenticeship	17	17.00	7	7.00	21	21.00	15	15.00	32.00	16.00	*	7%
CTT	4323	Auto Prep - Apprenticeship	5	5.00	19	19.00	9	9.00	17	17.00	32.00	32.00	*	88%
CTT	4324	Auto Glass - Apprenticeship	10	10.00	14	14.00	15	15.00	13	13.00	16.00	16.00	*	23%
CTT	4325	Auto Refinishing Highschool	29	10.75	23	9.21	26	12.21	32	20.42	6.67	13.33	*	-35%
CTT	4326	AST Apprenticeship - Online	31	31.00	16	16.00			17	17.00	144.00	16.00		-6%
CTT	4330	HD/Commercial SIP funded			42	15.58								
CTT	4345	Auto Tech Online					5	5.00						
CTT	5301	Baking & Pastry Arts	180	99.14	170	62.03	144	83.90	154	101.10	83.48	81.60		-19%
CTT	5303	Baking & Pastry Arts ESL	43	16.87	38	18.18	24	13.55	27	14.40	16.20	24.00	*	67%
CTT	5305	Baking Apprenticeship	42	45.00	38	42.00	37	42.00	37	38.00	48.00	48.00	*	26%
CTT	5401	Culinary Arts	436	242.34	474	257.55	222	113.35						
CTT	5403	Professional Cook 1					224	104.45	312	150.39	240.00	280.88	*	87%
CTT	5404	Culinary Arts ESL	46	12.63	45	15.90	45	15.70	28	14.25	27.20	22.80	*	60%
CTT	5405	Professional Cook 2					56	15.91	191	64.97	139.42	180.00	*	177%
CTT	5406	Culinary Arts - Satellite Prg	62	34.85	88	53.17	98	60.37	109	41.07	40.50	65.50	*	60%
CTT	5501	Asian Culinary Arts	46	26.25	37	21.67	32	17.33	29	15.79	30.75	30.75	*	95%
CTT	5708	Culinary Arts Apprenticeship	178	181.00	187	187.00	181	182.00	159	166.16	224.00	192.00	*	16%
CTT	5709	Aboriginal Culinary Arts	43	14.30	10	4.21								
CTT	A088	Ray Cam Program Partnership			20	0.00	19	0.00	26	0.00				
CTT	A102	ESAP NASKAR	12	4.50										
CTT	A165	1314 SDEB - ABORIGINAL					14	5.25						
CTT	A177	Aboriginal Auto Detailing Cont							14	1.75				
CTT	L301	Auto Coll Repair LMA inserts					1	0.91	1	0.09				
CTT	L303	Auto Serv Tech LMA inserts					1	0.35	1	0.65				
CTT	L304	Heavy Duty Com Trans LMA inser					4	3.00	4	0.89				

CTT	L321	Auto Ref Prep LMA inserts					1	0.21	1	0.63			
CTT	L403	LMA Professional Cook 1					33	15.34	3	0.83			
CTT	L405	LMA Professional Cook 2					1	0.10	1	0.33			
CTT	L530	Baking & Pastry LMA inserts					2	0.48	2	1.73			
CTT	Z239	13/14 HDCT Skillsin					18	9.06	15	6.67	4.44		
CTT Overall - Total			1,897	1,317.68	1,889	1,265.97	1,991	1,358.49	1,939	1,319.52	1,911.34	1,792.53	

c) School of Access

School	ORG	ORG Desc.	Actual FTE's Previous 3 Years						Headcount	FTE's	Budgeted FTE's	Projected FTE	Indicates greater than 10%	Variance 15-16 Projected FTE vs 14-15 Actual
			2011-12		2012-13		2013-14							
			Headcount	FTE's	Headcount	FTE's	Headcount	FTE's						
SAS	1901	Visually Impaired	48	16.43	46	14.41	35	15.70	37	15.63	23.37	16.87		8%
SAS	1902	Deaf & Hard of Hearing	86	35.62	93	29.78	93	33.23	84	30.33	30.31	37.97	*	25%
SAS	1903	Community & Career Education	60	35.19	64	42.18	69	40.57	78	41.21	37.58	37.68		-9%
SAS	1907	In office Admin for Vis Impair	8	2.18	6	2.02	8	1.76	3	0.53	2.42	2.42	*	355%
SAS	1908	Applied Tech for Vis Impaired	1	0.07	1	0.07					2.70	2.70		
SAS	1909	Community & Career Ed P/T	45	17.95	32	10.39	32	10.39	37	11.63	10.39	10.39		-11%
SAS	1951	Sign Language Studies	69	33.49	74	36.53	70	96	72	35.40	32.00	32.00		-10%
SAS	1952	ASL & Deaf Studies Part Time	95	25.42	95	25.78	35.30	24.94	77	19.40	30.67	26.40	*	36%
SAS	2001	Employ & Ed Acc for Women	138	31.12	151	23.57	92	12.01	127	18.18	20.00	20.00	*	10%
SAS	2003	ABE Intermediate Youth	90	54.26	89	63.61	91	65.22	88	57.73	63.60	66.36	*	15%
SAS	2004	College & Career Access	1070	250.11	1000	252.67	1007	271.97	983	259.41	231.40	174.06		-33%
SAS	2005	Basic Education	443	176.80	414	179.95	436	194.49	366	169.63	145.42	116.71		-31%
SAS	2006	CF - Humanities	260	67.15	284	74.88	235	62.58	251	66.19	75.00	46.88	*	-29%
SAS	2007	CF - Mathematics	550	129.34	540	133.73	522	127.88	517	128.86	149.77	90.00	*	-30%
SAS	2008	CF - Science	703	216.27	628	204.32	592	194.58	645	182.59	205.27	131.72		-28%
SAS	2016	UT Humanities	543	99.20	529	96.39	489	91.16	458	85.19	80.00	80.00		-6%
SAS	2017	UT Math	242	28.38	304	33.57	254	28.04	265	30.17	22.50	15.00		-50%
SAS	2018	UT Sciences	548	100.22	640	104.06	655	112.08	610	110.69	120.00	120.00		8%
SAS	2019	ABE Lab	82	17.49	98	19.56	107	23.02	116	32.45	8.33	8.33		-74%
SAS	2022	UT Engineering										49.60	*	
SAS	2023	UT Computing Science&Software							15	1.80		36.00	*	1900%
SAS	2410	TESOL	312	91.62	306	86.14	315	93.55	185	63.02	112.83	35.94	*	-43%
SAS	2700	Professional & Career English	135	36.15	99	9.53	191.00	33.24	198	36.35	38.95			
SAS	2710	PACE Self Paced	177	29.45	240	58.20	228	59.87	112	45.70	73.47			
SAS	2800	English Language Skills	1439	436.17	1429	497.46	1310	457.33	548	157.29	262.03			

SAS	2900	College Preparatory English	641	253.24	696	282.55	662	255.08	441	161.20	257.66	39.19		-76%
SAS	3100	ESL Outreach	1070	171.22	1232	211.22	1069	210.13	562	92.78	145.25			
SAS	3108	Outreach - Homefront Learning	414	71.40	336	59.61	349	60.65	234	41.25	56.19			
SAS	3109	ESL Outreach -Learning Centres	1177	149.99	952	122.44	994	129.91	591	70.83	109.29			
SAS	3115	UT - CPE	92	24.57	75	20.40	89	22.59	67	14.75	36.00	12.00	*	-19%
SAS	3350	ELSA/SETL	1886	670.54	1896	741.51	1957	699.86	1,828	731.61	814.28	694.67		-5%
SAS	3366	ESL Pathways							96	20.16		105.27	*	422%
SAS	A136	Jericho Hill Legacy			16	0.88								
SAS	Z201	ESL Transition Project 12/13					100	30.13	116	27.25				
SAS Overall - Total			12,424	3,271.03	12,365	3,437.40	12,086	3,457.94	9,807	2,759.22	3,196.69	2,008.16		

d) School of Health

School	ORG	ORG Desc.	Actual FTE's Previous 3 Years						Headcount	FTE's	Budgeted FTE's	Projected FTE	Indicates greater than 10%	Variance 15-16 Projected FTE vs 14-15 Actual
			2011-12		2012-13		2013-14							
			Headcount	FTE's	Headcount	FTE's	Headcount	FTE's						
SHS	4610	Health Unit Coordinator	81	45.28	76	44.11	89	43.63	89	51.70	53.91	49.13	*	-5%
SHS	4611	HCM Part-Time Programs	39	4.04	58	5.93								
SHS	5002	Resident Care Attendant ESL	70	32.01	71	31.06	68	29.60	68	30.32	33.96	32.32		7%
SHS	5004	Practical Nursing	200	107.34	189	128.54	213	162.34	217	150.00	164.00	174.56	*	16%
SHS	5005	Pharmacy Technician	35	25.16	40	30.44	36	24.13	40	29.72	33.13	26.88		-10%
SHS	5010	Autopsy Technician	1	0.13										
SHS	5017	Access to Practical Nursing	140	68.30	98	38.87	94	49.12	88	49.71	68.63	57.37	*	15%
SHS	5018	Practical Nursing Refresher	23	2.88										
SHS	5031	Baccalaureate Nursing	138	117.66	159	121.15	184	124.99	188	133.25	122.46	128.00		-4%
SHS	5076	Occup/Physical Therapist Asst	54	34.43	54	36.72	58	36.84	56	36.96	40.59	41.18	*	11%
SHS	5078	LPN Bridging to BSN					36	6.66	45	5.68				
SHS	5101	Dental Hygiene	75	46.88	69	49.99	40	37.32	42	39.34	43.30	43.30	*	10%
SHS	5102	Dental Assisting	83	78.49	86	58.00	165	81.00	158	78.96	84.00	88.20	*	12%
SHS	5103	Dental Tech	15	11.03	27	16.33	15	12.75	29	16.25	18.40	16.00		-2%
SHS	5104	Dental Reception Coordinator	45	37.50	43	34.71	42	33.88	43	22.60	35.83	49.04	*	117%
SHS	5105	Denturist	14	12.75	12	12.00	14	12.25	12	12.00	12.30	0.00		-100%
SHS	5110	Dental Hygiene Access for CDAs	5	1.25										
SHS	5115	Distance Dental Assisting	81	14.00	67	12.48	70	11.68	94	12.61	12.18	10.95		-13%
SHS	5116	Health Care Assistant	148	113.80	134	90.00	167	106.23	148	102.30	108.00	115.71	*	13%
SHS	5117	Medical Lab Assistant	68	51.00	47	46.67	50	49.29	49	48.46	48.00	48.00		-1%
SHS	5118	CCAH Part Time Programs	134	37.66	104	22.76	105	18.93	90	12.68	19.33	14.67	*	16%

SHS	5119	Residential Care - Aboriginal	18	10.89	15	4.57					0.00		
SHS	5120	CDA Directed Studies DAST 1600	45	0.45	41	0.42	29	0.32	49	0.73	0.40	0.35	-53%
SHS	A169	1314 VCH ESSENTIAL STUDY SKILLS					32	2.79	15	0.98			
SHS	A133	Vancouver Coastal Health			14	0.91							
SHS	A139	FHA - Acute Care Skills			63	12.20							
SHS	Z204	Practical Nurs-Seabird Aborig					12	7.94	10	9.87	10.97	0.28	-97%
SHS Overall - Total			1,512	852.89	1,467	797.84	1,519	851.67	1,530	844.13	909.39	895.93	

e) School of Hospitality and Applied Business

School	ORG	ORG Desc.	Actual FTE's Previous 3 Years						Headcount	FTE's	Budgeted FTE's	Projected FTE	Indicates greater than 10%	Variance 15-16 Projected FTE vs 14-15 Actual
			2011-12		2012-13		2013-14							
			Headcount	FTE's	Headcount	FTE's	Headcount	FTE's						
SHP	4601	Legal Administrative Assistant	84	53.25	68	37.88	64	37.83	63	37.63	57.33	45.50	*	21%
SHP	4602	Medical Office Assistant 15/16	104	63.09	129	74.06	142	82.96	118	64.32	50.95	35.63		-45%
SHP	4604	BC Campus - Office & Legal Adm	13	0.58	8	0.54	28	2.77	27	3.98	8.59	6.88	*	73%
SHP	4607	Executive Assistant	36	4.88	27	2.94	26	3.57	26	4.50	4.00	4.00		-11%
SHP	4612	Administrative Assistant	174	103.73	195	111.54	168	90.93	156	92.24	117.79	90.35		-2%
SHP	4615	Medical Transcriptionist 15/16										20.00		
SHP	5701	Hospitality Management	322	242.95	303	233.30	272	217.98	245	190.40	179.00	209.50	*	10%
SHP	5702	Hospitality Management App Deg	150	106.88	133	101.63	77	57.03	6	1.50	37.50	36.50	*	2333%
SHP Overall - Total			883	575.35	863	561.89	777	493.05	641	394.56	455.17	448.35		

f) Centre for Instructional Development

School	ORG	ORG Desc.	Actual FTE's Previous 3 Years						Headcount	FTE's	Budgeted FTE's	Projected FTE	Indicates greater than 10%	Variance 15-16 Projected FTE vs 14-15 Actual
			2011-12		2012-13		2013-14							
			Headcount	FTE's	Headcount	FTE's	Headcount	FTE's						
SIE	1500	Provincial Instructor Diploma	1189	270.29	1180	277.75	1250	290.24	1,149	269.57	286.04	285.17		6%
SIE	1510	Diploma in Adult Education	46	9.93	27	4.50	26	8.00						
SIE	1535	Online/eLearning Instruction	43	7.25	37	6.25	42	7.30	53	8.37	10.38	10.38	*	24%

SIE Overall - Total	1,278	287.46	1,244	288.50	1,318	305.54	1,202	277.94	296.42	295.54		
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h) School of Music, Dance and Design

School	ORG	ORG Desc.	Actual FTE's Previous 3 Years						2014-15			Projected FTE	Indicates greater than 10%	Variance 15-16 Projected FTE vs 14-15 Actual
			2011-12		2012-13		2013-14		Headcount	FTE's	Budgeted FTE's			
			Headcount	FTE's	Headcount	FTE's	Headcount	FTE's						
SMD	4202	Jewellery Art & Design	40	23.94	44	30.54	49	30.99	49	33.75	38.35	39.62	*	17%
SMD	4203	Drafting	113	50.40	108	50.35	111	50.75	96	39.81	65.83	70.98	*	78%
SMD	4204	Music	270	71.16	294	77.94	263	90.96	245	84.97	99.23	85.10	*	0%
SMD	4206	Music Degree	56	22.83	44	20.54	37	16.30	38	19.33	16.17	18.33		-5%
SMD	4208	Dancing Diploma	16	3.07	21	4.03	17	3.20	17	3.13	7.27	3.87	*	23%
SMD	4209	Dancing Diploma - Arts Umbrell	16	12.40	21	16.37	18	14.40	18	15.07	42.33	17.97	*	19%
SMD	4403	Digital Graphics Design	63	32.50	65	31.33	64	31.67	58	29.42	29.17	34.67	*	18%
SMD	5202	Hairstyling	141	73.63	90	47.85	62	34.38	19	5.16	67.20	15.93	*	208%
SMD	5204	Esthetics	28	21.26										
SMD	5205	Hairstyling ESL	4	1.33	4	1.98								
SMD	5215	Hair Design - Satellite Prgms	39	19.88	35	17.53	35	24.10	15	15.05	20.50	14.00		-7%
SMD	5217	Hair Design Non ITA	34	26.25	96	47.18	127	54.89	89	52.34	49.35	72.81	*	39%
SMD	5218	Esthetics Non ITA	41	33.30	27	19.22								
SMD	5220	Esth-Skin & Body Treatment			15	11.70	31	10.19	6	0.97	36.46			
SMD	5221	Esth-Skin & Body Non-ITA					18	5.35	36	17.43		42.14	*	142%
SMD	A077	BC Orff Society	34	4.57	34	4.53	33	4.40	27	3.60	4.67			
SMD	A158	Hair - LMA Funding					4	1.60	4	2.18				
SMD	SMD	L202					42	21.60	31	16.38				
SMD Overall - Total			895	396.51	898	381.09	911	394.77	748	338.58	476.51	415.41		

CIN	4304	Heavy Duty/Commercial Transport	2	1.22										
CIN	4316	Automotive Tech Apprenticeship					1	1.00						
CIN	4323	Auto Prep - Apprenticeship			1	1.00								
CIN	4328	Auto Serv Tech Diploma Intl			16	7.87	33	34.63	66	49.53	38.93	56.00	*	13%
CIN	4403	Digital Graphics Design	2	0.33	1	0.83	2	1.00	4	2.67	0.75	1.50		-44%
CIN	4601	Legal Administrative Assistant							1	0.88				
CIN	4610	Health Unit Coordinator					2	0.72	1	0.52	0.09			
CIN	4612	Administrative Assistant	4	0.81	1	0.12	2	1.38	2	1.00	2.62	2.12	*	112%
CIN	5002	Resident Care Attendant ESL	5	1.41	1	0.32	2	1.09	3	1.41	2.54	1.11		-21%
CIN	5004	Practical Nursing	2	1.18	1	0.53								
CIN	5031	Baccalaureate Nursing	1	0.38										
CIN	5076	Occup/Physical Therapist Asst	1	0.87	3	2.84	4	3.10	5	2.90	2.88	3.18		10%
CIN	5102	Dental Assisting	2	1.00	1	0.69	3	1.69	2	0.63	2.00	0.95	*	52%
CIN	5103	Dental Tech			1	1.00	1	0.85	1	0.15	1.15			-100%
CIN	5104	Dental Reception Coordinator			1	0.83			1	0.27	0.83	0.83	*	208%
CIN	5105	Denturist					2	1.50	1	1.00	1.93			-100%
CIN	5116	Health Care Assistant							3	2.57		2.79		8%
CIN	5120	CDA Directed Studies DAST 1600			1	0.01	4	0.05	2	0.02				
CIN	5202	Hairstyling	6	3.63	2	0.73	3	3.08			17.28	2.40		
CIN	5204	Esthetics	4	2.44										
CIN	5205	Hairstyling ESL	28	7.47	26	9.43								
CIN	5217	Hair Design Non ITA			1	0.40	16	6.88	48	23.75	1.70	27.69	*	17%
CIN	5218	Esthetics Non ITA	1	1.00										
CIN	5220	Esth-Skin & Body Treatment			10	6.62	36	15.00	8	1.30	15.16			
CIN	5221	Esth-Skin & Body Non-ITA					22	6.32	53	26.84		24.89		-7%
CIN	5301	Baking & Pastry Arts	2	0.80	16	13.53	14	5.70	6	3.40	8.85	9.00	*	165%
CIN	5302	Baking Intn'l 5 month program							14	7.00	6.00	14.40	*	106%
CIN	5303	Baking & Pastry Arts ESL	5	3.00	15	1.82	36	23.55	18	2.75	4.80	3.05	*	11%
CIN	5306	Baking & Pastry-Artisan Int'l							36	21.45	13.20	50.80	*	137%
CIN	5401	Culinary Arts	27	16.00	28	13.90	31	18.00						
CIN	5402	Culinary Arts Prof. Cook Int'l									9.60			
CIN	5403	Professional Cook 1					1	0.70	1	0.93				
CIN	5404	Culinary Arts ESL	1	0.05					2	1.50				
CIN	5405	Professional Cook 2							15	6.00	10.67			
CIN	5501	Asian Culinary Arts	4	2.08	8	4.58	12	6.50	18	10.67	3.42	3.42		-68%
CIN	5701	Hospitality Management	117	75.40	92	63.20	111	82.00	147	101.40	40.80	117.50	*	16%
CIN	5702	Hospitality Management App Deg	11	7.23	14	9.30	5	3.10	1	0.30	6.20	3.00	*	900%
CIN	5708	Culinary Arts Apprenticeship							1	1.00				
CIN	5712	Diploma Culinary Arts Intl					25	3.05	71	48.26	39.70	110.55	*	129%
CIN	6022	Fashion Design	9	3.96	12	3.63	13	4.14	12	6.18		5.62		-9%

CIN	6023	Jewellery					2	0.08				0.04		
CIN	6024	Gemmology	1	0.17	3	0.50	3	0.82						
CIN	6034	Cr Writng-now New Init Art&Des	1	0.05	2	0.06	2	0.05	2	0.05		0.02		-60%
CIN	6044	Hospitalty-nowNew Init-Bus&Com	4	0.36	6	0.31	2	0.10	3	0.15		0.15		0%
CIN	6046	Computers - City Centre	1	0.03	9	0.35	17	0.55	10	0.35		0.51	*	48%
CIN	6052	Early Childhood Education					1	0.06						
CIN	6060	Management Skills Supervisors	1	0.04	4	0.16	5	0.20	1	0.05		0.09	*	100%
CIN	6064	Office & Admin CertificateProg	8	0.34	15	0.74	23	1.42	14	0.80		1.04	*	31%
CIN	6065	Leadership Skills Certificate	4	0.17	7	0.27	9	0.25	5	0.17		0.16		-8%
CIN	6067	Paralegal Program	1	0.07	1	0.06			1	0.14		0.14		0%
CIN	6068	Small Business	3	0.15	14	0.37	15	0.41	10	0.34		0.17		-50%
CIN	6075	Foodsafe	8	0.11	45	0.62	42	0.61	27	0.36		0.49	*	36%
CIN	6076	Allied Health			1	0.03	5	0.11	8	0.18		0.16		-9%
CIN	6080	Registered Nurse	1	0.01			1	0.06						
CIN	6093	Counselling Skills	3	1.47	8	1.82	7	1.02	2	0.37		0.72	*	92%
CIN	6104	Court Interpreting	1	0.05	4	0.17								
CIN	6108	Mandarin & Languages	6	0.22	23	0.84	11	0.43	11	0.42		0.56	*	33%
CIN	6115	Interior Design Technology	5	0.94	12	2.51	17	3.43	5	0.63		1.24	*	97%
CIN	6173	Family Literacy			1	0.05								
CIN	6192	Tea Sommelier			2	0.18			1	0.02		0.02		0%
CIN	6199	Wedding & Event Management							3	0.16		0.10		-35%
CIN	6200	Wine Sommelier					1	0.04	2	0.08				
CIN	A077	BC Orff Society	5	0.67										
CIN	A123	Artisan Baking Specialty	18	5.79	16	4.24								
CIN Overall - Total			681	254.56	714	260.49	744	304.22	797	382.20	298.84	479.58		479.58

Overall - Total		28,048	7,814.40	27,154	7,919.70	26,251	7,882.23	21,770	6,942.69	8,243.85	6,928.22			
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DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 29, 2015

ISSUE: A one-time tuition waiver for students taking post basic ECCE certificate specialties in either Infant Toddler or Special Needs.

