



**VANCOUVER COMMUNITY COLLEGE**  
**BOARD OF GOVERNORS PUBLIC MEETING AGENDA**  
**Wednesday, April 29, 2015, 6:00 p.m., Room 420, VCC, 250 West Pender St.**

**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

**Staff Resources and Guests:** Irene Young, Linda Sanderson, Judith McGillivray, Karen Wilson, Janette King, Chris Joyce, Karen Shortt, 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: February 25, 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	11
6	<b>EDUCATION COUNCIL UPDATE</b> <ul style="list-style-type: none"> <li>• EdCo Chair Report</li> <li>• D.3.6. Admissions Policy and Procedures</li> <li>• Flexible Admissions Policy and Procedures</li> <li>• D.3.1 Admissions Appeal Policy Procedures</li>   <li>• Automotive Collision &amp; Refinishing Diploma</li> </ul>	15 min	Todd Rowlatt	IN – EdCo Chair Report DN – Approval of D.3.6 Admissions Policy and Procedures and New Flexible Admission; and Recession of D.3.1 Admissions Appeal Policy  DN- Approval of Automotive Collision & Refinishing Diploma	Information Decision  Decision	13 15  31
7	Finance and Audit Committee Report	15 min	Ted McGurk	Verbal	Information	--
8	2015/16 Enrolment Plan	10 min	Peter Nunoda	Verbal	Information	--
9	<b>TUITION FEE APPROVALS</b> <ul style="list-style-type: none"> <li>• Automotive Collision &amp; Refinishing Diploma</li> <li>• Freezing International Tuition Fees</li> </ul>	10 min 10 min	Irene Young	DN –Automotive Collision & Refinishing Diploma DN – Freezing International Tuition Fees (to follow)	Decision Decision	38 ♦



Item	Topic	Time	Speaker	Pre-reading materials	Action	Page
10	<b>OTHER ITEMS</b> <ul style="list-style-type: none"> <li>Reconfigured Education Plan 2013-2016</li> <li>Educational Memorandums of Understanding</li> </ul>	10 min 5 min	Judith McGillivray	IN - Reconfigured Education Plan 2013-2016 IN – Educational Memorandums of Understanding	Information Information	41 53
11	<b>CONSTITUENCY GROUP UPDATES</b> <ul style="list-style-type: none"> <li>SUVCC</li> <li>CUPE</li> <li>VCCFA</li> </ul>	5 min each	Janette King / Chris Joyce/ Karen Shortt	Verbal	Information	--
12	Next meeting date: May 27, 2015	--	--	--	--	--
13	Termination	Meeting duration: approximately 1.5 hours				

**MINUTES OF THE PUBLIC MEETING OF THE BOARD OF GOVERNORS  
OF VANCOUVER COMMUNITY COLLEGE  
HELD ON FEBRUARY 25, 2015 AT THE DOWNTOWN CAMPUS**

**Committee Members:** Eugene Hodgson (Chair), Ted McGurk, Pam Ryan, Rick Stokes, Erin Klis, Tanis Sawkins, Jennifer Haggerty, Jim Storie  
**Ex-Officio:** Peter Nunoda, Todd Rowlett  
**Staff Resources/Guests:** Irene Young, Linda Sanderson, Karen Wilson, Angela Blake, Karen Shortt, Chris Joyce, Tiffany Kalanj  
**Regrets:** Claire Marshall, Chloe Choi, Sumit Ahuja

The meeting was called to order at 6:13 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 December 3, 2014 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 December 3, 2014 are approved.

**CHAIR REMARKS**

Mr. Hodgson briefly welcomed attendees and described recent meetings with government representatives regarding matters concerning the College.

**PRESIDENT REPORT**

Dr. Nunoda provided an update on his recent activities, noting that he has had a number of strategic planning meetings with the Province recently. He also briefly described activities related to VCC's 50<sup>th</sup> anniversary.

**TUITION FEES FOR ADULT BASIC EDUCATION (ABE)**

Karen Shortt introduced a discussion regarding the implementation of tuition fees for Adult Basic Education (ABE). She thanked the Board for the opportunity to speak and proposed a motion prepared by the Faculty Association for consideration by the Board, which read as follows:

- 2 -

“Because on December 4, 2014 the Provincial government announced re-instatement of tuition fees for adult basic literacy and English as a Second Language Programs to be effective April 1, 2015;

And because there was no consultation with educators on this critical issue and the reversal of a decades-old adult basic education tuition-free policy;

And because the only reason given by the Government for implementing tuition for adult basic education and English as a Second Language Programs was financial;

And because the Provincial government posted a projected budget surplus of \$879M for the upcoming fiscal;

And because charging tuition for adult basic literacy programs and English as a Second Language Programs creates yet another significant barrier for the under-privileged and working poor in our society;

And because access to and the terms of the Adult Upgrading Grant put forth by the Government as the solution to these barriers is not enough and actually creates further barriers to accessible basic education;

And because almost half of Canadian adults do not have the literacy levels required to function in today’s modern knowledge-based society;

And because Adult Basic Education is a basic right and an educated, literate population benefits all of society;

The Faculty Association of Vancouver Community College requests that the VCC Board of Governors:

1. Publically reject the Government’s re-instatement of tuition for adult basic literacy and English as a Second Language Programs and continue to offer these programs on a tuition-free basis;

**In the alternative:**

2. Publically declare in multiple media venues that no student will be turned away from taking any adult basic literacy and English as a Second Language Program at Vancouver Community College because of their inability to pay tuition;
3. Instruct the College to provide additional support to faculty and students in order to navigate the paperwork and bureaucracy created by applying for the Adult Upgrading Grant;
4. Strongly and publically advocate to the Provincial government to abandon its re-instatement of tuition fees policy for adult basic literacy and English as a Second Language Programs.”

Ms. Shortt raised particular concerns with respect to the 157 week time limit being imposed for funding availability; the need to provide a tax assessment in order to access funding; and the very low qualifying income threshold of \$23,000 for financial aid. The following individuals then spoke in support of the Faculty Association's proposed motion and described impacts of the funding and program cuts: Taryn Thompson; Gisele Diraney; John Shayler; Kathy O'Donnell; Sean Welch; Lobsang Gonang; and Lynn Horvat.

Dr. Nunoda advised that the College is asking all students to apply for the ABE grants so that VCC can determine the metrics of the program and the actual levels of eligibility, and can communicate the level of need to the Province.

Mr. Hodgson thanked the speakers for their participation and stated that the Board would consider the Faculty Association's recommendations and take the proposed motion under advisement. He noted that he and other representatives of the College speak frequently with the Province about funding cuts and will continue to do so.

### **EDUCATION COUNCIL REPORT**

#### *New Qualifications for Continuing Studies Instructor Policy and Procedures*

Mr. Rowlatt referred to the decision note regarding the approval of a new policy and procedures with respect to qualifications for Continuing Studies instructors. He noted that the Board approved qualifications for faculty members at the June 2014 Board meeting; however Continuing Studies instructors were exempt from that policy. Mr. Rowlatt and Ms. Sanderson then responded to questions from the Board with respect to potential HR implications of implementing the new policy and procedures.

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

RESOLVED THAT, the Board of Governors approves and adopts the *Qualifications for Continuing Studies Instructors Policy*, and the *Qualifications for Continuing Studies Instructors Procedure*, each in the form presented at the meeting.

#### *International Students on Study Permits*

Mr. Rowlatt referred to the decision note regarding the approval of revisions to Policy C.2.1. and Procedure C.2.1. with respect to international students on study permits. He noted that the amendments define who can qualify as an international student and establish how seats are reserved for international students, while acknowledging that the College is occasionally prevented from accepting international students in certain programs. Mr. Rowlatt then responded to questions from the Board.

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

RESOLVED THAT, the Board of Governors approves and adopts amendments to Policy C.2.1 and Procedure C.2.1, *International Students on Study Permits*, each in the amended form presented at the meeting.

### *New Academic Schedule*

Mr. Rowlatt referred to the decision note included in the meeting materials with respect to the proposed adoption of a new policy and procedures related to the setting of the College's academic schedule. He advised that this will fill a current policy gap at VCC and will give students the ability to better plan their education. Under the terms of the proposed new policy, the academic schedule will reflect an entire instructional year and will be published 18 months prior to the commencement of the applicable academic year.

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

RESOLVED THAT the Board of Governors approves and adopts the *Academic Schedule* Policy, and the *Academic Schedule* Procedures, each in the form presented at the meeting.

### *EdCo Annual Report*

Mr. Rowlatt advised that the meeting materials also contained the EdCo annual report. There were no questions from the Board with respect to the report.

### **FINANCE AND AUDIT COMMITTEE REPORT**

Mr. McGurk advised that the third quarter report was discussed extensively at the Finance and Audit Committee meeting and the in camera session earlier that evening. As per the report, ESL has caused expected revenue pressures and increased certain expenses. He noted that in the current fiscal environment the College has to be very cautious of how revenues and expenses are trending and focus on improving those numbers.

### **HUMAN RESOURCES COMMITTEE REPORT**

Ms. Sanderson discussed certain items addressed at the Human Resources Committee meeting held on February 18, 2015. She noted that the primary focus of the meeting was the third quarter HR report. She noted that days lost to sickness were up over the last year and the prior quarter. This is believed to be connected to the ESL layoffs. The College continues to implement processes to reduce costs due to employee absences. She also summarized new positions that have been filled recently at the College and the activities that have taken place with respect to respectful workplace matters. She summarized the status of the bargaining sessions with the Faculty Association and noted that the College has not yet begun bargaining with CUPE. Costs of claims for injuries continue to decline and the number of workplace injuries is also down.

The Board was then asked to consider a motion with respect to the adoption of amendments to Policy A.3.6 – *Standards of Employee Conduct and Conflict of Interest*, which was discussed at the in camera meeting that evening but had not been voted on due to time constraints.