BACKGROUND:

The ECCE Post-Basic Infant Toddler and Special Needs Certificate Programs recently went through the renewal process, and were approved as Infant Toddler (IT) and Special Needs (SN) Diplomas, intended for September 2015 launch. These changes resulted in establishing a new tuition fee of \$7,000 for each specialty. The initial response to the increased tuition fees has been unfavorable to date, as indicated by the sharp decline in total applicant numbers, response from current certificate students, and feedback from the ECCE community.

DISCUSSION:

- A number of students completed the basic certificate under the old program at VCC and expected to complete the post-basic specialties at the old rate (\$2303) to achieve the equivalent of a diploma credential.
- VCC has had a practice of introducing higher fees related to program renewal to new students entering the revised program from the beginning. We do not have a practice of asking students to pay higher fees for a renewed program in the middle of that program because part of the plan would involve teaching out the old program.
- ECCE is a part time program and had no plan to teach out the old program because they have traditionally been considered stand-alone certificates.
- Continuing Studies cannot offer the new specialty certificates at the old rate of \$2,303 without creating a loss.
- The recent tuition increase related to the renewed ECCE Infant Toddler (IT) and Special Needs (SN) post basic diplomas has negatively impacted recruitment.
- The application deadline has been extended until July 31, 2015, in the hopes of increasing the applicant pool and avoiding program cancellation. To date 11 students have applied for both specialty programs but they are unlikely to follow through and attend the program in September at current rates. All applicants are shopping around at other institutions for cheaper options.

A one-time tuition waiver of 20% or \$1400 per student will cost \$15,400 for the 11 students who have indicated they would like to continue in the post basic Infant Toddler or Special Needs diploma specialties. The actual cost may be higher if more students enrol as a result of the waiver. The net per student tuition fee is \$5600 for each specialty program and recovers all direct and indirect CS and College costs.

It is twice the cost of the old program but it provides a measure of good faith to students who entered the basic certificate with no knowledge of significant increases for the post-basic specialities. It also shows community stakeholders that VCC is responsive to employer concerns regarding a continuing supply of VCC ECCE graduates who are well regarded in the childcare community.

If the number of applicants turns out to be lower than planned, CS will have to evaluate whether this program should be suspended for September intakes. It is unlikely that a tuition fee waiver at this late date will attract enough students for the program to break even, therefore CS will have to review the curriculum to determine whether a more cost effective curriculum can be developed or possibly consider whether a new delivery model) can make VCC's ECCE program financially viable.

RECOMMENDATION:

“THAT the Board of Governors approve the one-time tuition waiver of \$1400 per student to reduce the tuition fees of each of the post basic ECCE Certificates to \$5600 for students enrolling in September 2015.”

ATTACHMENTS: Appendix A – Financial Statement for the considered options

PREPARED BY: Michael Yue, Dean, Continuing Studies & Contract Training
Katarina Jovanovic, ECCE Program Coordinator
Irene Young, Vice President, Strategic Partnerships and Business Development

**One-time Tuition Waiver - ECCE Certificate - Infant Toddler or Special Needs
Financial Statement for the considered options**

Scenario	Tuition fee of \$7,000 per student	Tuition fee of \$5,950 per student 15% Waiver	Tuition fee of \$5,600 per student 20% Waiver
Revenue			
Tuition fees	\$ 77,000	\$ 65,450	\$ 61,600
Total Revenue	\$ 77,000	\$ 65,450	\$ 61,600
Direct Program Expenditures			
Labour			
Instructors (incl. benefits)	\$ 17,127	\$ 17,127	\$ 17,127
Department admin staff (incl. benefits)	\$ 12,424	\$ 12,424	\$ 12,424
Total Labour Costs	\$ 29,550	\$ 29,550	\$ 29,550
Non-Labour			
Department supplies and general expenses	\$ 1,750	\$ 1,750	\$ 1,750
Total Non-Labour Costs	\$ 1,750	\$ 1,750	\$ 1,750
Total Direct Program Expenditures	\$ 31,300	\$ 31,300	\$ 31,300
Indirect Program Expenditures			
CS admin & support staff	\$ 14,488	\$ 14,488	\$ 14,488
CS supplies and general expenses	\$ 4,763	\$ 4,763	\$ 4,763
Institutional support	\$ 10,110	\$ 10,110	\$ 10,110
Total Indirect Expenditures	\$ 29,362	\$ 29,362	\$ 29,362
Total Direct and Indirect Cost	\$ 60,662	\$ 60,662	\$ 60,662
Net contribution to VCC overhead / (Deficit)	\$ 16,338	\$ 4,788	\$ 938
Net contribution to VCC overhead / (Deficit)	21 %	7 %	2 %



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 29, 2015

ISSUE: Approval of Revised Policy A.3.7 Environmental Policy and Procedures

BACKGROUND:

VCC's existing Environmental Policy A.3.7 has been in effect since 1998. Early in 2010, the College initiated a review of all of its policies to ensure that they are current and serve the needs of students and employees. The Vice-President Administration & CFO is the Policy Sponsor for the Environmental Policy and the Board of Directors is the Approving Jurisdiction.

DISCUSSION:

In the Fall of 2011, a revised Environmental Policy and associated Environmental Procedures were developed with a focus on addressing the College's commitment to conducting its activities in a manner that promotes responsible stewardship of the environment (see attached revised Policy and Procedures documents).

The revised Policy and Procedures have been reviewed and approved by the Environment & Sustainability Advisory Group and the Manager of Environment & Sustainability. The revised Policy and Procedures were posted on myVCC for the required period for public comment by the VCC community. A notification appeared in the VCC Digest to alert the community. No comments were received.

The approval of the revised Policy and Procedures supports the development of a Green Procurement Policy and Procedures for VCC, to be completed jointly by Environment & Sustainability and Purchasing & Services.

RECOMMENDATION:

THAT the Board of Governors approves the revised Policy A.3.7 Environmental Policy and Environmental Procedures, each in the form presented at the meeting.

ATTACHMENTS:

A.3.7 Environmental Policy
A.3.7 Environmental Procedures

PREPARED BY: Irene Young, Vice President Administration & CFO

DATE: June 22, 2015

**POLICY FORM**

Policy No.	A.3.7
Title	Environmental Policy
Approving Jurisdiction	Board of Governors
Policy Sponsor	Vice President, Administration & CFO
Last Revised/Replaces	July, 1998
Effective Date	
Signed by	

Draft 12 10 11

This Policy and associated Procedures address the College's commitment to conducting its activities in a manner that promotes responsible stewardship of the environment.

CONTEXT AND PURPOSE

Vancouver Community College is concerned about the quality of the natural environment and building a sustainable society. Thus, the College believes it has a responsibility to enable the College community, its suppliers and contractors to become knowledgeable about the environment and to become more environmentally responsible.

The College's commitment includes showing leadership and demonstrating accountability through sound environmental practices. The College commits to encouraging environmentally friendly decision-making in all aspects of its operations using the criteria of: effectiveness, availability and cost.

SCOPE AND LIMITS

This policy applies to the entire VCC community including students, employees and contractors. VCC believes that a healthy environment is essential for the health and well-being of present and future generations.

STATEMENT OF POLICY PRINCIPLES

1. The College establishes and maintains high standards of environmental stewardship to protect natural resources and minimize environmental impact. The College considers environmental factors in all its planning and decision-making activities.
2. The College establishes and supports an Environmental Sustainability Advisory Group to provide leadership and promote education with regard to environmental issues
3. The College requires that prompt action be taken to address environmental risks and concerns.

DEFINITIONS

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

RELATED POLICIES & LEGISLATION

Legislation:

Environmental Protection Act (and regulations), Government of Canada
Hazardous Products Act (and regulations), Government of Canada
Environmental Management Act (and regulations), Province of British Columbia
Greenhouse Gas Reduction Targets Act (and regulations), Province of British Columbia
Canadian Standards Association, ISO 14000 Series – Environmental Management

RELATED PROCEDURES

Refer to Policy A.3.7 Environmental Procedures



PROCEDURES FORM

Policy No.	A.3.7
Title	Environmental Procedures
Approving Jurisdiction	Board of Governors
Policy Sponsor	Vice President, Finance and Administration
Last Revised/Replaces	July, 1998
Effective Date	
Signed by	

Draft 12 10 11

DEFINITIONS

Environment: Environment means the biophysical conditions under which people or things live or are developed.

Sustainability: Sustainability, within the context of this policy, refers to the quality of not being harmful to the environment or depleting natural resources, and thereby supporting long-term ecological balance.

PROCEDURES

General Guidelines

The College is committed to high standards of environmental stewardship and integrates these standards into all its planning and decision-making activities. While the following is not an exhaustive list, it provides an indication of the scope of actions that are encouraged and supported by the College:

- Conduct periodic environmental audits
- Support the activities and recommendations of the Environmental Sustainability Advisory Group
- Provide information programs for students and employees and training programs for employees
- Consider environmental factors in all planning and decision-making activities
- Comply with or exceed appropriate environmental regulations and standards, where available, including "Leadership in Energy and Environmental Design" (LEED)
- Liaise with other institutions to encourage the sharing of best practices
- Minimize the use of energy, water and other natural resources
- Minimize consumption, waste generation and pollution

- Promote recycling through the re-use of existing products and recovery of useful materials and energy from waste before disposal
- Replace environmentally harmful products with those that are more environmentally sensitive
- Ensure the proper management and use of hazardous materials
- Prepare regular reports to assess the College's effectiveness and progress with respect to environmental issues

Responsibilities

Senior Management:

- Ensure that periodic environmental audits are carried out and that recommendations are considered and acted upon
- Support the activities of the Environmental Sustainability Advisory Group and ensure that recommendations are considered and acted upon
- Ensure that employees consider environmental factors when planning and making decisions and, in particular, ensure that the College complies with or exceeds appropriate environmental regulations and standards including LEEDS
- Ensure that regular reports are prepared to assess the College's effectiveness and progress with respect to environmental issues
- Ensure that prompt action is taken to address environmental risks and concerns.

Environmental Sustainability Advisory Group:

- Establish a process to identify potential improvements in the College's management of its environmental issues including liaison with other institutions to share best practices
- Establish a process to identify existing environmental issues that require College action
- Provide information programs regarding environmental issues for students, employees and others and, where required, training programs for employees

Physical Resources

- Ensure that programs are in place to:
 - Minimize the use of energy, water and other natural resources
 - Promote recycling through the re-use of existing products and the recovery of useful materials and energy from waste before disposal
 - Require the proper management and use of hazardous materials

Purchasing

- Ensure that purchasing decisions are consistent with this policy and with external environmental regulations and standards
- Consider the replacement of environmentally harmful products with those that are more environmentally sensitive

Employees

- Become familiar with the College's environmental policy and procedures and other internal documentation

- Attend environmental information and training programs as they relate to the employee's area of activity
- Plan, organize and make decisions consistent with the College's Environmental policy

Students

- Become familiar with the College's environmental policy and procedures and other internal documentation
- Attend environmental information and training programs as they relate to the student's area of activity
- Plan, organize and make educational decisions consistent with the College's Environmental policy

RELATED POLICY

Refer to A.3.7 Environmental Policy



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 29, 2015

TOPIC: Board Approval for updated Policy B.5.2 - Appropriate and Responsible Use of Educational and Information Technology

BACKGROUND:

- In November 2003, VCC introduced Policy B.5.2 Appropriate and Responsible Use of Educational and Information Technology. Updates to the policy were posted for public feedback in May 2013 and July 2014, however, the policy was not updated at that time.
- With the introduction of the new Canadian Anti-Spam Legislation (CASL), Policy B.5.2 has been revised to include the public feedback from May 2013 & July 2014, as well as information about the new Canadian Anti-Spam Legislation (CASL); including definitions and examples of implied or express consent as it applies to VCC under CASL.
- This policy also includes updated acceptable and appropriate guidelines with specific examples of illegal or unacceptable uses of technology.

DISCUSSION:

Approval of the updated policy will result in the following benefits for VCC:

- Clarity regarding the new Canadian Anti-Spam Legislation and the implications to VCC
- An improved understanding of acceptable use with specific guidelines
- Improved understanding of unacceptable and illegal uses

RISKS:

VCC runs the risk of non-compliance and potentially fines by not having an updated policy that includes information and guidelines for use regarding the new CASL legislation.

RECOMMENDATION:

THAT the Board of Governors approves the revisions to Policy B.5.2 - Appropriate and Responsible Use of Educational and Information Technology

ATTACHMENTS: B.5.2 Appropriate and Responsible Use of Educational and Information Technology Policy

PREPARED BY: Jag Madan, Chief Information Officer

DATE: June 12, 2015

POLICY FORM

Policy No.	B.5.2
Title	Appropriate and Responsible Use of Educational and Information Technology Policy. For plain language version of this policy see Appendix attached.
Approving Jurisdiction	VCC - Board of Governors
Policy Sponsor	Irene Young, VP Administration & CFO
Last Revised/Replaces	June 2015 / Replaces November 2003 Policy dated November 12, 2003
Effective Date	TBD
Signed by	TBD

CONTEXT AND PURPOSE

The purpose of this policy is:

To define the appropriate and responsible use of educational and information technology at Vancouver Community College and refer to key related policies and legislation which govern the use of these technologies.

SCOPE AND LIMITS

This policy applies to faculty, support staff, administrators, students, temporary and contract employees at Vancouver Community College (VCC). It includes the acceptable use of all information technology, computing, communications and networking systems connected to VCC facilities whether the connections are wired or wireless.

It is the responsibility of all end users to use the provided technology resources with integrity and to help sustain VCC's network, hardware and software application security.

STATEMENT OF POLICY PRINCIPLES

1. All employees and students who may access and use the College's educational and information technology systems, networks and services are required to use them appropriately and responsibly.

2. To obtain access VCC's systems and networks users complete a signed and approved technology access form. Accounts are also issued for instructional purposes. Acceptance of a user account on any College system or network denotes the end-user has read and understands the guidelines for appropriate and responsible use and agrees to the terms of use described in this policy. The user bears the primary responsibility for the material that he or she chooses to access, send or display. Appropriate and responsible use of the College's educational and information technology facilities and services requires compliance with the following guidelines.

3. End users are responsible for the uses to which their computing accounts are put. Users must not share their login credentials (username and password) to any accounts to which they have access.

4. End users must not misrepresent their identity as senders of messages nor vary the content of such messages with intent to deceive.

5. End users are prohibited from accessing other users' log-in information, computers or technology equipment without prior authorization from a head of department or head of administrative business unit.

6. End users must not use VCC's information technology equipment or systems for gambling, betting or running a personal business.

7. Any person or department who sends out electronic messages or communication to mailing lists and/or groups; must adhere to the Canadian Anti-Spam Legislation (CASL) regarding Commercial Electronic Messages (CEM), including alumni and prospective student mailing lists as well as other mailing lists names collected at recruitment or promotional events.

VCC has developed procedures that apply to the College's email and other electronic communications to ensure they are in compliance with CASL. Please refer to the CASL Primer, CASL Questions and Answers and CASL Checklist available on myVCC for more information about CASL. You can also contact [VCC-Marketing, Security or IT] if you have any questions or need more information.

Failure to comply with CASL could result in significant fines to the College, among other things. CASL has administrative monetary penalties of up to \$1 million per violation (for individuals) and up to \$10 million per violation (for organizations). If a College employee sends an email that contravenes CASL (such as an email without the necessary consent, or an email that does not have the requisite unsubscribe mechanism), the College could be held liable, if the employee was acting within the scope of his or her employment. The employee could also be fined personally.

An “electronic message” is any message sent to an electronic account, e.g. an email, a text message, or an instant message. Interactive two-way voice communications, fax messages or voice recordings sent to a telephone account are not considered to be electronic messages. If you’re calling somebody to offer a product or service, that’s not an electronic message.

A “commercial activity” is broadly defined as “any particular transaction, act or conduct or any regular course of conduct that is of a commercial character, whether or not the person who carries it out does so in the expectation of profit”. Examples of commercial activities include purchasing, selling, bartering or leasing products, goods or services, or land; providing a business, investment or gaming opportunity; or advertising or promoting any of these activities.

Important CASL Definitions

As a rule, before sending a CEM, you must have the recipient’s implied or express consent.

Express consent – Express consent is consent that has been provided orally or in writing. Once you have secured recipients’ express consent, then you may continue to send them CEMs indefinitely unless they “unsubscribe” from further messages.

- Oral consent should be avoided unless you have a way to verify the consent, such as an unedited audio recording. It is preferable to obtain express consent in writing, as this makes it easier to verify that the consent was provided. You may request individuals to provide their written consent in various ways, e.g. by signing a document, sending you an email, entering information into a web form, or clicking on an a checkbox or an “I Accept” button on a web page.
- Implied consent – recipient falls into a category where the recipient’s consent to receive electronic messages can be implied. Some of the relevant examples of implied consent include where the recipient is one or more of the following: (a) a student currently enrolled at the College; (b) a member of the alumni association within the past 2 years; (c) a person who made a donation to the College or volunteered for the College in the past 2 years; (d) a person who made an inquiry or application to the College in the past 6 months; or (e) a person who provided their email address to the College without prohibition on receiving CEMs, and the message relates to the recipient’s job, title or official capacity.

Important CASL Guidelines

(1) The sender has obtained consent from the recipient of the message (“**Consent Requirement**”) and

(2) The message contains certain information about the sender (see examples on myVCC) and an unsubscribe mechanism (“**Content Requirement**”). CASL also prohibits fraudulent data collection,

including altering transmission data; installing a computer program, or use of a computer program to send messages, without express consent; and collecting personal information from a computer using a computer program or unauthorized access.

Here are examples of messages sent by VCC that **do** fall under the scope of the CASL:

- A message about a sale of sweatshirts at the VCC Bookstore
- A message promoting a VCC-branded credit card
- A message promoting an event at VCC to perspective students who have **not** expressed an interest in communicating with VCC within the last 6 months.
- A message promoting tutorial services offered by a third party

Messages that do not relate to the core activities of VCC may nevertheless be exempted from the CASL. The exemptions are as follows:

- (a) Messages sent by or on behalf of an individual to another individual with whom they have a personal or family relationship;
- (b) Messages sent to a person who is engaged in a commercial activity and consists solely of an inquiry or application related to that activity;
- (c) Messages sent within an organization that concern the activities of that organization;
- (d) Messages sent between organizations with a relationship that concern the activities of the receiving organization;
- (e) Messages sent in response to requests, inquiries or complaints, or otherwise solicited by the recipient;
- (f) Messages sent to satisfy, provide notice of, or enforce a right, legal or juridical obligation;
- (g) Messages sent on an electronic messaging service if the required information and unsubscribe mechanism are readily available on the user interface, and the recipient has consented to receive the message;
- (h) Messages sent to a limited-access secure and confidential account to which messages can only be sent by the person who provides the account;
- (i) Messages that a sender reasonably believes will be accessed in a listed foreign state, and conform to the anti-spam laws of such foreign state;
- (j) Messages sent by or on behalf of a registered charity as defined in s.248(1) of the Income Tax Act, and have as their primary purpose raising funds; and
- (k) Messages sent by or on behalf of a political party or organization or a candidate for publicly elected office that has as its primary purpose soliciting a contribution.

ACCEPTABLE USE POLICY DEFINITIONS

Appropriate and Responsible Use Guidelines:

Copyright. Respect the legal protection provided by copyright and license to programs and data. End-Users must respect the legal protection provided by copyright laws for computer programs and data compilations and for all other works (literary, dramatic, artistic or musical). Also, users must respect the legal protection provided by trademark law and the common law for names, marks, logos, and other representations that serve to distinguish the goods or services of one person from another. End-Users must respect the rights of others by complying with all VCC policies regarding intellectual property regardless of medium (i.e. paper or electronic).

Human Rights. Respect the rights of others by complying with all College policies and Collective Agreement provisions regarding sexual, personal and other forms of harassment to individuals, groups or organizations regardless of global location.

Protection of Privacy. Respect the rights of others by preserving the privacy of personal data to which you have access and by not tampering with others' files, tapes, passwords, or accounts, or representing others when messaging or conferencing. This includes confidential student information.