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

RESOLVED THAT, at the recommendation of VCC's Finance and Audit Committee, the Board of Governors approves and adopts amendments to: (i) Policy A.3.6 *Standards of Employee Conduct and Conflict of Interest*, and (ii) Procedure A.3.6 *Standards of Employee Conduct and Conflict of Interest*, each in the amended form presented at the meeting, which include the addition of post-employment terms

for senior executives at Vancouver Community College in compliance with the requirements of the Public Sector Employer's Council.

Mr. Hodgson and Dr. Nunoda then briefly welcomed Ms. Wilson to the senior team as Acting Director of Communications.

### **UPDATE ON VCC PROPERTY**

Ms. Young summarized information regarding the proposed revitalization of the Downtown Campus. She noted that a PAC is being formed to consider possible events to coincide with VCC's 50<sup>th</sup> anniversary and the leadership team is working on building a long term capital plan. Ms. Young then responded to questions from the Board regarding past efforts at revitalization. She noted that in the past some consultations were undertaken with stakeholder groups but the process was put on hold due to significant turnover at the senior leadership level and issues with respect to ESL. They are now refocussing their efforts under the new leadership team, with Mr. Hodgson overseeing the process. The Board requested that the working group prepare measurable KPIs for objectives and milestone dates. Mr. Hodgson requested that Mr. Stokes and Mr. Storie join other community stakeholders on the PAC.

### **TUITION FEE APPROVALS**

#### *Hospitality Management Degree and Diploma*

Ms. Young summarized the decision note contained in the meeting materials with respect to proposed tuition fees for the Hospitality Management degree and diploma programs. She discussed the bursaries and tuition waivers the College is proposing to make available, as further described in the decision notes. Discussion ensued with respect to the proposed fees and tuition waivers. Various members of the Board voiced support for the waiver program, noting that it allows VCC to balance the financial wellbeing of the College versus the interests and demand of students.

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

RESOLVED THAT, at the recommendation of VCC's Finance and Audit Committee, the Board of Governors approves the implementation of:

1. tuition fees of \$190 per credit, equal to tuition of \$11,400 per student, for the Hospitality Management Degree Program; and
2. a one year tuition waiver for the 2015/16 academic year for all students entering the Hospitality Management Degree Program during that period that are not eligible for an industry scholarship, to reduce the actual tuition rate for the 2015/16 academic year for such students to \$160 per credit, equal to tuition of \$9,600 per student.

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

RESOLVED THAT, at the recommendation of VCC's Finance and Audit Committee, the Board of Governors approves the implementation of:

1. tuition fees of \$137 per credit, equal to tuition of \$8,220 per student, for the Hospitality Management Diploma Program; and
2. a one year tuition waiver for the 2015/16 academic year for all students entering the Hospitality Management Diploma Program during that period that are not eligible for an industry scholarship, to reduce the actual tuition rate for the 2015/16 academic year for such students to \$125 per credit, equal to tuition of \$7,500 per student.

#### *Dental Hygiene Diploma*

Ms. Young summarized the decision note contained in the meeting materials with respect to proposed tuition fees for the Dental Hygiene diploma program. She noted that the program has been offered by VCC for many years but is very expensive to deliver. She summarized revisions made to the program a few years ago, as further described in the decision note, which make it possible for VCC to increase the fees by an amount greater than the standard 2% increase. She advised that management recommended that the Board approve tuition fees of \$21,784 (\$272.30 per billing hour), being Option 3 in the applicable decision note.

Mr. McGurk advised that the Finance and Audit Committee carefully considered how much of a subsidy should be given to this program. He noted that the suggested fees would reduce the College's deficit by \$300,000, which can benefit other programs and other students at the College, even though the program will still need to be subsidized. Discussion ensued with respect to whether VCC should be offering programs that are not financially self-sufficient, given its current financial situation.

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

RESOLVED THAT, at the recommendation of VCC's Finance and Audit Committee, the Board of Governors approves the implementation of tuition fees of \$21,784 (\$272.30 per billing hour) for the Dental Hygiene Diploma Program.

#### *Domestic Tuition*

Ms. Young referred to the decision note contained in the meeting materials with respect to a proposed increase in domestic tuition fees for the 2015/16 year. She noted that the increase being requested is the maximum permitted under the Province's tuition guidelines. Mr. McGurk noted that although 2% is a small amount, it is actually significant to the College over time and is very important to VCC's financial viability.

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

RESOLVED THAT, at the recommendation of VCC's Finance and Audit Committee, the Board of Governors approves a 2% increase in domestic tuition, college initiative fee and application fee, effective as of August 1, 2015.



### *Speech & Hearing Support Personnel Diploma*

Ms. Young described the background with respect to the proposed implementation of a Speech and Hearing Support Personnel diploma program, as further described in the decision note contained in the meeting materials. She noted that no government subsidies are available at this time but they have asked the Province to consider and are hoping government support will be forthcoming. She stated that Board approval is being sought for tuition to initially be implemented on a full cost recovery basis, with the tuition to potentially be reduced if a government subsidy becomes available.