Authorized Use. Use only account IDs and communications facilities which you are duly authorized to use and for the purposes for which they were intended.

Integrity of Systems. Respect the integrity of computing systems and data; for example, by not making use of or intentionally developing software programs that harass other users, or infiltrate a computer or computing system, and/or damage or alter the software components of a computer or computing system, or gain unauthorized access to other facilities accessible via the network.

Ethical Use. Use computing and communication facilities in a manner which is consistent with the ethical principles set forth by the College and with accepted community standards. All applicable Canadian Federal, Provincial and Municipal laws and statutes also govern the use of the College's educational and information technology systems and networks.

Laptop Usage. Should you be provided with a College laptop, recognize the additional responsibility this brings in taking particular care of the device. Ensure that you back your data from the laptop to your network drive. Ensure that you follow the Laptop Appropriate Use Guidelines.

Use of Instant Messaging, Social Media, Social Networking or Social Software - Any form of instant messaging or social networking (real-time software) and the use of social media whose primary purpose is to facilitate communication between individuals and/or groups who share a common interest is to be done in a manner that adheres to the stated policies for the acceptable use of Appropriate and Responsible Use of Educational and Information Technology systems and data at VCC. All communication through these channels is to be done with integrity and in an ethical manner, with a responsibility to keep VCC systems secure and VCC's reputation intact.

Commercial Use - All use of college technology assets for any business or commercial purposes must be authorized by the college. Unauthorized use is considered a breach of this policy.

Freedom of expression - Users should be aware that, while the College has programs to screen e-mails for viruses, worms etc., its practice is not to control the information available on our campus network.

Personal Mobile Devices –(Including but not limited to Laptop's, Tablet's and Smartphones). Use of personal devices is permitted while at VCC. All users must comply with the acceptable use policy and guidelines.

Harassment - All users must comply with the VCC Prevention of Harassment, Discrimination, and Bullying policy (Policy Number: A.3.1)

EXAMPLES OF ILLEGAL USES

The following are representative examples only and do not comprise a comprehensive list of illegal uses:

- Uttering threats (by computer, mobile device or telephone);
- Child pornography;
- Gambling, betting, or pyramid schemes; and
- Copyright infringement.

EXAMPLES OF UNACCEPTABLE USES

The following are representative examples only and does not comprise a comprehensive list of unacceptable uses:

- Seeking information on passwords or data belonging to another user;
- Making unauthorized copies of proprietary software, or offering unauthorized copies of proprietary software to others;
- Distribution of pornographic materials (provided that those with a legitimate academic purpose for doing so, may distribute such material for that legitimate academic purpose);
- Copying someone else's files, or programs, or examining such information unless authorized;
- Attempting to circumvent computer security methods or operating systems (e.g. subverting or obstructing a computer or network by introducing a worm or virus);
- Using VCC-provided computer accounts for commercial purposes such as promoting by broadcast non-educational profit-driven products or services;
- Intercepting or examining the content of messages, files, or communications in transit on a voice or data network;

RELATED POLICIES, LEGISLATION & RESOURCES

- Laptop Appropriate Use Guidelines
- College Policy A.3.1, Human Rights Policy
- College Policy D.4.3, VCC Standards of Student Conduct
- College Policy D.1.3, Copyright Policy
- College Policy A.3.3, Freedom of Information & Protection of Privacy
- College Policy A.3.1, Sharing & Stewardship of Information Collective Agreements
- Civil Rights Protection Act
- Copyright and Trademarks Act
- Federal Criminal Code of Canada

- Freedom of Information and Protection of Privacy Act
- Provincial Human Rights Code
- Prevention of Harassment, Discrimination, and Bullying policy (Policy Number: A.3.1)
- [Canadian Anti-Spam Legislation \(CASL\) July 1, 2014.](#)
- [Canadian Anti-Spam Legislation Primer](#)
- [CASL FAQ](#)
- [Examples of CASL compliant language on myVCC?](#)



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 29, 2015

ISSUE: Board Approval for updated Policy B.5.4 – Electronic Mail Policy (Employees)

BACKGROUND:

- In March 2003, VCC introduced Policy B.5.4 Electronic Mail. Updates to the policy were posted for public feedback in 2013 and 2014, however, the policy was not updated at that time.
- In June 2015, revisions to Policy B.5.4 were made, incorporating the public feedback, as well as updating the Context and Purpose, Statement of Policies and Principles and Definitions.
- The revisions to this policy are to be approved by the Board of Governors.

DISCUSSION:

Approval of the updated policy will result in the following benefits for VCC:

- Clarity regarding Electronic Mail usage
- Improved understanding of definitions related to VCC's Electronic Mail system
- Improved understanding of employee responsibilities when using VCC's Electronic Mail system

RISKS:

- VCC runs the risk of ambiguous statements and possibly misinterpretations regarding the 2003 Electronic Mail policy definitions.
- Misinterpretations of responsibilities from the 2003 policy could lead to legal challenges

RECOMMENDATION:

THAT the Board of Governors approve the revisions to Policy B.5.4 – Electronic Mail, in the form presented at the meeting.

ATTACHMENTS: B.5.4 Electronic Mail Policy

PREPARED BY: Jag Madan, Chief Information Officer

DATE: June 12, 2015

POLICY FORM

Policy No.	B.5.4
Title	Electronic Mail Policy (Employees)
Approving Jurisdiction	VCC Board of Governors
Policy Sponsor	Irene Young, VP Finance and CFO
Last Revised/Replaces	June 2015/March 2003
Effective Date	June 29, 2015
Signed by	

CONTEXT AND PURPOSE

The purpose of this policy is to define the appropriate and responsible use of electronic mail and messaging services provided by or accessed through Vancouver Community Colleges' (VCC) network.

The objective of this policy is to outline appropriate and inappropriate use of VCC's email systems and services in order to minimize disruptions to services and activities. As well as to comply with applicable policies and laws.

SCOPE AND LIMITS

This policy applies to all email systems and services owned, operated and serviced by Vancouver Community College.

This policy applies to all employees who use VCC approved applications, equipment or systems.

This policy applies to all employees who have been provided an official college email account to conduct business by Vancouver Community College (VCC).

STATEMENT OF POLICY PRINCIPLES

1. Email is the official medium of communication at VCC. Some official communications will be sent only via email. It is therefore incumbent on the employees to monitor their VCC email account regularly.
2. All employees will receive an email account. Email accounts will be granted to third party non-employees on a case by case basis. Non employees include but are not limited to: contractors, vendors or specialized service providers. All applications for these temporary accounts must be submitted to VCC-IT. All terms and conditions, and restrictions governing email must be in a written and signed agreement and be in accordance with VCC's email policy.
3. All official communication between temporary or permanent staff or between faculty and students shall be through VCC's email system.
4. Acceptable Use - Email is to be used primarily for business purposes. Any personal use must not interfere with normal business activities, must not involve chain letters or solicitations, must not be associated with any for-profit business activities that are not VCC related, and must not potentially embarrass VCC or damage VCC's , brand, reputation or image. Appropriate and responsible use of email requires compliance with the guidelines laid out in the Appropriate and responsible Use of Educational and Information Technology Policy (B.5.2)
5. Content - Email users are expected to use email in a professional manner. Email may not contain coarse or abusive language, images or sounds that are harassing, intimidating, defamatory, discriminatory or threatening. The college puts filters in place at the email gateway to prevent inappropriate email from being delivered to employee inboxes by senders external to VCC's network.
6. Privacy Rights - VCC's email system and all messages sent or received are the property of VCC. VCC reserves the right to access and/or disclose all messages sent or received using VCC's email system.
7. Any materials in contravention of this policy which are stored on College systems and/or networks will be removed in a timely manner.
8. Account activation/termination is controlled by VCC's Information Technology department.
9. Email account access to accounts is through individual accounts and passwords. Email users must not use a mailbox assigned to another individual to send or receive messages.
10. Security - Email messages sent over the internet can potentially be viewed or accessed by unauthorized or unintended recipients. It is therefore incumbent upon the sender to use good judgement prior to sending sensitive or confidential information via email (e.g. college financial information).

11. Retention - Email users at VCC are responsible to manage and maintain their assigned email account, saving and deleting messages as needed. VCC-email data will be retained in compliance with BC provincial requirements for retention and in accordance with FOIPP guidelines.
12. In addition; employees will use email accounts according to the following guidelines listed under definitions:

DEFINITIONS (Summary of Guidelines)

VCC owns the email accounts and all messages and data held within these accounts.

- ◆ There is no guarantee of privacy with email. (**Note:** Normally an employee's email will not be read, without the knowledge of the individual concerned.)
- ◆ Email is a business tool for business communication. Care should be taken in drafting an email as for any other official communication.
- ◆ Employees should consider the appropriateness of forwarding email messages. If in doubt, seek approval from the sender of the original message.
- ◆ Personal use of email is acceptable, if it does not interfere with work.
- ◆ Email users should apply good judgement with respect to the appropriateness of message content. For example, bear in mind the rights of copyright holders and general business confidentiality.
- ◆ Email is not to be used for the distribution of chain letters, inappropriate humour and offensive graphics or images.

RELATED POLICIES & LEGISLATION

- College Policy A.3.1, Human Rights Policy
- College Policy B.5.1, Sharing & Stewardship of Information Policy
- College Policy B.5.2, Appropriate and Responsible Use of Educational and Information Technology Policy; Plain Language version of policy is attached as Appendix to B.5.2.
- Collective Agreements Copyright and Trademarks Act Criminal Code of Canada
- Freedom of Information and Protection of Privacy (FOIPP)

RELATED PROCEDURES

- If you receive email from another employee which you believe is inappropriate, it is recommended that you first discuss your concern with the sender.

- If this does not result in a satisfactory conclusion, report the matter to the Director of Information Technology (or designate).
- The Director of Information Technology, (or designate) will initiate and conduct enquiries as quickly as possible, and in consultation with the Vice President, Administration and CFO, will determine the appropriate action.
- The Director of Information Technology, (or designate) may authorize an immediate suspension of access privileges pending the outcome of an enquiry.
- Inappropriate email from the outside can be blocked by email filters. Requests for such blocking should be made via the VCC IT department.
- Non-compliance with this policy and related College policies/legislation may result in:
 - A temporary or permanent suspension of system and/or network access privileges.
 - Discipline as defined by the policies, laws, acts codes or agreements that have been violated.
 - Further investigations as needed by VCC's IT or Security teams



EDUCATION COUNCIL CHAIR REPORT

PREPARED FOR: Board of Governors

ISSUE: Report from Education Council

Enrolment Plan:

The 2015/16 Enrolment Plan was presented by Judith McGillivray, the Vice President Academic (pro tem), at a special meeting of Education Council on June 17, 2015.

After a lengthy discussion, Education Council recommends the Board of Governors approve the 2015/16 Enrolment Plan and provides the following advice:

1. The projections for the School of Access programs, Basic Education, College Foundations, and College & Career Access, are very concerning. An over 30 percent decrease is projected for these programs from last fiscal year's actual FTE. These programs are at the heart of VCC's mandate to provide accessible adult basic education, and support some of our most vulnerable students. All Adult Basic Education (ABE) programs are now required to charge tuition, and the process to gain access to the Adult Upgrading Grant and the VCC Upgrading Grant has been confusing and difficult for students, and unclear for faculty and staff. The Ministry provided \$600,000 in ABE interim transition money and the College made a strong and public commitment to earmark all of this money for tuition-waivers for students; however, it is not clear how much of it has been provided to students for this purpose.

EDCO members questioned whether the low projections were reflecting a reduction in the number of courses available for students. Dr. McGillivray and David Wells, Dean of Access, assured EDCO that the lower projection is meant to provide a realistic view to the Board given the current situation, and that the goal is to over-perform this projection. Students would not be denied the opportunity to enroll into courses.

EDCO recommends that the Board ensure: (i) there is a plan to remove barriers to student access to the courses and funding, (ii) the process is clarified for staff and faculty so they can better support students, and (iii) that offerings will not be reduced for students while the College is in this transition period to tuition-based ABE.

2. The enrolment in the Centre of Continuing Studies (CS) has been on a downward trend for several years, and the 2015/16 Plan projects a decrease in FTE from last fiscal year. Anecdotally, EDCO members understand that CS is growing at many other institutions. Michael Yue, who has been the interim Dean for the last three months, could not speak to the situation at other institutions but acknowledged there have been some structural issues that have impacted CS's

ability to function effectively at VCC. EDCO recommends the Board ensure the College has a plan to improve our ability to offer CS programming.

3. EDCO recommends that the Board not approve the suspension of the Denturist program (please see the separate Decision Note). The projected FTEs for this program in the 2015/16 Plan is zero.

College's Proposed Faculty Sick Leave Protocol:

Education Council passed the following motion at its June 9, 2015 meeting:

Given that the College and Institute Act Section 19(e) requires College Boards to “manage and promote the training programs at the institution,” Education Council advises the Board to refuse the practice proposed by the VCC administration to systematically reduce the possibility of replacement instructors for faculty taking sick days.

Background: The College administration has proposed a new protocol on replacing faculty sick leave: departments would not replace the first day of a sick leave, class would be canceled and students would be emailed (if possible) by 8 a.m. Courses sponsored by the Industry Training Authority (ITA) and courses in the Provincial Instructors Diploma Program (PIDP) would be exempt, as both are required to deliver a minimum number of course hours. Other programs could request an exception from this protocol with approval by the Vice President Academic. The protocol is already implemented in one program in the School of Access.

Department heads were briefly informed about this protocol at a May 26, 2015 meeting by Linda Sanderson, the Executive Director of Human Resources. Ms. Sanderson announced that the protocol would be implemented starting in September 2015. A forum was held on June 8, 2015 for comments from department heads and faculty – the comments uniformly recommended this protocol not be implemented. Education Council discussed the impact on educational quality at its June 9, 2015 meeting.

Discussion: There were three main concerns raised at Education Council around this protocol's impact on educational quality.

1. **Risk to Program Outcomes:** The Program Content Guides (PCGs) for our programs state the number of hours students are expected to be in class in order to achieve the learning outcomes. There is no maximum number of hours that can be missed attached to this protocol. It is not clear if only one sick day can be unfilled per course, or the first day of each sick leave. Multiple days could potentially be missed. Many of our programs have a single instructor teaching a class for a 4-6 hour day; recovering that amount of time will put undue pressure on learners and teachers alike.
2. **Schedule of Integrated Curriculum:** The integrated curriculums of many programs are dependent on timing. Missing one day of theory means students cannot go to a lab/clinic/shop the next day for the practical application. The clinical sessions are scheduled with outside agencies, and the labs/shops are booked with other activities and classes. In the health programs, students cannot attend their clinical session without a supervising instructor due to workplace regulations and safety concerns.

3. Risk to Reputation: The proposed protocol requires the sick faculty member or the department head/program assistant email students by 8am (or one hour before if the course starts before 9 a.m.). This does not acknowledge the great lengths many of our students go to to come to school every day, which include commutes longer than an hour, the need to obtain daycare, and requirements for our students with disabilities (such as arranging a Handy Dart). EDCO members felt that this protocol will result in students arriving to empty classrooms with signs on the door. This is not respectful to their time or helpful to our reputation as a learning-centred college.

Different information has been provided on whether this protocol has already been approved for implementation in September 2015 or if this period of consultation will result in changes. Education Council recommends the Board refuse the practice as proposed.

Update on Educational Policy Development:

Policy	Status	Target Completion
Policies Recently Approved		
C.3.10 Affiliation Agreements (Education)		To Be Approved - June 2015
D.3.1 Admissions Appeal		Rescinded by BoG - April 2015
D.3.6 Admissions		Approved by BoG - April 2015
D.3.6.1 Flexible Admissions		Approved by BoG - April 2015
Policies Currently Under Review at Policy Committee		
C.1.1 Grading, Progression, Withdrawal	Out for community feedback	November 2015
C.1.4 Assignment of Credit	Out for community feedback	September 2015
C.3.2 Program Review and Renewal	Working group is reviewing and currently receiving feedback from IR.	November 2015
NEW Curriculum Development and Approval	Out for community feedback	September 2015
C.3.3 Criteria for cancelation of Programs leading to Certificates, Diplomas or Degrees		December 2015
D.3.5 Prior Learning Assessment and Transfer Credit Policy		January 2016
D.3.10 Aboriginal Education Enrolment Policy		December 2016
C.3.1 Program Advisory Committee Policy		December 2016
Policies Identified as Priorities		
C.3.4 Changes to Length or Hours for Courses or Programs	Recommended for deletion once Curriculum Development and Approval policy is approved.	December 2015

C.3.6 Course and Program Documentation		January 2016
C.3.9 Degree Standards		January 2016
D.1.1 Education Services Review		January 2016
D.1.3 Copyright		January 2016
D.1.5 Use of Library Resources		January 2016

Summary of Curriculum Approvals:

Education Council and the Curriculum Committee approved the following curriculum from May to June 2015.

Education Council:

- Education Council approved changes to the Early Childhood Care and Education (Infant and Toddler) Diploma and the Early Childhood and Education (Special Needs) Diploma.
- Education Council approved changes to the courses: CHEM 0861, CHEM 0871, CHEM 0983 and CHEM 0993.
- Education Council approved changes and new courses numbers for the courses ENGL 1127 (now ENGL 1100) and ENGL 1229 (now ENGL 1200).
- Education Council approved the changes to the courses American Sign Language Level 1 (SIGN 1000) and American Sign Language Level 2 (SIGN 2000).
- Education Council approved changes to the Heavy Mechanical Trades Foundation Certificate.
- Education Council approved changes to the First-Year University Transfer Computing Science and Software Systems Certificate.
- Education Council approved the new courses: LINC 0607F, LINC 0617H, LINC 0608F, and LINC 0618H.
- Education Council approved the new course: Career Gateways AEST 0101.

Curriculum Committee:

- Curriculum Committee approved changes to the Applied Business Technology Certificate.
- Curriculum Committee approved an omnibus motion on minor changes to the following programs: Executive Assistant, Dental Assisting course DREC 1234, Health Care Assistant ESL course ELSK 0702, Baking & Pastry Arts course BAKG 1247, Retail and Hospitality Careers course REHC 0606, Bachelor of Science in Nursing, and Health Unit Coordinator.

Prepared by: Todd Rowlatt
Chair, Education Council

Date: June 21, 2015



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 29, 2015

ISSUE: Suspension of the September 2015 intake of the Denturist Diploma Program

BACKGROUND:

The Denturist Program is an accredited, two year diploma program. It is one of three accredited programs in Canada, and the only program currently offered in British Columbia. The program has two full time faculty members and one full time instructional assistant.

In 2009, the program moved to an “every second year” intake of 12 students. The program receives \$11,593.08/student from the base budget, or \$139,117 per year. Tuition is \$3,368.40/student, or \$40,420.80 per year. Total base funding and tuition revenue equals \$179,537.80 per year, while the expenses for 2013/14 were \$210,451.00. The College also spends approximately \$80,000 in overhead expenses in each, and costs are increasing every year.

In February 2015, VCC received formal notification of retirement from both Denturist faculty members; both will be retiring on June 30, 2015 after the completion of the current class. The instructional assistant’s contract also ends on June 30, 2015. Given this timing and the overall costs of the program, the College administration announced that the September 2015 intake of the program was suspended. All students, faculty and staff, as well as applicants for the September intake, were notified, and the program was listed as suspended on the College’s website. Applicants will receive a refund on their application fee, and have been encouraged to meet with VCC advisors to explore alternate programs.

Debbie Sargent, the Dean of Health Sciences, plans to examine the viability and sustainability of the program in greater depth over the next six months. A decision is to be made by February 2016 to either renew the program and run it in September 2016, or to request the Board cancel the program. If the program is renewed, faculty will be hired in February 2016 to revise the program’s curriculum. VCC will need to re-apply for accreditation.

DISCUSSION:

The rationale presented for the suspension of the Denturist program was financial, not educational. The program is one of only three accredited programs in Canada, and Ms. Sargent did not suggest there were poor outcomes or quality concerns. Ms. Sargent stated that the low level of tuition was the primary barrier to running the program.

There was significant concern over the risk to VCC’s reputation in suspending a successful, base-funded program solely for financial reasons. Please see the attached letters opposing the suspension

from the Curriculum Advisory Committee (the accrediting body for the Denturist program), the Denturist Association of Canada, and Dean Fenwick, CEO of Specialized Office Systems, a denturist software company. They do not feel suspending the program is in the best interest of the denturist profession or for an aging population that requires dental health care services.

EDCO members questioned why the review/renewal of the program could not happen while the program is running. Ms. Sargent responded that she wanted an opportunity to review the long-term sustainability in detail, and did not feel it was fair to hire new faculty out of denturist practices when the program might only run for another two years.

Education Council discussed this issue at both the May and June 2015 meetings. At the June meeting, Education Council did not approve a motion in support of the suspension. EDCO's recommendation is that the Denturist program should run an intake in September 2015.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors does not approve the suspension of the Denturist Diploma Program for the September 2015 intake.

ATTACHMENTS: Denturist Program Suspension Letters

PREPARED BY: Todd Rowlatt, Chair, Education Council

DATE: June 17, 2015



BY EMAIL to awhite@vcc.ca & dsargent@vcc.ca

May 25, 2015

Vancouver Community College
Denturist Technology
City Centre, 250 West Pender Street
Vancouver, BC
V6B 1S9

Attention: Mr. Allan White - Department Head

Attention: Ms. Debbie Sargent - Dean of Health Sciences

Dear Mr. White and Ms. Sargent:

In response to your email of April 22, 2015, wherein Vancouver Community College (VCC) has formally withdrawn from the scheduled on-site accreditation visit scheduled for the spring of 2016. In this email you informed the Curriculum Advisory Committee (CAC) that due to financial considerations the Denturist Program at VCC is being suspended effective June 30, 2015.

We are disheartened with VCC's decision to suspend their Denturism Program and subsequently cancel the accreditation site visit. We recently have had several students attending VCC or wishing to attend VCC, come forward to say that they are quite disappointed with the College and their decision to suspend the program. With this being said the CAC would like to provide its support in the above matter, as the education of Denturists is at the forefront of our minds. We feel that VCC suspending the program will diminish the profession substantially and allow for subpar education institutions that are publically (or privately) funded to offer a denturism program that will not fit the requirements to be accredited for at least 2 years. This is not, and will not be, in the best interest of the profession.

We have taken the liberty to use the VCC's DACSO Survey from 2009-2013 with regards to the Dental Health Sciences Programs offered at VCC. We have found that there are 5 programs that are offered at the downtown campus ranging from 5 Months in length to 2 Years in Length. The CAC would like to take some time to outline the statistics between the two most related programs within this survey:

Program	Length	Tuition	Eligible Students / Respondents	% Employed in Field	% Had Current Job During Studies	% State Program Difficult	Average Time to Find Employment
Dental Tech.	24 Months	\$13,467.56	53 / 27	92%	28%	17%	1-2 Months
Denturist	2 Years	\$13,571.40	28 / 20	82%	8%	75%	Less Than 1 Month

Curriculum Advisory Committee
66 Dundas Street E. - Belleville, Ontario - K8N 1C1

As you can see from the above, the difficulty of the Denturism Program vs. the difficulty of the Dental Technology Program is substantially higher therefore suggesting that the program is operating at a caliber that is providing the Denturist students with a true education in the field of Denturism, while still having a high success rate of 82%. Also, if it is a financial reason why the program is being suspended then it would be a suggestion that you look at the cost of tuition that is being offered to students. This is much lower than the rest of Canada i.e. George Brown College 3 Year Program, Tuition Totals approx. \$45,000.00. Thus, we would encourage VCC to re-evaluate their financial position. If VCC were to increase tuition fees for the Denturism Program slightly, it would be nothing but beneficial to the students, the profession and mostly to VCC to have the Denturism Program still in existence.

The CAC has recently had a meeting and have come to the conclusion that we will, if the program is re-instated and has an intake of Denturism Students in September of 2015 extend the program Accreditation Status until September of 2016 wherein an accreditation site visit must take place.

Unfortunately, if the program is not re-instated, and does not have an intake class in September of 2015, the CAC will have no choice but to revoke the accreditation status for the Denturism Program at Vancouver Community College, effective September 1, 2015. This date has been chosen because current 2nd year students, who are eligible to graduate and write the licensing exams, are enrolled in your program under the premise that it was an accredited program; however this will not be the case for any currently enrolled 1st year students.

With that being said, we would strongly suggest that VCC re-evaluate their decision to suspend the Denturism Program, which therefore withdrew them from the CAC Accreditation Process, and re-instate the program with an intake class in September 2015. Further, if the program is re-instated and has an intake class in September of 2015 then an automatic accreditation site visit will take place in September of 2016, we will work with the VCC on the cost recovery basis to ensure that costs are kept to a minimum, as we did for previous site visits at educational institutions (the last two site visits were under \$13,500.00 each).

The CAC has and will always provide any support to VCC that they require or request. We sincerely hope that VCC re-evaluates their decision to suspend such a noteworthy and successful program that has provided the profession of Denturism with such remarkable and successful Denturists, with some being on the Regulatory Bodies Board of Directors, CAC members, The DAC Board of Directors etc. It would be a true shame to deny students the experience of attending the Denturist Program at Vancouver Community College.

Again, we wish VCC nothing but success in having the Denturism Program re-instated and if we can be of any assistance or provide any necessary support, please do not hesitate to contact CAC office at dacdenturist@bellnet.ca or myself directly at nathanjh@shaw.ca or by telephone at 306-955-3366.

Regards,



Nathan J. Hoffer, DD
Chair, Curriculum Advisory Committee

cc. Hounourable Terry Lake, BC Minister of Health
Email hlth.minister@gov.bc.ca

Mr. Daniel Robichaud DD, President of The DAC
Email dentureguy@nb.aibn.com

The Denturist Association of Canada L'Association des denturologistes du Canada



Member Associations membres

The Denturist Association of Newfoundland and Labrador • Denturist Society of Nova Scotia • The New Brunswick Denturists Society
The Denturist Society of Prince Edward Island • L'Association des Denturologistes du Québec • The Denturist Association of Ontario
The Denturist Association of Manitoba • The Denturist Society of Saskatchewan • The Denturist Association of Alberta
The Denturist Association of British Columbia • Yukon Denturist Society



BY EMAIL to awhite@vcc.ca & dsargent@vcc.ca

May 25, 2015

Vancouver Community College
Denturist Technology
City Centre, 250 West Pender Street
Vancouver, BC
V6B 1S9

Attention: Mr. Allan White - Department Head
Attention: Ms. Debbie Sargent - Dean of Health Sciences

Dear Mr. White and Ms. Sargent:

The Denturist Association of Canada (The DAC) has been contacted by our Curriculum Advisory Committee (CAC) regarding an email of April 22, 2015, wherein Vancouver Community College (VCC) formally withdrew from the scheduled on-site accreditation visit for the spring of 2016. Further, this email informed the CAC that due to financial considerations the Denturist Program at VCC is being suspended effective June 30, 2015.

As you are aware, upon receiving this information we are particularly disappointed and felt that VCC did not do everything in its power to keep the Denturist Program running. The DAC would like to offer its support to the VCC in order to assist in re-instating the program. Although we are aware of the obvious financial issues that VCC faces as being a Publicly Funded Program, it has come to our attention that one of the large issues with the program is finding Denturists who are willing to take on an intern in their practices. This is a major downfall in student retention, success of the students meeting requirements of the program and their success challenging the licensing exams. In order to ease this burden of the VCC, The DAC is willing to facilitate efforts with the Denturist Association of British Columbia together with the VCC, to establish a program in which we can help reach out to Denturists not only in British Columbia but across Canada to petition for Internship opportunities.

The DAC is unsure if the VCC Board of Directors took into consideration the multitude of concerns that the program being suspended has brought forth. The DAC has received a multitude of telephone calls and emails from the CAC, Provincial Associations and current students requesting information on why the program was suspended. The DAC was disheartened that the VCC had not reached out to The DAC, as the National Association, who has a membership of over 1750 denturists, we feel that we could have been a major support system as our Mission Statement is *"To be the authoritative voice of Denturism in Canada; to pursue advancement of the profession through education, communication amongst members, and liaison with external agencies; and to encourage excellence in provision of denture services to all Canadians."*

We are passionate as the leaders of Denturism in Canada that it would be in the best interest of the public of British Columbia and all Canadians that VCC allow The DAC to

fulfill its Mission Statement. It is not, however, in the best interest of the public to suspend a Denturist Program that truly provides the public with much needed and positive dental health care services. The Denturist Program at VCC, in our professional opinion, is by far the most beneficial of all allied health programs offered by VCC and has an immediate positive effect on not only VCC but the public and government especially with the overwhelming aging population of Canadians being 14% over 65 in 2012 (stats Canada) and raising to a staggering 24.5% by 2041. Further, this decision flies in the face of the profession as programs across the country are currently expanding their programs and new programs are being established, as such VCC suspending its program is counterproductive and will negatively affect our profession.

As you may be unaware, approximately 90% of Denturists own and operate their own practices and have an annual income (if successful business person) of well over \$65,000.00 per year which is above the national average of Dental Health Care Professionals (excluding Dentists and Specialists). This is an astounding number as compared with other dental health professions and most programs offered at VCC. As practice owners/operators there is an immediate return on investment to the community, the government and the College.

It is our unwavering opinion that the Denturist Program at VCC should be reinstated as it should never have been suspended in the first place based on the benefit to the taxpayer and in-turn the government alone. We support the VCC in fulfilling their mission statement which is *"Vancouver Community College serves a diverse urban community by providing excellent programs and services that prepare learners for ongoing education, direct entry into employment, career advancement and greater participation in the community"*.

VCC must keep in mind that with the median age of a Denturist being 56 years old and close to retirement that there is a dire need for denturists entering the profession. As VCC is well aware, it is one of three prestigious Accredited Denturist Programs in Canada and as such these students, once graduated and licensed, are able to practice in any province in Canada. It is more apparent, now than ever, that there is a vast need for Accredited Denturist Programs graduating well diverse, educated and enthusiastic Denturists into the well respected and established profession of Denturism.

It is The DAC's fear that with the VCC Denturist Program being suspended there will be a deficit in Denturists entering the practice and the Profession may, very well, be ill-prepared for the surge of retiring denturists and the increasing aging population.

The Profession and the Public needs VCC to keep the Denturist Program in full force and effect with an intake class each year in order to service the aging population not only in British Columbia but across Canada.

We are hopeful that VCC will re-evaluate their decision to suspend the Denturist Program and if we can be of any assistance or provide any necessary information, please do not hesitate to contact our office at 613-968-9467 or by email at dacdenturist@bellnet.ca.

Yours in Denturism,



Daniel Robichaud, DD
President

cc. Hounourable Terry Lake, BC Minister of Health
Email hlth.minister@gov.bc.ca

Mr. Nathan Hoffer DD, Chair CAC
Email nathanjh@shaw.ca

Vancouver Community College
Program Directors/Decision Makers

May 27th, 2014

Subject: **Importance of the Denturist Program at Vancouver Community College**

I am writing to you to provide some valuable information to decision makers regarding the denturist program at Vancouver Community College (VCC). My name is Dean Fenwick, I am the CEO of Specialized Office Systems Inc. I am an expert in practice management for denturists. I have been providing practice management services for denturists since 1998. Our firm currently works directly with over 450 denturist clinics across Canada. I believe the decision makers have not been given all the correct facts for their decision to suspend the well respected and fully accredited denturist program at VCC.

Denturist Career Income + Economic Multiplier / Subsidy

One of VCC's missions is to address situations where the number of jobs exceeds available skilled people. Taxpayers will want to see students graduate with a favorable Career Income to pay back the community investment in subsidies. The higher this ratio is, the more successful, economically speaking, a program will be.

My first concern is that decision makers may not have accurate information on the career prospects for denturism. The VCC website has only the following reference for denturists: <http://www.vcc.ca/media/vancouver-community-college/content-assets/documents/institutional-research/Denturist-Summary-Outcomes-.pdf>. This report lists the median wage for a denturist to be \$14 per hour. That is grossly inaccurate. Our firm works directly with over 450 clinics across Canada and most of our established clients are making over \$100,000 per year.

Debbie Sargent has explained to me that closing the VCC denturist program is largely a budgetary issue. The challenge being that the tuition is capped and the program runs at a deficit depending on government subsidies. The Denturist program is not the only program at VCC depending on government subsidies. So when cutting programs for budgetary concerns taxpayers will want to know how much return on investment each subsidized student will give back to the government. Naturally the students in programs with lowest payback ratio should be considered to be cut first unless the community need over rides the budgetary concern (as discussed later).

The fact is that a graduating denturist student will be able give far more back to the government than most if not all of the other graduates from programs offered at VCC. It is very important to note that 90% of denturists own their own business. This is a high percentage when compared to other programs at VCC. For business owners the payback is not as simple as just income tax on the denturist. There is a positive economic multiplication factor via the operating expenses of the business – more direct employment; more services purchased etc. The ratio of the Denturist Career Income + Economic Multiplier / Subsidy = a very good investment for community dollars. The well respected and accredited denturist program at VCC is a shining success for VCC. Students graduate to profitable careers which ultimately pays back the government with a higher economic surplus to subsidy ratio than any other program at VCC.

Aging Population

Stats Canada documented 14% of the population to be over 65 years of age in 2012. This number will rise to 24.5 % by 2041. Stats Canada estimates at least one in 5 people between 60 and 79 will require full dentures and significantly more requiring partial dentures.

Denturism Industry in BC

There are only 225 denturists in BC and only a total of only 1300 outside of Quebec (950 in Quebec). The average age of the denturists working in BC is currently 49. This means many are expected to retire very soon in a sector that is already under served and becoming even more under served as our aging population grows

For more information you may contact
Jennifer Roff, the Registrar for the College of Denturists of BC
604-515-0533

Carson Walker has a successful denture clinic. He is trying to retire and cannot find a single denturist to even look at his practice. He is not alone. I know of other clinics in BC and many across Canada just as profitable, wanting to retire, and no denturists available at all. The income tax generated from just 3 of the clinics known to be closing alone would pay for the entire subsidy of the VCC denturist program

For more information you may contact
Carson Walker, denturist
250-395-1190

Zahn Canada, a division of Henry Schein has market research indicating that the supply side alone for removable dental prosthetics in Canada is currently well over 100 million and expected to grow at a similar rate as the elderly population. Of that figure, denturists spend over 40 million per year on just the types of supplies that Zahn Canada offers. This figure does not account for other expenses; jobs created, office leases; and a sundry of other economic boons and multiplication effects from running a business. 90% of your graduating denturists will run their own business

For more information you may contact
Bill Dowe, Director, Zahn Canada
Ph. 1-800-496-9500 Ext 3141
Cell 416-884-1572

Community Need / Subsidy

We have proven the economic payoff over subsidy, however, another mission of VCC is to respond to existing and emerging community needs (which may not necessarily be defined economically). Taxpayers want to know what "community needs" a graduating student will fulfil. While each program at VCC has its merits, it is hard to beat the denturist program in the category of addressing a community need. The need to service our growing aging population with health care is staggering. Denturism is one of the most under represented areas in the health care sector. Closing one of only three accredited schools of denturism in Canada will not serve our aging population well. Contrary to most people's perception it is not just the elderly requiring dentures. In general, the further North you go in BC the younger the average denture patient is. In Quesnel (in the center of BC) the average denture patient is 45 years old.

Losing all your teeth is one of the most demoralizing things that can happen to a person. They are the most challenging dental patient to help. A denturist is a specialist in helping the edentulous population. Denturism is a noble profession whereby denturists take the time to service chairside (in person) an edentulous patient with specialized care and understanding. The whole industry was created because dentists are not trained in making dentures and the edentulous person is their least favorite patient to deal with. Our elderly population needs a profession dedicated to making them feel better. This is what denturists do. They do a very hard job and they do it well and help our elderly live with the most dignity and comfort possible. When you are comparing community needs via available programs at VCC then your denturist program receives top marks!

NAIT in Alberta and George Brown in Toronto are the only other two accredited schools for denturism in Canada. Together these schools graduate less than 50 students per year and employment rate of graduating students at both of these schools are 100%. There is currently one other non-accredited private facility in Toronto with less than 20 students.

Subsidy vs Privatization?

VCC is a publically funded college committed to addressing the needs of our community. At present VCC has a fully accredited and respected denturist program. There may be future privatized options for denturists to get trained, but even if one were to start now, they would be at least 3 years away from becoming accredited. There is a shortage now that is only getting worse. VCC's mandate is to bridge gaps just like this. The denturism program is a shining example of a VCC success.

Instructors

Vancouver is a desirable place to live. VCC can reach out to the national denturist community for instructors. But I understand there was at least one instructor already set to fulfil this position.

Internship

I have heard concerns of difficulty with internships in the lower mainland. Internships are often a challenge in a lot of programs. VCC could and should be reaching out more effectively to communities outside of the lower mainland to advertise denturism as a career opportunity. Students from these areas are more apt to work outside the lower mainland both for internship and careers. When publicizing denturism as a career opportunity more realistic numbers should be used (not \$14 per hour). As a separate issue, VCC could consider improving the program to graduate fully licensed denturists.

Summary

Vancouver Community College is one of only three accredited educational facilities for denturists in Canada. At present BC, and Canada in general, is not graduating nearly enough denturists to service the aging population. I recognize that when an administrator looks at a budget it that it may be tempting to cut programs with higher subsidy per student rate. As I have made clear the more important criteria and the mandate of VCC is to look at the career payback ratio divided by subsidy coupled with the community need. It is quite possibly your most successful program based on the VCC's two part mission:

- 1) Career Payback to the government / Subsidy
- 2) Community Need / Subsidy

As a taxpayer, I challenge the decision makers to prove all the other programs at VCC have a higher Career payback to subsidy ratio and/or meet a higher community need. In today's economic climate and need for senior care, this potential closure could easily get a lot of press coverage and a show of support for a very successful VCC program!

Kind Regards,



Dean Fenwick, CEO
 Specialized Office Systems Inc.
 DOMx - practice management solutions
www.denturistsoftware.com
dean@specializedoffice.com
 1.855.494.0057



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 29, 2015

ISSUE: Cancellation of Kitchen and Bath Design Diploma

BACKGROUND:

The Kitchen and Bath Design Diploma Program (KBDD) started in 2012. It is a one-year program that has been offered as a cohort program with intakes once a year in September. The program is aligned closely with the National Kitchen and Bath Association standards. The KBDD was designed as a higher credential for students with an Interior Design Certificate Program to develop additional, specific skills in kitchen and bath design. VCC is the only college running this program in Vancouver.

VCC offers the one year Interior Design Certificate Program.

DISCUSSION:

The KBDD Program did not run in September 2014 due to an enrollment of only three students. The final students from the 2013 cohort have completed their studies. Michael Yue, the Interim Dean of Continuing Studies, and Joanne Neville, Program Coordinator for Interior Design, brought a proposal to formally cancel the Kitchen and Bath Design Diploma to the May 12, 2015 Education Council meeting.

Mr. Yue and Ms. Neville explained that the lack of enrolment is due to industry changes. The standards for becoming a Professional Member of the Interior Designer's Institute of British Columbia (IDIBC) are in the process of changing; two and three year interior design diploma programs are being phased out and four year interior design programs are becoming the minimum education standard. Graduating from this program does not qualify students for entry into interior design degree programs at other institutes, and is no longer a useful credential for entry to practice. Our Interior Design Certificate, however, is transferable into higher level interior design programs.

Based on these points, Education Council recommends that the Board approves the cancellation of the KBDD program.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors cancel the Kitchen and Bath Design Diploma.

PREPARED BY: Todd Rowlatt, Chair, Education Council

DATE: May 20, 2015



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 29, 2015

ISSUE: Cancellation of Bachelor of Performing Arts Degree

BACKGROUND:

Vancouver Community College signed a Memorandum of Understanding (MOU) in 2005 to offer a collaborative performing arts degree with Langara College, Capilano University, and Douglas College. The College administration proposes to withdraw from this agreement and cancel VCC's offering of the Performing Arts degree. VCC has contributed approximately \$56,000 to this consortium but has received no tuition revenue or produced any FTE. VCC does not have the facilities to host the degree in the near future. Please see Dr. Peter Nunoda's briefing note detailing the rationale behind withdrawing.

This proposal was presented to the Board at its May 2015 meeting, following which the Board asked for Education Council's advice on the decision to cancel. The issue was discussed at Education Council's June 2015 meeting.

DISCUSSION:

The discussion at Education Council raised two issues:

1. The consortium was originally developed to show the Ministry of Advanced Education that VCC could collaborate effectively with PSI partners in our educational offerings. There was some concern that withdrawing reflects negatively on our ability to collaborate.
2. The partner institutions have been notified that VCC is withdrawing from the agreement prior to the Board approving the cancellation of the degree program, and prior to Education Council providing advice. Dr. Judith McGillivray, Vice President Academic (pro tem), responded that it was important to give some notice to the partner institutions that VCC might withdraw but that the program is not canceled until a decision is made by the Board.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors cancel the Bachelor of Performing Arts Degree program as a VCC offering and approve the withdrawal from the 2005 Memorandum of Understanding with Langara College, Capilano University and Douglas College.

ATTACHMENTS: Supporting Documents – Cancellation of Bachelor of Performing Arts

PREPARED BY: Todd Rowlett, Chair, Education Council

DATE: June 17, 2015



DECISION NOTE

PREPARED FOR: Education Council

DATE: June 9, 2015

ISSUE: Cancellation of Bachelor of Performing Arts

BACKGROUND:

In January 2005 a Memorandum of Understanding was signed by VCC, Langara College, Capilano University and Douglas College for a collaborative performing arts degree. There is no record of a signed formal program affiliation agreement. In April 2007, the Financial Plan for the Joint Bachelor of Performing Arts (BPA) Degree was approved by the Chief Financial Officers of the four institutions. The BPA curriculum was approved by Education Council in June 2007 based on a cohort of 22 students per year. The degree was approved by the Ministry of Advanced Education in July 2008 and the first cohort began at Capilano in May 2012.

VCC's financial contribution to the BPA is as follows:

2008-09	\$16,250 (one time start-up cost)
2012/13	\$ 7,335
2013/14	\$ 9,562
2014/15	\$ 23,000
2015/16	\$ 40,625 to \$56,250 (Proposed Budget as of Feb/15)

ANALYSIS:

In the lifetime of the Bachelor of Performing Arts Program, VCC has contributed approximately \$56,000 (2008-2015) to its operational costs. In the same period, the net gain for VCC has been 0 FTE and no tuition revenue. Furthermore, VCC does not have the facilities to host the program. The estimated contribution for VCC in the 2015-16 fiscal year is over \$40,000 based on an enrolment of 10 students in the program and could be as high as \$56,000 (variation is due to the cost of faculty). This contribution is likely to rise even further as enrolment has dropped to 9 students.