Mr. Hodgson read the motion and discussion ensued. Questions were raised with respect to implementing an option that will only allow the College to break even financially if all projected expectations are met, as there is no cushion in place if things do not go as planned, and with respect to employment opportunities for program graduates. Ms. Young and Debbie Sargent, Dean of Health Sciences, responded to questions from the Board in this regard. A question was raised as to whether a tuition waiver program could be implemented for this program, like for the Hospitality Management degree and diploma programs. Discussion ensued regarding the need to balance setting tuition high enough that the program will not require subsidy versus setting tuition so high that enrolment is adversely affected.

Mr. Hodgson proposed postponing a vote on the proposed motion until the Dean has been able to speak to the Province about potential funding, so the Board can make a decision regarding tuition fees with more information available. The Board agreed to defer the decision with respect to this matter to a future date.

### **CONSTITUENCY GROUP UPDATES**

#### *SUVCC*

Ms. Kalanj addressed the Board on behalf of the Student Union. She commented on ABE, advising that the Student Union believes every student should have access to ABE without facing financial barriers. She advised that they are participating in a campaign to fight the Province's plan to reduce this funding, and have collected almost 200 letters of support from students, which they will send to local MLAs. They are also helping students prepare tax assessments. She also advised that a coalition has been formed with Emily Carr and Douglas College to encourage students to vote yes with respect to the upcoming transit referendum. The Student Union has also launched a lunch and learn series regarding First Nations educational opportunities at VCC.

#### *CUPE*

Mr. Joyce thanked the Board for their work. He stated that CUPE shares many of the Board's concerns regarding the fiscal condition of the College. He made reference to the report on the budget planning process circulated by CUPE earlier in the week and asked the Board to address concerns expressed in that report. Mr. Hodgson acknowledged receipt of the report and advised that the Board would consider.

#### *VCCFA*

Karen Shortt spoke on behalf of the Faculty Association. She stated that they support the idea of waivers for programs. She encouraged more program development as it could provide an opportunity to avoid

the 2% tuition fee cap. She also commented on the proposed new Enrolment Plan, stating that the Faculty Association believes the provision of information by school rather than by program is too broad. She advised that they will be following this matter and the transparency that comes from this. She also expressed appreciation for the respectful workplace training that has been provided, noting that all feedback received has been positive.

Mr. Hodgson thanked the constituency group representatives for their comments.

#### **NEXT MEETING**

It was confirmed the next public Board meeting will be held on April 29, 2015 at 6:00 p.m.

#### **TERMINATION**

There being no further business, the meeting was terminated at 8:28 p.m.

---

Angela Blake  
Secretary to the Board



## INFORMATION NOTE

### VCC NEWS AND EVENTS

March – April 2015

#### VCC News & Events

- VCC hosted a Career Fair on April 23 with the Immigration Services Society of BC (ISSofBC), which provided an excellent opportunity for students, graduates and job seekers to connect to jobs and plan for dream careers. About 750 visitors spoke with College representatives about career programs offered at VCC, and connected face-to-face with dozens of Metro Vancouver companies.
- VCC Info Night, the College's largest recruitment event, took place on April 22 at the Broadway Campus. Approximately 1,000 potential students looking for a career or academic upgrading attended the tradeshow-like event that displays all of VCC's programs. Seminars on Studying in Canada, music and hospitality management, as well as tours of the kitchen, health area and automotive labs, were new additions this year. VCC's 50<sup>th</sup> anniversary was celebrated with a cake and giveaways. The event produced around 60 applications for base programs and several for Continuing Studies. The boost in registration traditionally lasts for several weeks.
- On April 15, top-performing students from across B.C. put their trades to the test at the 21st annual Skills Canada BC provincial competition. Competing in areas ranging from automotive collision repair to hairdressing to culinary arts, VCC students impressed the judges as well as the crowds at the Fraser Valley Trade and Exhibition Centre (TRADEX) in Abbotsford, claiming a total of nine medals—three gold, three silver and three bronze.
- VCC and the VCCFA reached a tentative agreement on April 9, 2015 under the Province's Economic Stability Mandate. This tentative agreement covers more than approximately 865 faculty members who deliver trades, health sciences, design, academic upgrading, university transfer, and ESL instruction at the College.
- VCC's President, along with deans and department heads, hosted a special School Counsellors' Day on March 24. More than 30 career counsellors and advisors from six school districts, including Burnaby, North Vancouver, Surrey, West Vancouver and Vancouver, learned about VCC programs and toured the Downtown Campus. Programs discussed included Culinary Arts, Baking, the Hair Salon and Spa, and Hospitality Management.
- VCC hosted the unveiling of the Vancouver Biennale's latest public art installation "let's heal the divide" by Vancouver artist Toni Latour on March 11. The site-specific neon work is hung on the façade of the VCC building at 250 West Pender Street. The location highlights the glaring economic disparity between neighborhoods and addresses the socio-economic, political and cultural points of disconnect.