Vancouver Community College has decided to withdraw from the Bachelor of Performing Arts consortium with immediate effect because of the lack of benefit to the institution. The consortium has given written notice to the Ministry's Degree Quality Assurance Board of VCC's decision to withdraw (letter from Douglas College dated May 8, 2015).

At the May 27, 2015 Board of Governors Public Meeting, a motion was approved for the Board to seek the advice of Education Council on the cancellation of this program.

RECOMMENDATION:

THAT the Education Council provide advice to the Board of Governors on the cancellation of the Bachelor of Performing Arts Program as per Policy C.3.3 Criteria for Development or Cancellation of Programs.

ATTACHMENTS:

1. MOU with Consortium
2. Financial Plan Proposal 2008-2012 approved by CFOs of the Partner Colleges
3. Draft Operating Budget 2015-2016
4. Letter from Douglas College to Degree Quality Assurance Board

PREPARED BY: Dr. Peter Nunoda, President & CEO

DATE: June 2, 2015



Douglas College



MEMORANDUM OF UNDERSTANDING

COLLABORATIVE PERFORMING ARTS DEGREE

Introduction

The collaborative degree initiative is designed to increase student access to innovative performing arts programming. This proposal builds upon institutional expertise and strengths and creates opportunities for students by increasing the range of academic offerings through increased inter-institutional mobility. In addition, it will provide opportunities for inter-institutional faculty innovation and program creation.

Range of Collaborative Activities

Capilano College, Douglas College, Langara College, and Vancouver Community College will work together in creating a collaborative performing arts degree and each institution will contribute a member to the steering committee at the executive level.

Each consortium member will provide appropriate support to the project in the form of budget support for proposal development and project implementation. A financial contribution and financial contingency formula will be developed and monitored by the Collaborative Performing Arts Degree Consortium Steering Committee.

The four collaborative institutions do not intend that this program replaces or supersedes any program initiative at any one of the institutions. The collaborative degree project relies upon each institution developing/enhancing diplomas and degrees that provide courses toward a collaborative degree.

Stages in Collaboration

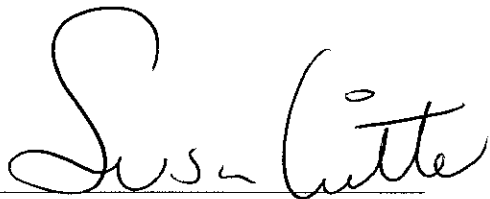
- involve faculty in the degree concept design and curriculum design
- conduct a feasibility study
- provide management guidelines with regard to:
 - students' registration,
 - conflict resolution,
 - student appeals mechanism
 - human resource component
 - institutional policies and governance
 - program/course articulation
- develop a degree proposal
- submit the proposal to the Ministry of Advanced Education for approval
- implement the new degree.

The Steering Committee will review and choose the steering committee chair every six months, or as required.



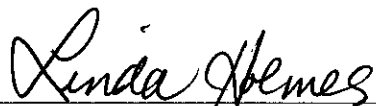
Dr. Greg Lee, President
Capilano College

Date *Jun 7, 2005*



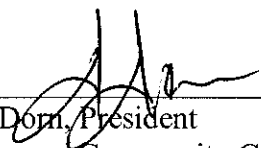
Susan Witter, President
Douglas College

Date *Jan 20 / 05*



Linda Holmes, President
Langara College

Date *January 14, 2005*



Dale Dom, President
Vancouver Community College

Date *05-01-2005*

APPENDIX

Collaborative Performing Arts Degree

Presidents

Dr. Greg Lee – Capilano College
 Susan Witter – Douglas College
 Linda Holmes – Langara College
 Dale Dorn – Vancouver Community College

Consortium Structure:

Linda Arnold, Dean of Instruction – Langara College
 Dave Donaldson, Dean, School of Music – Vancouver Community College
 Bill Gibson, Vice President, Academic Affairs – Capilano College
 Dorothy Jantzen, Dean of Fine & Applied Arts – Capilano College
 Jan Lindsay, Vice President, Education – Douglas College
 Joan McArthur-Blair, Vice President of Education (Chair) – Vancouver Community College
 Lorna McCallum, Dean, Language, Literature & Performing Arts – Douglas College

Steering Committee

Linda Arnold, Dean of Instruction – Langara College
 Dorothy Jantzen, Dean of Fine & Applied Arts – Capilano College
 Joan McArthur-Blair, Vice President of Education (Chair) – Vancouver Community College
 Lorna McCallum, Dean, Language, Literature & Performing Arts – Douglas College

Note: Chair rotates every 6 months.

Initial Sub-Committee

Linda Arnold, Dean of Instruction – Langara College
 Gillian Barber, Co-ordinator, Theatre – Capilano College
 Kathryn Cernauskas, Co-ordinator of Music – Douglas College
 Bill Gibson, Vice President – Capilano College
 Wendy Grant, Instructor, UT Music – Capilano College
 Lars Kaario, Co-ordinator of Music – Capilano College
 Allan Lysell, Co-ordinator – Douglas College
 Joan McArthur-Blair, Vice President of Education – Vancouver Community College
 Lorna McCallum, Dean, Language, Literature & Performing Arts – Douglas College
 Grace McNab, Co-ordinator of Jazz Studies – Capilano College
 Ken Morrison, Department Head, Music – Vancouver Community College
 Des Price, Chair, Visual & Performing Arts – Capilano College
 Kathryn Shaw, Artistic Director, Theatre Arts – Langara College
 Drew Young, Co-ordinator, Stagecraft – Douglas College

Sub-Committee of Faculty and Consultant:

A Sub-Committee will be developed as needed to implement degree; a consultant will be hired to write the proposal.



Bachelor of Performing Arts
Financial Plan Proposal 2008-2012

Approved by Chief Financial Officers of the Partner Colleges on
April 2, 2007

Revised April 19, 2007

BACHELOR OF PERFORMING ARTS

In contemporary performing arts, the boundaries between artistic disciplines are becoming increasingly blurred and a new cultural form, interdisciplinary performance, is emerging. Performing arts worlds include, but are not limited to, music, theatre, film & video media, dance, story telling, ritual, pageantry, magic and circus. The vision of the proposed degree is that its graduates are highly talented and trained artists in this exciting and highly competitive new cultural world. They acquire the skills and knowledge necessary to succeed within the performing arts milieu and acquire a breadth of knowledge that enables them to think critically, make decisions and solve problems. Students learn with the current performing arts industry in mind. They examine the historical-cultural context of the performing arts, critique the socio-political and cultural environment of the performing arts industry, and acquire skills and tools to navigate their way and build careers within this industry.

BACHELOR OF PERFORMING ARTS FINANCIAL PLAN, 2008-2012

The BPA Steering Committee has prepared the attached financial plan for the BPA program. The Committee recognizes that the Chief Financial Officers of the Partner Colleges will utilize whatever financial information is necessary to ensure that no partner college is disadvantaged through the operationalizing of the BPA degree. The SC has discussed and examined a number of perspectives that may influence the financial support for the BPA degree and have provided documentation with recommendations for consideration.

Figure 1 provides the 2008-2012 budget overview. Attachments 1-4 provide additional information as follows:

- Attachment 1 BPA Program Annual Operating Budget
- Attachment 2 BPA Program Tuition Revenues
- Attachment 3 BPA Program One-Time Start-up Costs
- Attachment 4 BPAC 4007 (Interdisciplinary Performance Production/12 credits)
Annual Production Costs

The BPA Steering Committee based its calculation of projected tuition revenues on current 2006-2007 budget figures, with the understanding that tuition revenues should approximately cover instructional costs. The tuition fee used in the budget is, therefore, \$179.00 per credit, a figure considered a reasonable tuition fee by the Committee. Attachment 2 includes data re comparable programs at the Partner Colleges and at other colleges and universities in the Lower Mainland.

The Steering Committee also reviewed options on budget sharing among the four partner colleges. The Committee recommends that the four institutions divide the risk equally each year, both revenue and expenses, rather than have one institution take on all budget responsibilities for the year, once every 4 years.

FIGURE 1: BPA FINANCIAL PLAN, 2008-2012

PROGRAM OPERATING BUDGET	08-09
Revenues:	
Provincial Grants (\$7,000 x 22 FTE)	154,000
Tuition Fee Revenue (\$179 x 33 x 22 FTE)	129,954
Attrition Allowance (2 FTE shortfall)	(11,814)
Total Revenues	272,140
Expenditures:	
Instructional Costs	241,640
Supplies	2,500
Travel (Faculty)	1,000
Equipment ¹ /Capital Renewal	15,000
Library Resources	2,000
Program Marketing & Recruitment	10,000
Total Expenditures	272,140
Net surplus (deficit)	0 0
FTE Enrolment	22

ONE-TIME START-UP COSTS:	08-09
Contributions per College	
Capilano College	16,250
Douglas College	16,250
Langara College	16,250
Vancouver Community College	16,250
Total	65,000

¹ Equipment includes purchases (annualized over the useful life) and maintenance/upgrade costs

ATTACHMENT 1: BPA PROGRAM ANNUAL OPERATING BUDGET
(based on 2006-2007 budget figures)

REVENUE	\$\$\$s	Notes
Provincial Grant	154,000	Allocation from Block Grant
Tuition Fee Revenue	129,954	22 FTE x 33cr x \$179/credit (see Att 2)
Attrition Allowance (2 FTE shortfall)	(11,814)	2 FTE x 33cr x \$179/credit
Total	272,140	
EXPENDITURE		
Instructional Costs	T 241,640	Total includes
Direct Instructional Costs	[121,000]	▪ 11, 3-credit section equivalents x \$11,000/section
Instructional Support	[77,000]	▪ 7, 3-credit section equivalents x \$11,000/section for program 'coordinator/advisor,' and
	[43,640]	▪ Support staff
Supplies	2,500	
Travel (faculty)	1,000	
Equipment/Capital Renewal	15,000	Equipment includes purchases (annualized over the useful life) and maintenance/upgrade costs One-third of multi-media equipment is renewed each year
Library	2,000	
Program Marketing & Recruitment	10,000	
TOTAL	272,140	
BALANCE	0	

ATTACHMENT 2: BPA PROGRAM TUITION REVENUES

The BPA Steering Committee based its calculation of projected tuition revenues on current 2006-2007 budget figures, with the understanding that tuition revenues should approximately cover instructional costs. The tuition fee used in the budget is, therefore, \$179.00 per credit, a figure considered a reasonable tuition fee by the Committee. The data below is drawn from comparable programs at the Partner Colleges, and other colleges and universities in the Lower Mainland.

Institution	Programs	\$\$/credit	Other Costs
Partner Colleges			
Capilano	Performing Arts	102.00	Up to an additional \$75.00/credit for some music and theatre courses
Douglas	All Programs	81.90	No additional fees
Langara	'1'-or '2'-level courses	77.00	Materials fees TBD
Langara	'3-level courses	100.00	Materials fees TBD
VCC	Music Diploma & Degree	71.25	Private Instruction \$560 for instrumental and \$630 for vocal
Comparable Programs at Other BC Post-secondary Institutions			
KC	All Programs	112.00	None found
UCFV	All Programs	114.34	None found
SFU	School of Contemporary Arts	148.10	Some additional cost per course from \$20.00 to \$100 per course
UBC	B Music	157.70	Music programs include private instruction at no additional cost
	B Fine Arts	139.13	No additional fees found
UVic	B Music	164.20	No additional fees found
	B Fine Arts	144.15	No additional fees found

ATTACHMENT 3: BPA PROGRAM ONE-TIME START-UP COSTS

EXPENDITURE		\$\$\$s
Multi-Media Equipment		40,000
The resources listed below are critical to the success of the program as an interdisciplinary, imaginative and innovative program. Required equipment both reflects the knowledge and expertise that students bring with them to the program as well as trains students for what they may expect to work with in the performing arts environment after graduation.		
Cameras/digital	Program needs 2 cameras w/ direct link to hard drives	
Computers	Program requires Mac computers particularly for their graphic capabilities. Both a laptop and desktop are required, as well as high capacity memory and software, sound card and speakers.	
Lighting System	Program requires theatrical lighting board, dimmers, and digital video lighting.	
Sound System & speakers	CD players and burners are all required. As well, program may require rental of musical instruments such as piano to compose and create.	
Video & Digital Projectors & Screens	Requires 2 workstations for sound editing, digital video dual processor, speakers and sound card.	
Studio Mats	For choreography, dance. Important for safety and security of students.	
Program Launch & Marketing	Critical expenditures to ensure program success	20,000
Library		5,000
TOTAL		65,000

**ATTACHMENT 4: BPAC 4007/12 CREDITS (INTERDISCIPLINARY
PERFORMANCE PRODUCTION) ANNUAL PRODUCTION COSTS**

REVENUE	\$\$\$s	
Projected Revenues	50,000	Projected revenues include sponsorships, tickets sales, in-kind donations, grants, etc
EXPENDITURE G/L	\$\$\$s	Notes
Materials	7,500	All standard production costs
Costumes	2,500	
Props	2,000	
Sets	2,500	
Lights	3,000	
Professional Expertise (may include Set Designers/Technical Directors, etc.	15,000	Contract-based, according to annual needs of program
Rental/Performance Space	3,500	1 week, figure based on rental charges for Vancouver East Cultural Centre
Rental/Rehearsal Space	7,500	1 term [5d/wk, 40 hrs/wk] A recurring expense if new studio space is not built for program use
Sound (e.g live musicians & CDs)	1,500	
Video	2,000	Multimedia productions
PR/Advertising	3,000	Publicity dedicated to this event only
TOTAL	50,000	

**Bachelor of Performing Arts Degree
DRAFT - Annual Operating Budget:
Budget 2015-2016 (Total Partnership)**

	2015/16 Budget (see note 1)	2015/16 Budget (see note 2)
# of Students	10	10
REVENUE		
Institution's Contribution	\$ 225,000.00	\$ 162,500.00
Tuition fees (33 credits x # students x tuition rate)	71,000.00	71,000.00
Ticket Sales	-	-
TOTAL REVENUE	296,000.00	233,500.00
EXPENDITURES		
Instruction (11 se) and Coordination (3 se) (14 se total)	184,000.00	130,000.00
Instructional Support - 50% position	30,000.00	30,000.00
Honoraria	3,000.00	2,000.00
TOTAL LABOUR	217,000.00	162,000.00
Supplies	2,500.00	2,500.00
Library	2,000.00	2,000.00
Program Marketing and Recruitment	4,000.00	4,000.00
Travel	1,000.00	1,000.00
Equipment/Capital Renewal	10,000.00	7,000.00
Production	50,000.00	50,000.00
Contingency	9,500.00	5,000.00
TOTAL OPERATING COSTS	79,000.00	71,500.00
TOTAL EXPENDITURES	\$ 296,000.00	\$ 233,500.00
Per institution Contribution	\$ 56,250.00	\$ 40,625.00
<i>Per institution Contribution at 20 students</i>	<i>\$ 38,500.00</i>	<i>\$ 22,875.00</i>

Notes:

- 1) According to original agreement - budget is based on Tuition plus \$154,000 Contribution from Institutions (based on 22 students at \$7000/FTE - the AVED funding the Institutions are subsidizing). This allows for sufficient budget for Instruction costs at current, regular section rates (i.e. not contract rates) and inflation. Budget increases by an amount equal to the annual tuition fee increase.
- 2) Modifying original agreement where Instruction costs are based on 2014/15 estimated actuals received from Capilano Univeristy.

DOUGLAS COLLEGE
PO Box 2503 New Westminster BC
Canada V3L 5B2
New Westminster and Coquitlam
douglascollege.ca
604 527 5400



May 8, 2015

Dorothy Rogers
Director, Quality Assurance
Ministry of Advanced Education
PO Box 9157 Stn Prov Govt
Victoria BC V8W 9H2

Dear Ms. Rogers,

I am writing to inform you of a change in membership associated with the Bachelor of Performing Arts (BPA) degree partnership program. As you are aware, Douglas College, Vancouver Community College, Capilano University, and Langara College offer a BPA through a unique partnership. Recently, VCC has decided to withdraw from the partnership for financial reasons. Simply put, from VCC's perspective, the costs outweigh the gains.

In a conference call involving the Presidents of all four original partners, the parties accepted VCC's withdrawal. The remaining three partners agreed to continue in the partnership and to provide ongoing financial support for the collaborative BPA program. This year, Douglas College will host the program. Douglas has already begun to identify some cost savings, which will allay some of the financial impact of VCC's withdrawal. The remaining parties also have planned a meeting involving the Vice Presidents Academic and Deans to address operational matters (e.g., recruitment strategies) that may enhance enrolments and further reduce costs in the future.

It is important to note that the program curriculum and delivery is not at all affected by VCC's decision to leave the partnership. Although VCC participated in approving the program content (all partners approved the program content through their educational governance processes), VCC has not participated in the delivery of the program and was not scheduled to host the program in the future.

The remaining three institutions are sorry to see VCC withdraw, but we respect their decision. We remain committed to the program and seek the Ministry's support to recognize the credential given the change in membership.

Please let me know if you require any additional information to support this request.

Sincerely

A handwritten signature in black ink that reads "Kathy Denton". The signature is written in a cursive, flowing style.

Kathy Denton,
President



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 29, 2015

ISSUE: New Credential: Acute Care for Health Care Assistants Citation

BACKGROUND:

The Acute Care for Health Care Assistants Citation program is a part-time program that provides additional training to Health Care Assistants in order to function more effectively in an acute care setting.

This program is currently offered by the College as a certificate. Changes made last year to the C.1.3 Granting of Credentials Policy set the credit range for certificates at 20-59 credits. This program has only six credits which qualifies it as a citation. As such, it qualifies as a new credential and requires Board approval.

DISCUSSION:

There are two significant changes in the citation program from the certificate:

1. The certificate program had only five credits. The minimum to qualify as a citation is six. A one-credit course on acute personal care and assistance was added that focuses on standardizing and improving care-giving practice in an acute care clinical setting.
2. The admissions requirement of 1800 hours of work experience was reduced to 800 hours. The department does not believe an additional 1000 hours in a non-acute care setting demonstrates that the student will be more successful in the program, while reducing it will make the program accessible to more Health Care Assistants.

There is minimal financial impact to these changes. Instructor workload has been adjusted in order to cover the additional one-credit course, and the Dean has not proposed adjusting the tuition.

Education Council reviewed the program at its June 9th, 2015 meeting and recommends that the Board approve the new credential.

MOTION:

THAT the Board of Governors, on the advice of Education Council, approve the Acute Care for Health Care Assistants Citation credential, and approve the implementation of the program.

ATTACHMENTS: Curriculum Control Sheet & Program Content Guide (*Effective Jan 01-16*)

PREPARED BY: Todd Rowlett, Chair, Education Council

DATE: June 15, 2015



Curriculum Control Sheet

Use this control sheet to describe the revisions being made to courses or programs, or the curriculum being developed for new courses. Complete one control sheet for each submission to Curriculum Committee.

For New Programs, refer to the Proposal for New Program document.

Curriculum Developer: Jim Olson Title: Department Head
 School/Centre: Health Sciences Department: Continuing Care
 E-mail: jolson@vcc.ca Phone/Ext.: 5129

A) DOCUMENTATION

Program Content Guide

Program Name(s): Acute Care Skills for HCA's

Anticipated Start Date: January 1, 2016

Course name and number: Acute Personal Care and Assistance HRCA 1325 Credits: 1.0

*All new or revised course numbers must be validated in advance with the Registrar's Office

Course name and number: _____ Credits: _____

Course name and number: _____ Credits: _____

(Add additional lines if required)

B) DEVELOPMENT TYPE (select all that apply)

New Course(s) Course has never been offered before at VCC (either as a standalone course or as part of a program)

New Non-Credit Course(s) Course has never been offered before at VCC and is/are not Articulated, Affiliated or Accredited

Replacement Course(s) A Replacement course will be equivalent to the course it replaces in a student's academic record. It will be used for GPA calculation and to track course duplications and repetitions.

This course replaces: _____

Revision to Program **Major** Revision (check all that apply):

Content Guide (PCG) Program/Credential

Program Purpose



Curriculum Control Sheet

X Revision to Course Outline(s)

- Program Admission Requirements
 Program/Course Learning Outcomes
 Prior Learning Assessment and Recognition (PLAR)
 Program/Course Credits/Instructional Hours
 Program Duration/Maximum Allowable Time For Completion
 Program GPA Requirement
 Course Pre-Requisite(s)/Co-Requisite(s)
 Course Evaluation Plan At Variance With Policy
 Course Credit Hours
 Revised Curriculum Documentation (e.g., updating to current format)
 Other: _____

Minor Revision (check all that apply):

- Program/Course Description
 Recommended Student Characteristics
 Course Sequencing
 Course Name/Number
 Pre-requisite/Co-requisite Name or Equivalencies
 Course Learning Outcome in Non-Credit Course
 Course Evaluation Plan Within Policy
 Instructional Delivery Mode
 Language (e.g., Typos, Spelling Errors, etc.)
 Addition of Program Map
 Other: _____

C) RATIONALE AND NEED

- For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change.
- For new courses, provide a rationale for developing the course.
- Who have you consulted (internally and externally) and provide a brief summary of the feedback.
- Are there any expected costs as a result of this proposal?

In consultation with industry, faculty and graduates of this program, it has been determined that there is a need for a higher level of personal care skills of students prior to providing care in the acute care clinical setting.

Students that enter this program have graduated from a variety of Health Care Assistant programs and have varied work experience as a Health Care Assistant. Consequently, students have learned and practiced at various standards of care. Adding a basic care skill refresher course to the program will standardize and improve student performance and will endorse safe care-giving practice in the acute care clinical setting.

Presently, the admission requirement is 1800 hours or two years of work experience as a Health Care Assistant. This requirement is proving difficult for many prospective students to achieve and



Curriculum Control Sheet

does not necessarily prove that students have the level of skill required for an Acute Care clinical setting. However, reducing the admission requirement to 800 hours of work experience with the addition of the basic care skills' training in the Acute Care Skills program will make the program more accessible to students, while standardizing the skill set of the Health care Assistants . It has become apparent that working the extra 1000 hours in the same job does not necessarily improve care-giving skills, but with the option of lowering the work experience hours and with the addition of further training, this combination will support student intake and raise the standards of Health Care Assistants.

With the 1.0 credit course added to this program, an additional 30 hours of instructor time will be required to teach this course. However, by having the students better prepared with the additional lab skills, the extra cost will be offset by reducing the number of hours normally required by a second instructor in the clinical course.

College policy regarding credentials has a set minimum number of 6.0 credits. Presently the Acute Care Skills for HCA's program is only 5.0 credits, and is being offered as a certificate program. The addition of the Acute Personal Care and Assistance course will raise the program to 6 credits which meets the requirements of College policy.

D) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy (policy #)

1. As Centre for Instructional Development Dean or delegate I certify that:

- a. Documentation meets the standards and policies for program/course documentation and there is educational alignment within the program/course.

Susie Findlay
Print Name

Signed via email
Signature

April 20, 2015
Date

2. As Registrar or delegate I certify that:

- a. Documentation meets the institutional standards for entry requirements, course numbering and credit calculation required for implementation once approved.

Stephen Salem
Print Name

Signed via email
Signature

May 04, 2015
Date

3. As Department Leader I certify that:

- a. Faculty in the department have been consulted and approve of the proposed changes; and
- b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.

Jim Olsen

Signed via email

April 30, 2015



Curriculum Control Sheet

Print Name

Signature

Date

4. As Dean/Director I certify that:

- a. Faculty in the department (and the School, if appropriate) have been consulted and approve of the proposed changes;
- b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
- c. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
- d. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

Debbie Sargent

Print Name

Signed via email

Signature

April 14, 2015

Date



Curriculum Control Sheet

*** FOR EDUCATION COUNCIL OFFICE USE ***

CURRICULUM COMMITTEE

Date: _____

Minor Revisions

- Approved as presented, proceed with implementation
- Approved with additional minor edits
 - Revisions approved by Curriculum Committee Chair, proceed with implementation Date: _____
- Reclassified as *not minor*

Major Revisions

- Recommend to EDCO as presented, proceed to EDCO
- Recommend to EDCO with additional changes
 - Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: _____
- Recommend significant changes, return to Department Leader

New Program

- Recommend to EDCO as presented, proceed to EDCO
- Recommend to EDCO with additional changes
 - Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: _____
- Recommend significant changes, return to Department Leader

EDUCATION COUNCIL

Date: _____

Minor Revisions

- Received as Information
- Request review of documentation from Curriculum Committee
- Reclassified as *major*, return to Curriculum Committee

Major Revisions

- Approved as presented, proceed with implementation
- Approved with additional minor changes
 - Revisions approved by Curriculum Committee Chair, proceed with implementation Date: _____
- Recommend significant changes, return to Department Leader

New Program

- Recommend to Board as presented, proceed to Board
- Recommend to Board with additional changes
 - Revisions approved by Curriculum Committee Chair, proceed to Board Date: _____
- Recommend significant changes, return to Dean

BOARD OF GOVERNORS

Date: _____

New Program

- Approved as presented, proceed to implementation



Curriculum Control Sheet

- Requires significant changes, return to Dean
- Rejected

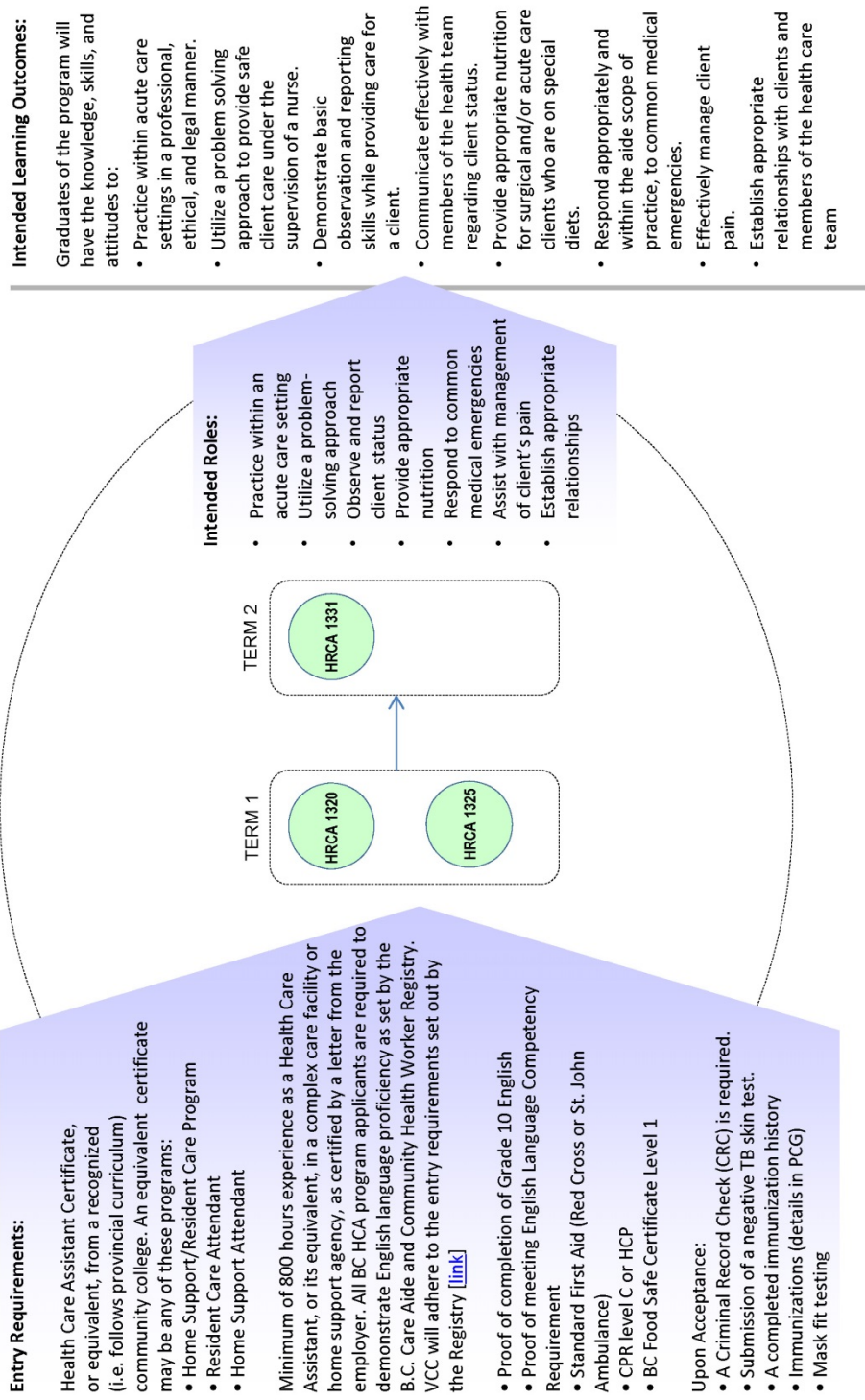


Acute Care for Health Care Assistants Citation

Program Content Guide

Program Map

Vancouver Community College – Acute Care for Health Care Assistants Citation



Mapping Conventions:



Purpose

This part-time program is intended for individuals who have a Health Care Assistant certificate and are working in the continuing care field. This program will provide students with the knowledge and skills to be able to function effectively in the role of a Health Care Assistant in an acute care setting, under the direct supervision of a health care professional. Students learn how to assist in care of acutely-ill clients and work as a member of a nursing team.

Program Learning Outcomes

Graduates of the program will have the knowledge, skills, and attitudes to:

- Practice within acute care settings in a professional, ethical, and legal manner.
- Utilize a problem solving approach to provide safe client care under the supervision of a nurse.
- Demonstrate basic observation and reporting skills while providing care for a client.
- Communicate effectively with members of the health team regarding client status.
- Provide appropriate nutrition for surgical and/or acute care clients who are on special diets.
- Respond appropriately and within the aide scope of practice, to common medical emergencies.
- Effectively manage client pain.
- Establish appropriate relationships with clients and members of the health care team

Instructional Activities, Design and Delivery Mode

This program is divided into three courses. The first course consists of theory related to the care of acutely ill patients. The theory component is delivered through discussion groups, student presentations, demonstrations, and lectures. Students apply the theory component in the second course which features care skills being taught and practiced in the nursing skills laboratory. During the lab sessions students will practice on each other. The third course is a clinical experience in an acute care setting, where students have the opportunity to apply knowledge or skills from the first and second course.

Program Duration

The Acute Care Skills for Health Care Assistants Program is six weeks in length, or the equivalent in part-time. Maximum allowable time for students to complete the program is one year.

Evaluation of Student Learning

The theory course is evaluated by written exams, quizzes and assignments. The lab course is evaluated by observation of performance of acute care skills in accordance with established criteria. Clinical experience is assessed by instructor observations of students in work experience situations. All courses are evaluated consistent with the College Grading System. Learners must achieve a minimum C+ in the theory course and satisfactory in the lab and clinical course in order to graduate.

Credential

Students receive a VCC citation upon successful completion of the program.

Admission Requirements

Health Care Assistant Certificate, or equivalent, from a recognized (i.e. follows provincial curriculum) community college. An equivalent certificate may be any of these programs:

- Home Support/Resident Care Program
- Resident Care Attendant
- Home Support Attendant

Minimum of 800 hours experience as a Health Care Assistant, or its equivalent, in a complex care facility or home support agency, as certified by a letter from the employer.

All BC HCA program applicants are required to demonstrate English language proficiency as set by the B.C. Care Aide and Community Health Worker Registry. VCC will adhere to the entry requirements set out by the Registry

at: http://www.cachwr.bc.ca/getattachment/Educators/English-Language-Competency_HCA-Program-Entry.pdf.aspx

- Proof of completion of Grade 10 English
- Proof of meeting English Language Competency Requirement
- Standard First Aid (Red Cross or St. John Ambulance)
- Current CPR level C or HCP certificate
- BC Food Safe Certificate Level 1

Upon Acceptance:

- 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 should be aware that some practicum placement in hospitals and schools may require completion of a Criminal Records Check indicating no relevant criminal record. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply and pay for a Criminal Record Check online.
- Submission of a negative TB skin test. If the skin test is positive, proof of a negative TB Chest x-ray is required.
- A completed VCC Health Sciences immunization history (forms and more detail

obtained per Registrar's Office)

- Immunizations in the following are strongly recommended, and may be required for practice placement in the program:
 - Diphtheria/Tetanus
 - Polio
 - Measles, Mumps, and Rubella
 - Chicken Pox
 - Hepatitis B
 - Influenza (required on an annual basis)
- Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be presented to your program during the first week of classes. Please view online list of approved [fit test service providers](#).

Prior Learning Assessment & Recognition (PLAR)

Prior Learning Assessment is not available at present for courses in this program.

Recommended Characteristics of Students

- Skilled in providing personal assistance to clients
- Effective command of oral and written English
- Ability to work under close supervision
- Ability to act with initiative
- Physical stamina
- Ability and willingness to adapt to changing shifts
- Ability to work in a fast paced health care environment
- Free from latex sensitivity or allergy
- Flexibility

Course Credits

Term	Course #	Course Name	Credits
1	HRCA 1320	Working in Acute Care*	3.0
1	HRCA 1325	Acute Personal Care and Assistance*	1.0
2	HRCA 1331	Acute Care Clinical	2.0
Program Total Credits:			6.0

*These courses are a prerequisite to Course HRCA 1331 Acute Care Clinical.

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

Program Content Guide**Course Descriptions**

- HRCA 1320 Working in Acute Care 3.0**
This course builds on the knowledge and skills developed as a Health Care Assistant. It introduces learners to a hospital environment and provides them with the additional information that they will be required to know in order to assist nurses who are working with clients that are acutely ill but stable. This course will enhance the learner's awareness of the changes in the health status of patients and become more confident working with acutely ill patients.
- HRCA 1325 Acute Personal Care and Assistance 1.0**
This practical course provides students with the opportunity to upgrade their personal care and assistance skills that are required in a hospital setting. Students will learn the care skills that are expected of them within the parameters of the Health Care Assistant role in the acute care setting. In a supervised laboratory environment, students learn to build on previously acquired basic care principles and learn to refine their care-giver skills in order to maintain and promote the comfort, safety, independence, and well-being of clients in an acute care setting.
- HRCA 1331 Acute Care Clinical 2.0**
This course is a clinical experience that provides learners with the opportunity to apply the knowledge and skills learned and practiced in the classroom and nursing lab. Students will work in a hospital as a member of the nursing team, under the direct supervision of a clinical instructor from Vancouver Community College. Focus is placed on the role and skills of Health Care Assistant and the scope of practice in a hospital setting.

Transcript of Achievement

An evaluation of the learning outcomes of each student is prepared by the instructor. This evaluation is by a combination of assignments, presentations, projects, theory exams and/or practical exams.

All evaluations at completion of semesters are reported to the Student Records Department. The transcript is organized to show a letter grade for each course. The grade point equivalent for a course is obtained from the letter grades as follows:

Letter Grades

Letter Grade	Description	Grade Point Average
A+	Distinguished	4.33
A		4.00
A-		3.67
B+	Above Average	3.33
B		3.00
B-		2.67
C+	Average	2.33
C		2.00
C-		1.67
D	Minimum pass. May not proceed to next level.	1.00
F	Failing grade	0.00
N	Ceased to attend and did not complete requirements.	0.00
S	Satisfactory. In accordance with departmental evaluation procedures.	N/A
U	Unsatisfactory. In accordance with departmental evaluation procedures.	N/A
W	Official withdrawal	N/A
R	Audit. No credit	N/A
EX	Exempt. Credit granted	N/A
I	Incomplete. Contract agreement for extra time. Recorded as "F" if not fulfilled	N/A
IP	In progress	N/A
@	Non-payment of fees	N/A
RW	Required to withdraw	N/A
NA	No grade available at time of printing	N/A
ANC	Anecdotal evaluation	N/A
TC	Transfer credit	N/A

Grade Point Average (GPA)

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



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 29, 2015

ISSUE: Approval of Revisions to Policy C.3.10 Affiliation Agreements (Education) Policy and Procedures

BACKGROUND:

The Affiliation Agreements (Education) Policy (C.3.10) was created in 2008 and has been under review by the Education Policy Committee for the last year. VCC often seeks strategic partnerships with other educational institutions, and the existing policy lacked clear procedures to guide the development process. This policy governs agreements with other institutions/bodies that involve the awarding of a credential or credit.

Section 23(1)(k) of the College & Institute Act identifies policies on terms of affiliation with other post-secondary bodies as an area that Education Council must advise the Board of Governors, and the Board must seek its advice. Section 25(1) identifies matters where Education Council and the Board have joint approval around curriculum evaluation for determining equivalency of courses, programs, or course credit with another institution.

DISCUSSION:

Education Council reviewed Policy C.3.10 at its June 17, 2015 special meeting. The procedures outline a three phase development process to guide Department Heads, Deans/Directors, and Vice Presidents, being: 1) an exploratory phase that involves a briefing note prior to proceeding; 2) the signing of a Letter of Intent with a potential partner outlining the general intent of a relationship; and 3) an Affiliation Agreement that is the formal and legal arrangement around a specific purpose. Appendix C outlines what information an agreement should include, such as purpose, affiliation partner, legal and financial considerations, risk, term, and termination conditions. Consultations with stakeholders within the institutions are clearly required, and Letters of Intent and Affiliation Agreement would come to the Board for approval and EDCO for approval or advice.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve amendments, in the form presented at the meeting, to C.3.10 Affiliation Agreements (Education) Policy and Procedures.

ATTACHMENTS: C.3.10 Affiliation Agreements Policy, Procedures & Appendices A, B & C

PREPARED BY: Todd Rowlatt, Chair, Education Council

DATE: June 19, 2015

**POLICY**

Policy No.	C.3.10
Title	Affiliation Agreements (Education)
Approving Jurisdiction	Board of Governors and Education Council
Policy Sponsor	Vice President, Academic Vice President, Administration and Chief Financial Officer
Last Revised/Replaces	April 24, 2008
Effective Date	
Signed by	

CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) encourages affiliation agreements with other public, private, and international organizations when these agreements enhance educational opportunities for students and attempt to avoid unnecessary duplication of learning. Typically, these affiliation agreements involve:

- the issuance of a VCC credential, a VCC course completion credit, a joint credential and/or course completion credit involving both VCC and another institution; and/or
- the recognition of a credential or course completion credit offered by another institution.

This policy and related procedures establish guidelines and responsibilities for entering into affiliation agreements between VCC and other institutions and bodies where these enhance educational opportunities for students.

This policy meets the Education Council's legislated responsibility under the College & Institute Act.

- Section 23 (1) states "An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters: ... (k) terms for affiliation with other post secondary bodies."
- Section 25 (1) states "To be implemented, decisions concerning the following matters must have joint approval: (a) curriculum evaluation for determining whether (i) Courses or programs, or course credit, from another institution, university or other body are equivalent to courses or programs, or course credit, at the institution."

SCOPE AND LIMITS

This policy and related procedures applies to all affiliation agreements (education) (as defined in the Procedures) entered into by Vancouver Community College.

STATEMENT OF POLICY PRINCIPLES

1. The following principles should be considered when proposing an affiliation agreement between VCC and another institution, university or other body. Agreements:
 - a. Should improve student access, mobility, and enhance learner pathways
 - b. Should enhance student choice
 - c. Should provide educational opportunities VCC or proposed affiliate does not or will not deliver independently
 - d. Should have a high probability of success
 - e. Should provide either lateral and/or vertical educational pathways for students in pursuing their studies
 - f. Should incorporate an appropriate level of student services required to meet the policy principles
 - g. Should take the form of
 - i. Individual course articulations
 - ii. Block transfer
 - iii. Joint credential program
2. An agreement will specify terms for dates of review and renewal and the credential to be awarded, and will include mechanisms for dispute resolution, non-compliance and cancellation of an agreement.
3. An agreement will have a viable business plan associated with it, identifying all required resources and associated expenses, and sources for funding.

DEFINITIONS

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

RELATED POLICIES & LEGISLATION

Legislation:

College & Institute Act, (RSBC 1996), section 23(1)(k) and section 25(1)

College Policies:

C.3.5 Programs Offered Under Service Contract

C.3.11 Qualifications for Faculty Members

C.3.12 Qualifications for Continuing Studies Instructors

D.3.5 Prior Learning Assessment

E.4.1 Non-Based Funded Activities

RELATED PROCEDURES

Refer to Affiliation Agreements Procedures C.3.10.



PROCEDURES

Policy No.	C.3.10
Title	Affiliation Agreements (Education)
Approving Jurisdiction	Board of Governors and Education Council
Policy Sponsor	Vice President, Academic Vice President, Administration and Chief Financial Officer
Last Revised/Replaces	April 24, 2008
Effective Date	
Signed by	

DEFINITIONS

Affiliation Agreement: An arrangement with another institution or body that involves the awarding of a credential. These may take the form of:

Articulation: Agreements that provide for inter-institutional transfer of credit for courses or programs. These formal agreements set out the terms under which credits or credentials awarded by one institution will be given transfer status by the other institutions. Normally the submission requirements will resemble those within the BC Council of Admissions and Transfer (BCCAT) guide.

Block Transfer: The process whereby a block of credits is granted to students who have successfully completed a certificate, diploma or cluster of courses that is recognized as having an academic wholeness or integrity, and that can be related meaningfully to a credential at another institution. For example:

- The 2 + 2 model is a model wherein the receiving institution grants two full years of credit towards a degree program, with no additional requirements.
- The 2 + 2 provided that ... model is a model wherein the receiving institution accepts a two year diploma for entry into a degree program, provided that the diploma contains specified courses, or that specified standards or additional prerequisites have been met.
- The bridging model is a model wherein the receiving institution grants two years of credit for a diploma towards a degree program but judges a students' background to be deficient in some areas and requires them to take one or more bridging courses over one semester prior to entering semester 5 of the degree program.
- The course to course within the block model is a model wherein the receiving institution assesses all courses for equivalencies and grants

unassigned or elective credit to those courses for which there are no direct equivalents.

Consortium Model: An agreement in which several institutions collaborate on the development of a generic curriculum but independently offer parts of or the entire program at their institution or jointly administer a program that is hosted at one or more institution

Joint Credential: The process whereby two or more independent institutions offer designated portions of a jointly developed/agreed to curriculum that result in a credential where both institutions are cited as the credential granter.