- VCC hosted the Regional Skills competition for Automotive and Try-a-Trade Open House at the Broadway Campus on March 4. Approximately 750 high school students from 18 school districts, including Vancouver, North and West Vancouver, and Squamish, attended. VCC trades programs created interactive booths representing Asian Culinary Arts, Baking, Drafting, Hair Design, Skin and Body Therapy, Hospitality Management, Science/Engineering and Fashion Arts.
- Karin Jones, VCC alumna and jewellery art and design instructor, is showing her work in a new Royal Ontario Museum exhibition until November 1, 2015. Karin's contemporary art installation, *Worn: Shaping Black Feminine Identity*, is the first work in *Of Africa*, a three-year multiplatform project meant to pay homage to African themes and artists in Canada.
- VCC's Baking and Pastry Arts programs have been awarded a \$200,000 grant from the Natural Sciences and Engineering Research Council of Canada to conduct a two-year applied research project with BCIT in naturally leavened baking, with a goal to reducing the digestive sensitivities of wheat breads.

### VCC in the News

- The North Shore News profiled VCC graduate Christine Hambleton who worked as a paralegal at a law firm for several years, but always had an interest in fashion and sewing, so went back to school and completed the Fashion Arts program at VCC. She worked with local fashion designer Jason Matlo until last spring, before deciding to start her own business.
- VCC's Music program's 40-year anniversary received press coverage recently, including a story on the CBC. It gave the history of how Canadian French horn player Robert Creech founded the School of Music at VCC.
- Mia Stainsby from The Vancouver Sun featured Thai restaurant, Kin Kao, located on Commercial Drive and run by VCC graduate Tang Phoonchai and business partner, Terrence Feng, in a recent review.

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

**DATE:** April 23, 2015



## INFORMATION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** April 29, 2015

**ISSUE:** Report from Education Council

### Enrolment Plan

The 2015/16 Enrolment Plan was presented by Judith McGillivray, Vice President Academic (pro tem), at Education Council's April meeting. Three points were discussed:

- There is a significant increase in the target for international students – are there appropriate student support services available for these students? President Nunoda responded that the corresponding increase in international student fees would fund any increase needed in services.
- The downward trend in Continuing Studies enrolment over the past few years was discussed. President Nunoda and Interim Dean Michael Yue both spoke of the need for strategic reinvestment in new and revised programs to renew the area.
- Will the planned 89 percent utilization rate potentially impact provincial funding? President Nunoda does not believe there will be a correlation between funding and utilization.

Education Council recommends the Board of Governors approve the 2015/16 Enrolment Plan.

### Attendance Provision in the Education Council Bylaws:

At its April 2015 meeting, Education Council approved the addition of an attendance provision to the Bylaws. Section 9.1 was re-named "Voting Members" instead of "Elected Members", and the following clause was added: "The seat of any voting member who fails to attend three (3) regular meetings of Council within a year shall be declared vacant, unless excused by a resolution of the Council."

This change was initiated after the College's Elections Committee requested the addition of an attendance requirement. Over the last several years, similar concerns about members missing multiple meetings have been raised informally with both the current and past chairs. A review of bylaws of Education Councils at other institutions found no consistent practice, but many have similar clauses in their bylaws.

### **Ad Hoc Committee on Setting Educational Priorities:**

This ad hoc committee continues to discuss how Education Council can best fulfill its advisory role in relation to Article 23(1)(a) and (d) of the *College & Institute Act* with respect to the development of educational policy that correlates with the mission statement and the educational goals, objectives, strategies and priorities of the College, as well as priorities for implementation of new programs and courses leading to certificates, diplomas or degrees.

The Committee is reviewing a draft policy around this advisory role that can establish a meaningful process for Education Council to provide advice to the Board of Governors around educational priorities, and provide greater clarity on how the jurisdictions of the two governance bodies interact and overlap. The discussions have been productive.

### **Summary of Curriculum Approvals:**

Education Council and the Curriculum Committee approved the following curriculum between March and April 2015:

#### *Education Council:*

- Education Council approved changes to the First Year University Transfer Engineering Certificate.
- Education Council approved changes to course pre-requisites for Math 1020.
- Education Council approved three new non-credit courses for Practical Nursing and Access to Practical Nursing.

#### *Curriculum Committee:*

- Curriculum Committee approved the name change of ABE Provincial English to include English 12.
- Curriculum Committee approved changes to four chemistry courses – Chemistry 11 Part 1 (CHEM 0861), Chemistry 11 Part 2 (CHEM 0871), Chemistry 12 Part 1 (CHEM 0983), and Chemistry 12 Part 2 (CHEM 0993).

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

**DATE:** April 21, 2015



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** April 29, 2015

**ISSUE:** Approval of D.3.6 Admissions Policy and Procedures and New Flexible Admissions Policy and Procedures; and Rescission of D.3.1 Admissions Appeal Policy.