Agreements not subject to this policy include:

- Agreements arranged through the BC Council on Admissions and Transfer (BCCAT);
- Agreements with other institutions for the sole purposes of providing practica, clinical placements, work experience, and/or co-operative education;
- Agreements under the sole jurisdiction of the Board of Governors that do not involve the delivery of education and/or training (e.g. procurement, finance, facilities); and
- Agreements related to Contract Training will be addressed in Policy C.3.5 Programs Offered Under Service Contract.

Briefing Note: A two to three page written document which uses fixed headings to convey to the reader salient points related to the potential development of a Letter of Intent (See Appendix A).

Contract Training: The customization of programs or courses to meet the specific needs of an organization (e.g. satisfy mandatory accreditation requirements, keep competencies current, upgrade skills).

Letter of Intent: A document outlining the general intent of an organization involved in a prospective undertaking with another organization. It provides an indication of intent to act and allows the originator of a Letter and its potential partner to move forward in their negotiations. The terms of a Letter of Intent are not normally binding and this should be explicitly stated in a Letter to avoid misunderstanding.

PROCEDURES

Phase 1:

A Briefing Note is initiated by a department, school, Dean/Director or Vice President (Appendix A). The originator is responsible for seeking approval of the appropriate person/body prior to proceeding with exploratory discussions with a potential partner. See Appendix A.

Phase 2:

If exploratory discussions result in a decision to begin negotiations with a potential partner, a

Letter of Intent is developed (Appendix B). The Letter of Intent must be submitted to the appropriate person/body for review and approval prior to proceeding with negotiations that may result in an Affiliation Agreement.

Phase 3:

If a decision is made to proceed with an Affiliation Agreement, the Dean, Director or Vice President is responsible to ensure that:

1. An Affiliation Agreement is developed. See Appendix C.
2. Relevant components of a proposed Affiliation Agreement are reviewed with relevant faculty, staff, student service areas, Human Resources and Finance to ensure the Agreement addresses essential issues.
3. The prospective partner is in agreement with the Affiliation Agreement.
4. Presentation of the proposed Affiliation Agreement is made to the Education Council. Education Council will either make a recommendation to the Board of Governors or will approve it jointly with the Board, depending on the College and Institute Act:

Under Section 24 (2) *Education Council has the power and duty to do all of the following;*

- a. set policies concerning examinations and evaluation of student performance;*
- b. set policies concerning student withdrawal from courses, programs, and the institution;*
- c. set criteria for academic standing, academic standards and the grading system;*
- d. set criteria for awards recognizing academic excellence;*
- e. set policies and procedures for appeals by students on academic matters and establish a final appeal tribunal for these appeals;*
- f. set curriculum content for courses leading to certificates, diplomas or degrees.*

Under Section 23(1) Education Council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters when these matters form part of an affiliation agreement

- b) proposals about implementation of courses or programs leading to certificates, diplomas or degrees, including the length of hours for courses or programs;*
- d) priorities for implementation of new programs and courses leading to certificates, diplomas or degrees*
- e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution;*
- h) setting of the academic schedule*
- i) policies on faculty qualifications*
- j) adjudication procedure for appealable matters of student discipline;*
- l) consultation with community and program advisory groups concerning the institution's educational programs;*
- m) qualifications for admission policies;*

n) *criteria for awarding certificates, diplomas and degrees*

Under Section 25(1) Education Council and the Board of Governors provide joint approval for:

a) *A curriculum evaluation for determining whether*

i. *courses or programs, or course credit, from another institution, university or other body are equivalent to courses or programs, or course credit, at the institution.*

5. The Affiliation Agreement ensures that the following requirements are met in advance of completion:
 - a) Internal requirements related to the Office of the Registrar, Institutional Research and Finance.
 - b) Collective Agreements.
 - c) Human Resources.
 - d) Learning Resources including an appropriate level of student services.
 - e) Marketing and student information.
 - f) Occupational safety and security.
6. The Affiliation Agreement is signed by the Chair of the Board, or other person authorized by the Board, and by one other office authorized by the Board. One set of the signed original agreement will be housed in the Vice President Academic office with a copy in the Registrar's Office and Education Council office.
7. Review of the success and compliance of an Affiliation Agreement on a regular basis and a formal report associated with such a review forwarded to the appropriate person/body for their information.

APPENDIX A**BRIEFING NOTE****Date****Background:**

This section outlines the relevant background related to a potential educational opportunity with another public, private, and/or international organization.

- Legal description, address
- Name of contact/authority to negotiate
- Academic reputation of potential partner including but not necessarily limited to a record of success and well-developed education policies and procedures to ensure effective and positive learning experience for students, as well as quality assurance processes to ensure academic quality and success of its educational offerings
- The potential affiliation partner must provide a general statement of the nature of its organization including history, vision and mission statements, and where available a strategic and education plan for the achievement of its purposes and vision/mission.

Discussion:

This section discusses the principles most relevant to a potential affiliation agreement (See Statement of Policy Principles). Relevant program and/or service implications that may need to be addressed are highlighted.

- Proposed financial terms including required resources and associated expenses, and proposed funding sources, including proposed tuition revenue.
- Proposed location costs, staffing and utility costs, and proposed costing model.

Next Steps:

This section identifies who will take the lead, relevant stakeholders who need to be consulted and proposed timelines. Relevant stakeholders will include, but not necessarily be limited to, the appropriate program personnel, student services and the Registrar's office.

Attachments:

List these with numbers and/or letters

Prepared by:

Reviewed by: (with comments indicating approval to proceed or rationale for not proceeding)

APPENDIX B**LETTER OF INTENT**

A Letter of Intent is a document that outlines the general intent of an organization involved in a prospective undertaking with another organization. It provides an indication of intent to act and allows the originator of a Letter of Intent and its potential partner to move forward in their negotiations. *The terms of a Letter of Intent are not normally binding and this should be explicitly stated in a Letter to avoid misunderstanding.*

Potential Affiliation Partner

- Legal description, address
- Name of contact/authority to negotiate
- Academic reputation of potential partner including but not necessarily limited to a record of success and well-developed education policies and procedures to ensure effective and positive learning experience for students, as well as quality assurance processes to ensure academic quality and success of its educational offerings
- The potential affiliation partner must provide a general statement of the nature of its organization including history, vision and mission statements, and where available a strategic and education plan for the achievement of its purposes and vision/mission.

Purpose

- Fit with VCC mandate and goals
- Opportunities for VCC students

Program

- Description including credential type, length and program delivery model

Principles

- General principles agreed to by both parties

Roles and Responsibilities***Market (optional)***

- Market potential for students; demographics and market trends
- Assessment of competition

Consultations (optional)

- Identify VCC departments contacted and results of discussions
- Begin discussions with all identified internal parties requiring consultation and sign-off. Note outcomes and next steps (if any) as a result of these discussions.

Financial (optional)

- Outline initial discussions regarding financial, facility and staff impact. Note outcomes and next steps (if any) as a result of these discussions.

Term of Agreement

- Implementation process
- Critical decision dates
- Termination clauses

DRAFT

Addendum – Sample Letter of Intent

Insert partner logo

**LETTER OF INTENT
BETWEEN VANCOUVER COMMUNITY COLLEGE
AND PARTNER INSTITUTE**

Purpose

Vancouver Community College (VCC) and Partner Institute will work in partnership to enhance educational opportunities for students and avoid unnecessary duplication of learning.

Principles

The partners agree to the following principles:

- The parties will work together to identify areas of improving student access, mobility, and enhance learner pathways.
- The parties will review student transition and success, and will develop recommendations for continued student progress and improved transitions.
- The parties agree that cooperative development and delivery of programs, joint delivery of programs, credential laddering, joint credentials, and student-focused registration procedures will be undertaken where mutual interest is evident.
- The parties will explore opportunities to exchange information and share expertise in such areas as quality assurance, program review, and the scholarship of teaching and learning.

Role and Responsibilities

The parties agree that signing this letter of intent does not entail any material, financial or other obligation for either of the two institutions. Specific initiatives and activities will be considered by Deans from each partner institution that meet the principles outlined above. Subsidiary agreements are to be signed as required, including an identified lead for each party, and what if any, liability and responsibility is involved for each party. Letters of agreement will be amended to this letter of intent.

The Vice Presidents Academic at the partner institutions will ensure select letters of agreements meet the requirements of their institutions and, as applicable, receive the approval of the appropriate governing bodies.

Both parties agree to meet regularly, no less than annually to review and evaluate activities undertaken through the letter of intent; such discussions may give rise to new activity.

The designated institutional point of contact is the Vice President Academic for each party.

Term of Agreement

VCC and the Partner Institute agree to operate within this agreement for a term of XX years effective XX after which the agreement may be extended by mutual consent. A party may withdraw from this agreement by written notice with concurrent arrangements to phase out of individual letters of agreements.

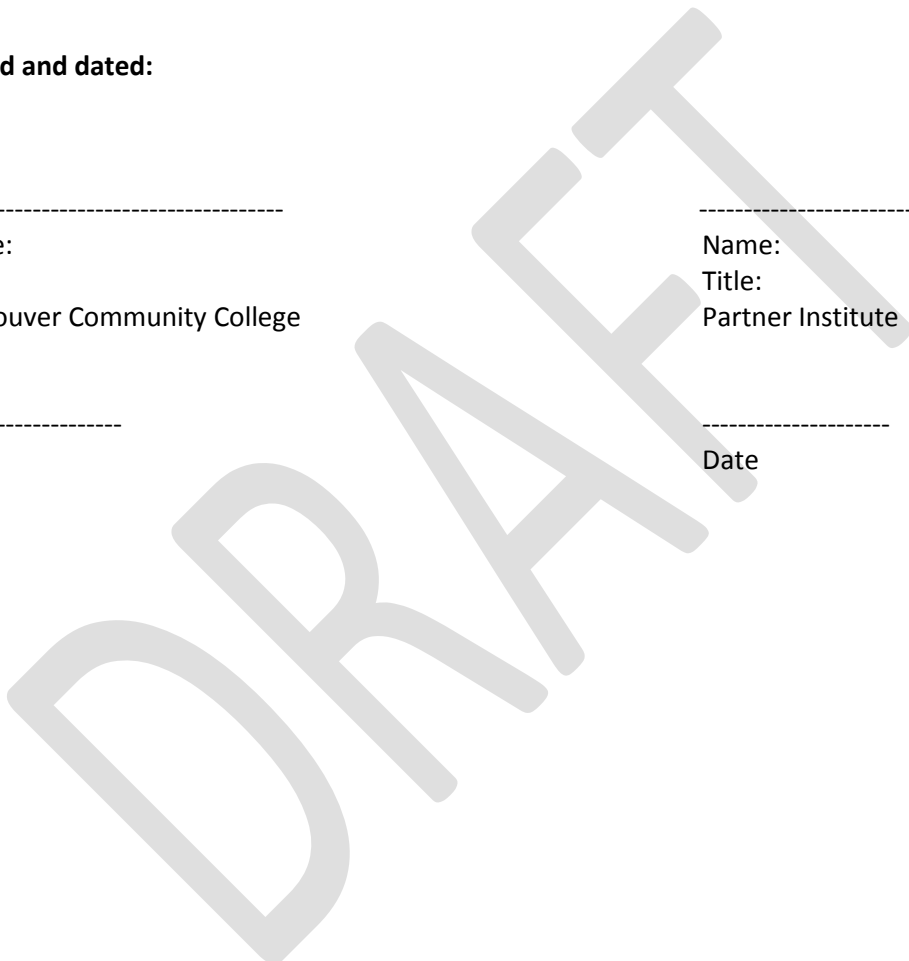
Signed and dated:

Name:
Title:
Vancouver Community College

Name:
Title:
Partner Institute

Date

Date



APPENDIX C**AFFILIATION AGREEMENT**

An Affiliation Agreement is a formal and legal arrangement between two or more parties. An Affiliation Agreement will normally be comprised of a legally binding exchange of promises between the two parties.

A generic template for an Affiliation Agreement is unlikely to be satisfactory for any particular business arrangement. However, the following elements represent the basic requirements of such an agreement.

Title: Affiliation Agreement between Vancouver Community College (VCC) and (Partner Name)

Parties to the Agreement: include full name and address

Affiliation Partner

- Legal description, address
- Name of contact/authority to negotiate
- Academic reputation of potential partner including but not necessarily limited to a record of success and well-developed education policies and procedures to ensure effective and positive learning experience for students, as well as quality assurance processes to ensure academic quality and success of its educational offerings
- The potential affiliation partner must provide a general statement of the nature of its organization including history, vision and mission statements, and where available a strategic and education plan for the achievement of its purposes and vision/mission.

Purpose

- Proposed financial terms including required resources and associated expenses, and proposed funding sources, including proposed tuition revenue.
- Proposed location rental, staffing and utility costs, and proposed costing model.

Program

- Finalized program including delivery model (include detailed curriculum in an appendix)
- Services to be provided by VCC and partner including co-ordination
- Delivery locations
- Criteria for student admission (Include in an appendix)
- Course and program completion and graduation requirements
- Academic schedule
- Registrar's Office responsibilities including but not limited to admissions, registration, billing, program codes
- Qualifications of instructional staff
 - The partner institution must have and be able to maintain qualified faculty and staff consistent with the academic goals and objectives of the program.
- Quality control processes
 - The partner institution must demonstrate a commitment to internal and external assessment and validation of its programs and services and to

continuous improvement, as well as to accountability to its students, investors and/or funding agencies.

- Impact on and Delivery of student services. This will include but is not necessarily limited to counselling and the provision of disability resources.
- Quality Assurance and Evaluation
 - Principles of progression and transfer
 - Student complaint and/or appeal procedures
 - Student advising
 - Curriculum oversight
 - External accreditation
 - Program evaluation and revision
 - Joint planning, mentoring and professional development activities
 - Establishment of joint committees

Legal and Ethical Considerations

- Relevant federal and/or provincial legislation
- Relevant College policies
- Compliance with Collective Agreement(s)
- Impact on business practices
- Impact on facility and educational technology
- Generally acceptable academic standards including academic freedom
- Educational structure
 - The partner institution must demonstrate that it has an organizational structure capable of appropriate educational authority and with qualified administrative staff appropriate for the accomplishment of its educational purpose.
- Impact on student unions

Marketing and Promotion

- Responsibilities of VCC and partner
- Cross license agreement with affiliate for limited, non-exclusive use of trade-marks and trade-names

Consultations

- Internal (attach consultation sheets)
- Program Advisory Committee(s)

Financial

- Contingent liabilities
- Facilities and Resource Centers
 - Libraries, laboratories, resource centers, studios and support services are adequately supplied and appropriately staffed to support the affiliation agreement. Students must have adequate access, including electronic means, to the material required for study and research.
 - The partner institution must have appropriate classrooms, computing faculties. Laboratories and their furnishings to support the affiliation agreement

Risk Assessment and Mitigation

- Political pros and cons
- Public relations pros and cons
- Student impact pros and cons
- Insurance and liability

Term, Amendments and Termination

- Agreement start date
- Agreement period
- Notice to renew, modify, terminate
- Early termination
- Dispute resolution mechanism

Names and contact information for key contact person(s) within each institution

Signatures of Approval and dates

Signatories to be determined by each party to the agreement. Signatories should include but not be limited to President or designate.

DRAFT

CONSULTATIONS

The purpose of thorough consultation in the development of affiliation agreements is to ensure the College maintains educational quality, communication, implementation and delivery of program or service. This document is intended to be a guideline for effective consultation. Additional information may be requested or presented based on the nature of the agreement.

INTERNAL CONSULTATIONS	How they can help
Faculty/School	
Department Faculty	
Broader school(s) as needed, e.g. School curriculum committee	
Educational and Student Services	
Aboriginal Education and Community Engagement (AECE)	Any agreements regarding Aboriginal People, Aboriginal content, Aboriginal Learners, First Nations communities and/or First Nations Organizations must be done in consultation with the AECE department.
Assessment Centre	The Assessment Centre undertakes various assessments for many programs and can help to determine which assessments would be appropriate for entry into your program.
Counselling & Disability Services (CDS)	CDS can offer input about program pre-requisites and other program information based on experience with career counselling and decision making with prospective students (ie. immigrants, Foreign Trained Professionals, people with disabilities, etc.). CDS can also assist with determining the level of counselling support required for student success.
Financial Aid	British Columbia's Ministry of Advanced Education approval is required for any program offering financial aid to any student. Students must meet specific requirements to be eligible for financial aid. Familiarize yourself with the eligibility requirements to ensure student access to financial assistance for your program.
Learning Centre	Student support from the Learning Centre tutors. Textbooks or computer software requirements.
Library	The Library will determine if resources are currently available in the Library to support the topics covered, and, if not, will provide an estimate of the cost of acquiring new print and/or electronic resources. The Library can also provide support on any copyright issues.
Registrar's Office (including Advising and Recruitment)	The Registrar's Office oversees all student records, course numbering and reviews student applications for specific programs. They will assist you in the development of program entrance requirements and creation of courses.

	Consult with the Advising Department to determine how students will be informed about your program.
Student Services	Consideration should be given to the level and nature of student services required for new courses or programs, as well as to agreements with external student service partners.
VCC International and Immigrant Education	<p>Students are expected to meet English Language proficiency requirements according to program admission requirements. Courses which provide additional or integrated language support provide greater accessibility for international students or immigrants.</p> <p>A program must be at least 6 months in length for international students to be eligible to apply for a Study Permit and 8 months for a post graduate work permit. If there is a required practicum or work experience included in this program, students may require a work permit. Tuition fees for international students are different between base and cost recovery programs.</p>
Financial and Operating	
Communications and Marketing	The Marketing team can assist you with student recruitment and program marketing based on target students and proposed roll-out dates.
Facilities	<p>Discuss the availability of general classrooms, designated space/labs, equipment, etc.</p> <ul style="list-style-type: none"> • Program location • Office space required for instructors • Storage of course related materials • Classroom furnishing, accommodations for disabled or special needs students • Evening, weekend classes • Impact on energy use • Specialized equipment (e.g. electrical/ventilation requirements) • Health and safety (e.g. hazardous waste) • Impact on receiving (e.g. early morning deliveries, couriers between campuses) • Special events
Finance / Vice President Finance	Financial Services must conduct a financial review and costing of all programs to determine financial sustainability and tuition rates. Before a program goes to the full Board for approval, a financial decision on the program must be made by the Finance and Audit Committee of the Board.
Information Technology (IT)	IT will help you determine the technology that best meets teaching and learning requirements.
Institutional Research (IR)	Institutional Research can provide you with labour

	market information that will help ensure your program's success. Discuss any changes in FTE counts/divisor, schedule, and graduate outcomes. What is the market viability of your program?
Safety and Security	<ul style="list-style-type: none"> • Will any chemicals/materials be used that require approval? • Will any equipment be used that will necessitate specialized safety training for faculty, staff and/or students? • Will special access or additional staffing be required?
Required External Consultations	
Industry and Community, such as Program Advisory Committee or Community Engagement Group	
Affiliation, Articulation and/or Accreditation bodies	Proposed agreements should meet quality standards of existing partnerships and agreements.
Ministry	<ul style="list-style-type: none"> • Proposals for non-degree programs (Certificates and Diplomas) are posted for on Ministry site peer review. • Proposals for new and revised degree or associate degree programs must be reviewed by Degree Quality Assessment Board (DQAB), both at the time of the initial proposal and again after final governance approval. • Speak to the Office of Vice-President Academic for details.



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 29, 2015

ISSUE: Affiliation Agreement between Vancouver School Board and Vancouver Community College related to the VCC Health Care Assistant Program

BACKGROUND:

A Memorandum of Understanding (MOU) was recently signed by Vancouver Community College (VCC) and the Vancouver School Board (VSB) with the aim to provide dual credit educational experiences to students. This affiliation agreement outlines a pilot project where VCC's School of Health Sciences will accept two VSB students in the Health Care Assistant program in August 2015.

DISCUSSION:

Two VSB students were chosen by VSB staff and interviewed by the Dean of Health Sciences and the Department Head of the Health Care Assistant program. Both are seen as strong candidates who are likely to succeed in the program. Upon successful completion of the program, students will receive a VCC Health Care Assistant Certificate.

The Risk Management branch of the Ministry of Advanced Education has reviewed and sanctioned this affiliation agreement.

Education Council reviewed the agreement at its June 9th, 2015 meeting and recommends the Board of Governors approve it.

MOTION:

THAT, on the advice of Education Council, the Board of Governors approve the affiliation agreement between Vancouver Community College and the Vancouver School Board, in the form presented at the meeting, with respect to the entry of two VSB students into the VCC Health Care Assistant program in August 2015.

ATTACHMENTS: Affiliation Agreement – VCC and Vancouver School Board

PREPARED BY: Todd Rowlett, Chair, Education Council

DATE: June 15, 2015



AFFILIATION AGREEMENT

BETWEEN:

**The Board of Education School District No. 39 Vancouver
1580 West Broadway
Vancouver B.C. V6J 5K8
(Herein referred to as VSB)**

AND:

**Vancouver Community College
School of Health Sciences
1155 East Broadway
Vancouver B.C. V5T 4V5
(Herein referred to as VCC)**

1. INTRODUCTION AND PURPOSE:

The Board of Education School District No. 39 Vancouver and Vancouver Community College have agreed to work together on dual credit program development and delivery. A Memorandum of Understanding (MOU) was established and signed with the aim to provide smooth transitions from secondary to post secondary education by working in partnership to develop and deliver dual credit educational experiences.