### BACKGROUND:

The Admissions Policy (D.3.6) was last revised in 2003 and has been under review by the Education Policy Committee for the last year. As part of that review, and in response to comments from the Province's Degree Quality Assessment Board (DQAB) regarding the Hospitality Management degree, a Flexible Admissions Policy has been developed to formalize the process for accepting students with non-traditional educational backgrounds. Both policies are grounded on the principles of a fair, transparent, and accessible admissions process.

Section 23(1)(m) of the *College & Institute Act* identifies policies on qualifications for admission as an area that Education Council must advise the Board of Governors on, and the Board must seek EdCo's advice in this regard.

### DISCUSSION:

Education Council reviewed the applicable policies and made recommendations at its April 14, 2015 meeting.

#### Revisions to D.3.6 Admissions Policy:

There are three major revisions proposed to the Admissions Policy.

1. Inclusion of a flexible admissions process. We have used this type of admissions process for years without having formal policy language guiding its use.
2. Adding admission review procedures that will replace D.3.1 Admissions Appeal Policy. Applicants will still have a way of challenging an admission decision but in a more streamlined manner.
3. Reduction of the age limit from 18 years to 16 years. The current policy already allows exceptions for students under the age of 18. Reducing the age limit to 16 years will better reflect the variety of students we teach as a college of access. Craig McGuigan, Director of Student

Services, and Judith McGillivray, Vice President Academic (pro tem), consulted with the Province’s office of risk management and no significant risk to the College was identified.

New Flexible Admissions Policy:

The proposed new Flexible Admissions Policy establishes a clear process for admitting students through flexible admissions, including the requirement to review assessment criteria and the creation of an adjudication committee. It establishes a more transparent process, and will significantly reduce the risk to the College of an applicant being improperly admitted or denied admission.

**RECOMMENDATION:**

That the Board approves: (i) the proposed amendments to D.3.6. Admissions Policy and Procedures, (ii) the adoption of the new Flexible Admissions Policy and Procedures, and (iii) the rescission of D.3.1 Admissions Appeal Policy.

**MOTIONS:**

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

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

THAT, on the advice of Education Council, the Board of Governors rescind the D.3.1 Admissions Appeal Policy.

- ATTACHMENTS:**
- D.3.6 Admissions Policy (*including proposed amendments*)
  - D.3.6 Admissions Procedures (*including proposed amendments*)
  - Draft of proposed new Flexible Admissions Policy
  - Draft of proposed new Flexible Admissions Procedures
  - D.3.1 Admissions Appeal Policy (*proposed to be rescinded*)

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

**DATE:** April 17, 2015





## POLICY

Policy No.	D.3.6
Title	<b>Admissions</b>
Approving Jurisdiction	Board of Governors
Policy Sponsor	Vice President Academic
Last Revised/Replaces	November 27, 2003 / D.3.1 Admissions Appeal Policy
Effective Date	** *
Signed by	

### CONTEXT AND PURPOSE

This Policy and related Procedures informs applicants of the principles, requirements and processes for admission to Vancouver Community College (VCC; the College) and to specific programs/courses. VCC will admit qualified applicants, both domestic and international, in a consistent, transparent and timely manner according to approved admission requirements of the College and/or program/course.

### SCOPE AND LIMITS

This Policy applies to all applicants and to all programs/courses offered by Vancouver Community College.

### STATEMENT OF POLICY PRINCIPLES

1. VCC provides equality of access to the College and its programs/courses regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, criminal record, marital status, family status or disability except where the College's operations are governed by legislation.
2. VCC is committed to an admissions process that is fair, transparent, accessible, and timely.
3. The College will establish program/course admission requirements that seek to optimize student access and success; requirements can be academic and non-academic in nature.
4. Admission requirements are approved by Education Council and the Board of Governors as per Section 23.1 of the College and Institute Act. Admission requirements for programs are listed in the Program Content Guide (PCG). Admission requirements for courses that are not part of a program are listed in the Course Outlines.
5. Canadian citizens, permanent residents, and others determined eligible by Citizenship and Immigration Canada to study in Canada are eligible to apply for admission.
6. The British Columbia Ministry of Advanced Education sets the overall institutional enrolment targets for Canadian citizens and permanent residents. Enrolment capacity above Ministry targets may be filled with international students.

7. The College admits students on a first-qualified, first-admitted basis whereby students must satisfy all admissions criteria to establish eligibility and are then offered places by date of eligibility. Exceptions are:
  - a. programs/courses that use selective admissions processes to rank order qualified applicants; and
  - b. returning students who apply to be readmitted (insert students) into a program at an advanced level.
8. To ensure that the College is not rejecting well qualified students because they have a non-traditional educational background, the College may use flexible assessment processes. To ensure consistency and fairness, standardized evaluation processes will be used to assess applicants' qualifications via a Flexible Assessment Committee.
9. The College has related policies that may affect enrolment decisions for student applicants who are Aboriginal, International and/or have a disability.
10. Applicants are responsible for providing all required documents for their programs/courses as outlined on the College's website.
11. The College will provide a review mechanism for applicants who are not satisfied with an admissions decision.