This Affiliation Agreement outlines the details of offering two secondary school students the opportunity to enter and participate in the Health Care Assistant (HCA) program in the School of Health Sciences at VCC, in the program running August 31, 2015, to March 25, 2016.

2. APPROVAL OF THIS AGREEMENT:

This agreement must be approved by Education Council at VCC (June 2015) and the VSB Superintendent.

3. OPERATIONAL CONDITIONS:

The Health Care Assistant program at VCC is a 7 month, full time program that enables students to develop the knowledge, skills and attitudes necessary to function effectively as a front-line care-provider and a respected member of the healthcare team in community and facility settings. Under the direction and supervision of a health professional, graduates provide person-centred care aimed at promoting

and maintaining the physical, emotional, cognitive, and social well-being of clients/residents. Upon completion of the program, graduates are prepared to work in settings such as adult day care, assisted living, long term care and complex care (including special care units).

Two students from VSB have been selected by VSB, and interviewed by the VCC Dean of Health Sciences and Department Head of Continuing Care, for suitability to enter the program in August 2015.

Prior to registration, students must meet the admission requirements for the program including a Criminal Record Check through the Ministry of Justice.

See <http://www.vcc.ca/programscourses/program-areas/health-sciences/health-care-assistant/#admissionReqs>

Program tuition will be paid by VSB to VCC prior to August 31st as per the fee schedule for the HCA program. Students will be responsible for all program fees outlined on the program website, including costs of textbooks, uniforms and supplies.

See <http://www.vcc.ca/programscourses/program-areas/health-sciences/health-care-assistant-home-supportrca/#fees>

Once registered, students will have all rights and privileges extended to all VCC students, including student support from Counselling, Disability Services, the Learning Centre, etc. Students will belong to the Student Union of VCC (SUVCC) and will be able to attain student support from the SUVCC, as well as participate in all SUVCC events.

Students will participate in the Health Care Assistant program at the Broadway campus in a class with other registered students and will receive the same quality of programming as all other HCA students. Classes are generally held from 8:00 a.m. - 3:00 p.m., Monday - Friday. Clinical practicum hours are 7:00 a.m. - 2:00 p.m. There is an evening shift in Clinical 3. Class times are subject to change. Practicum placements will be at various locations in the Lower Mainland of BC. Students will be responsible for their own transportation to and from VCC and to and from practicum placement sites.

VCC will count these students as full time equivalents (FTE) in the HCA program.

Student academic records will be the property of VCC. VSB will provide a signed "Consent for Release of Information" form (attached to the Memorandum of Understanding) for each student signed by the student and their parent/guardian. Upon receipt of this form, VSB will have all rights to student information while the students are participating in dual credit programming.

The VCC Health Care Assistant program belongs to VCC and cannot be copied, reproduced, or used by VSB for any purpose other than for the delivering of the program to registered dual credit students.

4. COURSE, CREDENTIAL AND CREDIT REQUIREMENTS:

Upon successful completion of the HCA program, students will receive a VCC Health Care Assistant Certificate and an official transcript specifying all grades achieved.

Graduates will be invited to participate in a convocation ceremony along with their classmates.

Graduates will become VCC Alumni.

5. QUALITY ASSURANCE AND EVALUATION:

Vancouver Community College delivers a provincially developed and recognized HCA program. The curriculum has been approved by the VCC Education Council and the VCC Board of Governors.

All policies and procedures of VCC will be adhered to in the delivery of this program. Students must achieve the standard expected of all students as described in the Program Content Guide and in Course Outlines. Requirements for progression from one term to the next are outlined in the student information package handed out in the first week of class.

Students will have access to the Arbiter of Student Issues to discuss any academic or behavioural concerns. Students will be entitled to appeal any failing or unsatisfactory grades as per the Final Grade Appeal policy and should seek advice and support from the Arbiter of Student Issues and/or the SUVCC student advocate if wishing to submit an appeal.

Any student behavioural concerns will be addressed as per the “Student Code of Conduct” policy.

To be eligible to work as a HCA in any publicly-funded health care setting in BC, applicants must be registered with the BC Care Aide & Community Health Worker Registry. The VCC Health Care Assistant program is evaluated and approved by the BC Care Aide and Community Health Worker Registry. Graduates will receive a Registry Number upon successful completion of the VCC Health Care Assistant program, indicating that they have graduated from an approved program.

6. ACADEMIC SCHEDULE:

VSU students selected to enter the HCA program must apply to the program and be eligible for registration at least 3 months prior to the program start date of August 31, 2015, thus May 31, 2015. The program schedule runs August 31, 2015, to March 25, 2016.

7. AGREEMENT TIMEFRAMES:

This agreement will commence January 2, 2015, and will continue for a period of 28 months until June 30, 2016, unless terminated early in accordance with Section 8. The parties shall review this Agreement from time to time and revise if necessary by mutual agreement. The parties may agree, in writing, to renew this Agreement for further periods of one or more years.

In the event of this agreement needing to terminate before the program completion date, students in process will be provided the opportunity to complete the academic year unless they have behavioural issues or are deemed to be unsafe in practicum settings.

8. CONFLICT RESOLUTION:

All efforts will be made to ensure a smooth entry and program delivery for students. If conflicts arise, both parties will work toward positive resolution with mutual respect for each other. If the parties are unable to come to resolution at the senior administration level, the parties will agree to a mutual mediator or arbitrator to assist in resolving the conflict. Students will continue in the program during such mediation/arbitration as per Section 7 above.

9. INSURANCE:

VCC and VSB acknowledge that they each shall be responsible for maintaining comprehensive general liability insurance, inclusive of educator's liability coverage for the purposes of this Agreement and both VCC and VSB shall provide evidence of coverage each to the other upon the request of the other party. Both VCC and VSB shall be at liberty from time to time to request that either party provide such additional coverage upon such terms and in such amounts as may appear necessary or prudent at such time whereupon both parties will provide same.

10. INDEMNIFICATION:

VSB agrees to indemnify and save harmless VCC, its Board of Governors, employees, agents or contractors from any and all damages for bodily injury (including death), personal injury and/or property damage to which VCC, its Board of Governors, employees, agents and contractors or students may become subject or liable for as a result of the negligent acts, omissions, default, conduct or neglect of VSB, its Board of Governors, employees, agents, contractors or students, unless the negligent acts, omissions, default, conduct or neglect is occasioned by the specific direction of VCC, its Board of Governors, employees, agents, contractors or students.

VCC agrees to indemnify and save harmless VSB, its Board of Governors, employees, agents, contractors or students from any and all damages for bodily injury (including death), personal injury, and/or property damage to which VSB, its Board of Governors, employees, agents, contractors or students may become subject or liable for as a result of the negligent acts, omissions, default, conduct or neglect of VCC, its Board of Governors, employees, agents, contractors or students, unless the negligent acts, omissions, default, conduct or neglect is occasioned by the specific direction of VSB, its Board of Governors, employees, agents, contractors or students.

11. CONTACT INFORMATION:

Operational contacts are as follows:

For Vancouver School Board:

Karen Larsen
 Career Education Coordinator
 604 713 5060 (office) 604 753 8924 (cell)
kmlarsen@vsb.bc.ca

For Vancouver Community College:

Debbie Sargent
 Dean, School of Health Sciences
 604 871-7000 Ext. 5028 (office) 778-877-3407 (cell)
dsargent@vcc.ca

12. SIGNATURES AND APPROVAL

The Board of Education School District No. 39 Vancouver

Superintendent

Date

Vancouver Community College

President or Delegate

Date



DECISION NOTE

PREPARED FOR: The Board of Governors

DATE: June 29, 2015

ISSUE: Campus Resource Fee

BACKGROUND:

The financial environment for post-secondary education has been changing over last few years and is increasingly more challenging. VCC has been able to avoid charging any fees to recover the cost of various campus services and resources such as the acquisition of classroom technology, equipment usage, building maintenance, archiving, student services, learning resources and others. These investments are required to allow VCC to provide a safe and secure learning environment for the college community, to ensure compliance with a variety of regulatory standards, to facilitate operational efficiency and effectiveness, and, to improve student satisfaction and outcomes.

It is becoming more difficult to continue to provide and improve resources and services to students without recovering the cost of these service expenses. Since 2011/12 total government funding to VCC has declined. Over this 5 year period government grant funding has been reduced by 26.63%.

(in \$ millions)	2011/12	2012/13	2013/14	2014/15	2015/16
Total government funding/grants	73.6	73.7	67	61.2	54
Percentage reduction since 2011/12	26.63%				

In addition to the pressure created from declining government operating grants, annual capital funding was reduced from \$1.8 million annually to \$580k annually in 2008/09 forcing VCC to fund the increasing cost of facility maintenance and upgrades (due to aging facilities), technology and equipment replacement and upgrades from the operating budget. A more recent change in government policy requires post secondary institutions to contribute to the cost of the capital projects when requesting project funding from Ministry restricted capital funds. The government requires the institution to contribute a minimum of 10% of the project cost, however, the higher the institution's contribution, the more likely it is to receive government funding.

The College Initiative Fee (CIF) is currently allocated to certain classroom capital projects; however, the entire CIF will be allocated to the new building fund starting from the 16/17 fiscal year to support the renovation of the downtown campus.

As a result of the loss of ESL funding, declining grant revenue and other financial pressures, VCC had a deficit of \$5.4M in 2014/15. For the 2015/16 year, VCC has implemented a number of cost savings initiatives in an effort to streamline its operations and deliver services and programs more efficiently. The proposed campus resource fee will help VCC balance its budget for 2015/16 and will help put VCC on the path to financial sustainability.

VCC has reviewed the fees charged by other post-secondary colleges in BC in order to establish benchmarks for VCC's new fees. Based on this and the current fees charged to students at VCC it was determined that there is room to introduce a new campus resource fee starting from September 2015. The Adult Upgrading Grant will cover the new campus resource fee for eligible students enrolled in ABE and ESL programs.

DISCUSSION:

VCC is proposing a new campus resource fee to cover campus resources provided to students such as classroom technology, archiving service, teaching equipment usage and replacement, and learning resources and others. This fee will replace the Document Fee and the Technology and equipment fee reviewed by the Tuition Fees Advisory Committee last week.

The new campus resource fee is based on the following principle: students whose programs experience significant increases in tuition will not be subject to the same rate of fee increase as students enrolled in other programs.

Based on this, two different tiers of fees would be rolled-out. The lower service fee would apply to programs with newly changed tuition fees structures, and, the higher service fee would apply to programs which experienced a two-percent traditional tuition increase. The proposed tiers for the new campus resource fee is two-percent of the tuition amount for the programs with new tuition rates (eg. Hospitality Management), and, four-percent of the tuition amount for the programs which experienced a two-percent tuition increase. Examples of specific programs are:

	Programs	Tuition per student	Proposed fee per student	% of Tuition
Category 1	4601 - OFFICE AND LEGAL ADMINISTRATION	1,768.41	\$71	4%
	4612 - ADMINISTRATIVE ASSISTANT	2,863.14	\$115	4%
	4604 - BC CAMPUS - OFFICE & LEGAL ADMIN	3,663.14	\$147	4%
	5405 - CULINARY ARTS-PROF COOKING 2	1,347.36	\$54	4%
	5202 - HAIR DESIGN	6,687.51	\$268	4%
	5017 - ACCESS TO PRACTICAL NURSING	11,473.44	\$459	4%
Category 2	5701 - HOSPITALITY MANAGEMENT	4,110.00	\$82	2%
	2023 - UT COMPUTING SCIENCE AND SOFTWARE	5,418.30	\$108	2%
	5101 - DENTAL HYGIENE	8,560.00	\$171	2%

- *category 1 - programs with a 2% tuition increase
- *category 2 - programs with new tuition rates
- *The proposed fee is applied to the study duration

Below is a comparison of the fees charged to students in Arts & Science Programs at three different colleges in the Lower Mainland. The overall cost at VCC is much lower thereby providing VCC room to charge the proposed campus resource fee.

	VCC UT Transfer - Arts	Langara Arts & Science Diploma	Douglas Liberal Arts
Tuition	1263	1377.75	1465.5
Student Society / union fee	25.9	72.76	107.3
Registration			34
Medical & Dental	97.95	81.47	86.67
UPass	152	152	152
Legacy Fund		35.05	
College Initiative Fee	36.3		
Total	1575.15	1719.03	1845.47
Campus Resource Fee	50.52		
Total	1625.67	1719.03	1845.47

*based on 15 credits for 4 months duration

Total for 1 year	4725.45	5157.08	5536.4
Campus Resource Fee	151.56		
Total for 1 year	4877.01	5157.08	5536.4

Moreover, BCIT charges 2 - 12% of its tuition as "other fees" to cover various student support services and resources. BCIT's other fees include Learning Resources, ID card, Student Services, Building, and Capital Levy. (Please see Appendix A)

SUMMARY:

The proposed campus resource fee will generate revenue and provide greater financial sustainability for VCC. The concept of a college-wide fee is already widely used by post-secondary colleges in British Columbia.

RECOMMENDATION:

THAT the Board of Governors approves a Category 1 campus resource fee of 4% of tuition fees for all existing programs except those in Category 2.

THAT the Board of Governors approve a Category 2 Campus Resource Fee of 2% for those courses and programs that have had substantially revised curriculum and higher base tuition fees in the past two years.

ATTACHMENTS: Appendix A – List of Fees in BC Post-Secondary Institutions

PREPARED BY: Irene Young, VP Administration and CFO
Jamie Choi, Director, Financial Services

DATE: June 29, 2015

Appendix A**Post Secondary Institution Fees - 2015/16**

PSI	Fees charges (current)	Amount	Applicability	Frequency
Capilano	Term enrollment	\$26.5 per student	all students	per term
	Material Fees	\$37.88	applicable programs / classes only	one time
	Lock Rental (optional)	\$5-\$40	applicable programs only	optional
	Field Trip Fee	\$27.06-\$432.97	applicable programs only	one time
	Other Fees: Lab access card, font reserve Fee, network service Fee, digital technology Fee, equipment \$ tech Fee	\$21.23-\$375	applicable programs / classes only	one time
Langara	Capital Building Legacy Fund	\$35.05	all students	per term
Kwantlen	Library, Technology and Student Life	\$281.00	all domestic students	8 months and 30 credit courses
		\$900.00	all international students	9 months and 30 credit courses
UFV	Re-Application Fee	\$20.00	all additional and subsequent applications	per re-application
BCIT	Other Fees includes Learning Resource, ID card, Student Services, Building, Capital Levy	\$19.84-\$1,502.2 (2% - 12% of tuition)	all students	per program duration
Douglas	Student activity Fees includes Student Athletic, Performing Arts, Building Maintenance & Improvement, Club, Alumni, Other press	\$45.60	all students	per semester
	Reapplication Fee	\$30.00	all reapplying students	per re-application
	Registration & Service Fee	\$34.00	all students	per semester
	Math Lab Fee	\$95.80	each math course (except MATH1110 & MAT1191)	per course
	Music Tehnology Program Lab Fee	\$457.00	Music Tehnology Program	per semester
	Animal Health Technology Lab Fee	\$457.00	Animal Health Program	per semester
Okanagan	College Ancillary Fees	\$236.9 - \$1,028.33 (4% - 18% of tuition)	all students	per program duration



INFORMATION NOTE

PREPARED FOR: Board of Governors
DATE: June 29, 2015
TOPIC: Auditor General – IT Audit summary (from October 2014)

BACKGROUND:

- BC's Auditor General conducts an annual self-assessment IT audit using the COBIT 4.1 framework of questioning to assess maturity of IT departments for colleges and Universities across BC.
- VCC's self-assessment audit was submitted in September of 2014.
- An onsite visit to assess audit submissions and gather supporting documentation was conducted by the Auditor General in October 2014.
- The summary report from the Auditor General's office received in March 2015 did not include several critical pieces of information submitted to the Auditor General for evaluation and assessment. VCC resubmitted these documents
- VCC-IT received notification of our final results on June 5th, 2015.

DISCUSSION:

Overall VCC-IT is above the BC college average in all 9 key categories utilized for assessment. With changes made to our IT infrastructure and service model, VCC-IT was able to maintain or improve upon 2013 maturity scores. 1 key area that has become more critical is cyber-security (section 3.6 – Ensure Systems Security). Additional information regarding this topic is provided below under next steps.

The table below is a summary of the scores for each section of the audit.

Audit Section	VCC 2013-14	VCC 2014-15	BC College Average
3.1 – Assess & Manage IT risks	2.5	3.0	2.4
3.2 – Manage Changes	3.0	3.5	2.6
3.3 – Install & accredit solutions & changes	2.0	3.0	2.1
3.4 – Manage 3 rd party services	3.5	3.8	2.9
3.5 – Ensure continuous service (CP/DR)	3.0	3.5	2.5
3.6 – Ensure systems security	3.0	2.5	2.1
3.7 – Manage the physical environment	3.0	3.0	2.9
3.8 – Manage operations	3.5	3.5	3.2
3.9 – Monitor & evaluate IT performance	2.5	3.0	2.2

NEXT STEPS:

VCC-IT will continue to take a student centric approach to decision making with strategies & tactics fully aligned to college priorities.

VCC-IT department strategies & plans are updated annually in June/July and will include tactics for continuous improvement in all key areas of the audit. Typically these plans include an updated 1, 3 & 5 year outlook for key projects, programs and process improvement activities.

For Cyber Security:

- VCC's physical environment is well protected, however changes in expectations for cyber-security and their reporting structure led to a lower audit score for VCC.
- VCC-IT has prepared a proposal to restructure IT to change the cyber security reporting portfolio (as per the Auditor General's recommendations) and to have key resources report directly to the CIO office. This will allow for improved alignment to business processes and college priorities to protect data and digital assets at VCC. This proposal is to be reviewed and discussed with the leadership team.
- VCC-IT also partners with key strategic vendors who provide risk mitigation and response assistance. Our agreements also include ongoing training from our key partners for VCC-IT staff to keep abreast of cyber security threats and methods to prevent, respond and mitigate potential issues.
- VCC-IT will also be working towards developing educational materials over the coming months to launch a cyber-security prevention campaign later this year for VCC-Students, Faculty, Support Staff and Administrators.

PREPARED BY: Jag Madan, Chief Information Officer

DATE: June 10, 2015



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: June 29, 2015

TOPIC: Enhanced Internet Connectivity & Bandwidth - Dark Fibre
(High Speed Optical Fibre)

BACKGROUND:

- In the 2013/14 fiscal year, VCC's connectivity to the internet was limited, with regular bandwidth issues when used by students, faculty, support staff and administrators
- Current and future needs for students and faculty to use e-learning as an option were limited and at times caused the system to crash
 - Example: (When 5 simultaneous Moodle sessions were running in the same department that required video, the system would jitter, freeze or crash regularly)
- VCC's network was limited in its capacity, was unreliable, did not have redundancy and was not scalable, flexible or cost effective
- VCC was also unable to develop a long term strategy for disaster recovery or utilize other shared services solutions that could benefit students and faculty
- VCC had a small window to obtain funding from CANARIE which would off-set approximately 30% of the cost to obtain Dark Fibre through BCNET (Higher Shared Services Provider)

DISCUSSION:

The Finance and Audit Committee of the Board approved Dark Fibre connectivity for the College in June 2014. Dark fibre connectivity went live on June 14, 2015 at 6:00 pm. IT teams from VCC and BCNET collaborated extensively to achieve this historic milestone for the College. The work performed contributes directly to student learning outcomes and the ability to collaborate, communicate and share lessons learned more effectively. As we continue to embark on enhancing learning through the use of technology, VCC-IT will be able to continue delivering digital solutions that will benefit student-centric learning outcomes for the long term.

Annacis Island campus now connected to High Speed Dark Fibre through BCNET

Work was completed 6 weeks ahead of schedule and on budget.

Example of benefits already realized by VCC:

- Improved network speed, reliability, scalability, flexibility and security
- Improved student-centered learning allowing students and faculty to master digital content with no restrictions on bandwidth
- Improved access and use of learning management systems while enhancing collaboration and communication
- Improved video based learning and the ability to implement blended or flipped classrooms with ease
- Improved access and utilization of technology resources in labs and classrooms

Current Faculty and VCC-IT Examples:

- VCC-IT regularly updates our databases with security patches. These security patches usually take between 4-8 hours to complete and are often actioned to take place on a Saturday evening to run overnight. With the Dark Fibre in place, we ran the latest Oracle Security patch which took only 11 minutes to complete.
- The Automotive area was severely limited in its' ability to use video and mobile devices in multiple locations due to network and system limitations. Once the Dark Fibre was completed, the automotive area has not encountered any limitations with video based learning or using mobile devices as a teaching tool.

NEXT STEPS:

- VCC-IT along with our academic departments can now start planning the next phase of implementing technology solutions that enhance collaboration, communication, and; learning outcomes; using video, MOOCS, e-learning, mobile devices, cloud computing, etc.
- VCC-IT will continue to assess options to enhance our network capabilities that support college priorities and enhance the student experience at VCC.

SUMMARY:

The investment on obtaining Dark Fibre was very proactive and wise. We would like to thank the VCC Board of Governors, Finance & Audit Committee and Leadership teams for their support.

PREPARED BY: Jag Madan, Chief Information Officer

DATE: June 10, 2015