## **DEFINITIONS**

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

## **RELATED POLICIES & LEGISLATION**

### Legislation:

British Columbia Human Rights Code  
Canadian Immigration Act

### Policies:

A.3.1 Prevention of Harassment, Discrimination and Bullying  
C.1.1 Course/Program Grading Policy  
C.1.3 Granting of Credentials Policy  
C.2.1 International Education Enrolment Policy  
C.2.2 Eligibility for Domestic Fees  
D.3.8 Criminal Record Check Policy  
D.3.10 Aboriginal Education Enrolment Policy  
D.3.5 Prior Learning Assessment and Recognition Policy  
D.4.1 Students with Disabilities Policy  
D.4.2 Student Complaints about Instruction, Services and Employees  
NEW Flexible Admissions Policy

## **RELATED PROCEDURES**

Refer to Policy D.3.6 Admissions Procedures.



## PROCEDURES

Policy No.	D.3.6
Title	<b>Admissions</b>
Approving Jurisdiction	Board of Governors
Policy Sponsor	Vice President, Student Services
Last Revised/Replaces	November 27, 2003 / D.3.1 Admissions Appeal Policy
Effective Date	***
Signed by	

### DEFINITIONS

**Cohort Program:** A program of study in which students (cohort members) start a program together, collaboratively participate in the same courses and graduate together.

**Conditional Acceptance:** Acceptance offered before all program requirements are met. Conditions must be met prior to commencing study.

**Flexible Admissions:** The process of identifying, assessing and recognizing skills, knowledge, or competencies that have been acquired through work experience, non-credentialed training, independent study, volunteer activities, and hobbies. It is designed to allow applicants with a high probability of successful program completion to qualify for admission. To ensure consistency and fairness, standardized evaluation practices will be used to assess an applicant's qualifications (please see NEW Flexible Admissions Policy.)

**Prior Learning Assessment and Recognition (PLAR):** A process for applicants who wish to receive credit for one or more specific courses and are assessed in relation to the expected learning outcomes of a course and/or program (please see D.3.5 Prior Learning Assessment and Recognition Policy).

#### Insert Applicants:

- Former VCC students who have been previously accepted into a program and who had to leave the program for health, lack of progression or other reasons; or
- Students transferring with Prior Learning Assessment or transfer credit from another recognized institution.
- VCC students in non-cohort programs are not considered insert students when returning to their program of study. They must complete within the duration listed within the Program Content Guide.

**Laddering:** Using a previously earned credential to access a higher credential program.

**Official Transcript:** The record of a student's past academic history. Transcripts are considered official when they are in an envelope sealed by the sending institution. The only exceptions are official translations and transcripts from institutions where retrieval is not possible.

Program Content Guide (PCG): The official document that contains the general description of a program of study, including program name, program purpose, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program.

Registration Area: The following areas of the College are responsible for registering students into specific programs:

- Registrars' Office (RO)
- Continuing Studies (CS)
- International Education (IE)
- School of Instructor Education (SIE)

Selective Admissions: The right of the College to admit students:

- To a program or course based on a departmental assessment, in addition to the minimum entrance requirements; or
- To a program where additional admission requirements over and above the College's general admission requirements have been approved by the Education Council and the Board of Governors.

Admission to a program is determined through a review of applications by the department based on established criteria. Registration for selective admission programs can either be through open registration or limited enrolment (meaning there are a limited number of spaces or seats available in a program or course).

Standard Admissions: Admission to a program is performed on a first qualified, first accepted basis.

Transfer Credit: The granting of credit by one institution for equivalent courses completed at another institution that can be applied towards a credential. Transfer credits can either be assigned or unassigned.

- Assigned credits are granted in place of equivalent courses.
- Unassigned credits are applied towards a specific subject and/or level when no equivalent courses exist.

## PROCEDURES

### GENERAL COLLEGE ADMISSION REQUIREMENTS

1. To be admitted to the College, applicants must qualify as either domestic students or as international students.
  - a. Applicants who are in possession of valid documentation confirming their legal status as Canadian citizens, permanent residents or as allowed by the C.2.2 Eligibility for Domestic Fees policy will qualify as domestic students.
  - b. Applicants who are not domestic students who meet the guidelines established for international students studying in Canada by *Citizen and Immigration Canada* will qualify as international students.
2. At the time of enrolment, students must be at least 16 years of age. There is no upper age limit.

#### PROGRAM/COURSE ADMISSION REQUIREMENTS

3. Once applicants have met the general VCC admission requirements, they must then meet the admission requirements of the program/course as listed in the approved Program Content Guide or Course Outline.
4. Students who have been out of high school for more than four (4) years will be considered mature students and will not have to demonstrate high school graduation unless required by a program accrediting body. Mature students still need to submit proof of all other academic and non-academic admission requirements.
5. There are three (3) processes the College can use to admit students into its programs and courses:
  - a. Standard Admissions;
  - b. Selective Admissions; or
  - c. Flexible Admissions.

#### APPLYING FOR ADMISSIONS AT VCC

6. Applications to VCC programs and courses of study are made through an Application Form that is available on the College website or through the Registration Area.
7. Applicants are required to:
  - a. Submit all required documents as outlined on the College website including, but not limited to, official transcripts, original assessment results, proof of citizenship, or other non-academic requirements.
  - b. Pay an application fee, where required.
  - c. The minimum penalty for submitting fraudulent application related documents is a one year restriction from any VCC program and courses.
8. For students laddering into higher level programs without a break in their studies, a new application is not required.
9. Applicants will be permitted to transfer their application from one program/course to another program/course within one (1) year of applying.
10. In programs where demand exceeds capacity applicants are waitlisted in order of their qualifying date.
11. Applicants will be officially notified of admission decisions by the Registration Area.
12. Applicants will be notified of conditional acceptance and of any submission deadlines by the Registration Area.

#### TRANSFER CREDIT

13. Students must apply for transfer credit and submit official transcripts, applicable course outlines and any other supporting documents to the Registration Area.
14. The department will determine the credits to be awarded in consultation with the Registration Area.
15. Transfer credits will be automatically applied by the Registration Area where course articulation exists at the provincial level or a precedent has been set by the department.

#### PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

16. Students seeking PLAR must apply and submit all supporting documentation to the Registration Area and pay the applicable fee. For further information please see Policy D.3.5 Prior Learning Assessment and Recognition (PLAR).

**INSERT APPLICANT**

17. Insert students who have taken at least a one (1) year break from their program at VCC, or are transferring into a program from another institution, must submit an application to the Registration Area. The Registration Area works with the department to facilitate an appropriate entry point based on the applicant's educational history and seat availability.
18. Insert students who have taken less than a one (1) year break from their program must meet with their program's Department Leader to determine an appropriate re-entry point. The decision and details must be communicated to the Registration Unit by the Department Leader in a timely fashion.

**EXPIRY OF APPLICATIONS**

19. Applications are considered valid for one (1) year from the initial submission date. The Registration Area will inform the applicant of their status and request confirmation of continued interest. Failure to respond will result in closing the application.
20. Applicants whose applications have expired must reapply for admission and are responsible for paying a new application fee. All supporting documentation is kept for one year after applications have expired.

**ADMISSIONS REVIEW**

21. Students can appeal an admissions decision by submitting an Admissions Review form within 30 days of being notified of the decision. Forms are available from the Registration Area and must be submitted along with any supporting documentation.
22. The Registration Area will determine if the supporting documentation meets the admission/selection requirements in consultation with the relevant department as required.
  - a. In special cases, applicants who do not meet certain admission requirements may be admitted with agreement between the Registrar (or delegate) and the appropriate Department Leader. Consultation with Student Services representatives may be held as needed. The appropriate Dean is notified of the decision.
23. The Registration Area will notify the applicant in writing of the results of the Admissions Review within 15 business days after the form and supporting documentation have been submitted.

**RELATED POLICY:**

Refer to D.3.6 Admissions Policy.



## POLICY

Policy No.	New
Title	<b>Flexible Admissions</b>
Approving Jurisdiction	Board of Governors
Policy Sponsor	Vice-President Academic
Last Revised/Replaces	
Effective Date	
Signed by	

**March 12, 2015**

### CONTEXT AND PURPOSE

The purpose of this policy is to establish guidelines to enhance accessibility for students with non-traditional educational backgrounds into a diploma or degree program that normally requires a certain level and type of prior post-secondary learning. Students applying to a program, having flexible admission as an option, will be provided an opportunity for evaluation and recognition of learning attained outside formal educational settings.

### SCOPE AND LIMITS

This policy applies to all programs that have identified flexible admissions as an entry option. Please see D.3.6 Admissions Policy for overall admissions criteria to enter the College.

### STATEMENT OF POLICY PRINCIPLES

1. VCC is committed to an admissions process that is fair, transparent, accessible, and timely.
2. The College will establish program admission requirements that seek to optimize student access and success; requirements can be academic and non-academic in nature.
3. Admission requirements are approved by Education Council and the Board of Governors as per Section 23.1 of the College and Institute Act. Admission requirements for programs are listed in the Program Content Guide (PCG). Admission requirements for courses that are not part of a program are listed in the Course Outlines.
4. To ensure that the College is not rejecting well qualified students because they have a non-traditional educational background, the College has flexible admissions processes; through these, the College may acknowledge previous learning attained through informal learning and/or work experience. To ensure consistency and fairness, standardized evaluation processes will be used to assess applicants' qualifications via a Flexible Admissions committee.
5. The College has related policies that may affect enrolment decisions for student applicants who are Aboriginal, International and/or have a disability.

6. Applicants are responsible for providing all required documents for their programs/courses as outlined on the College website.

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

##### Policies:

- A.3.1 Prevention of Harassment, Discrimination and Bullying
- C.1.3 Granting of Credentials Policy
- C.2.1 International Education Enrolment Policy
- C.2.2 Eligibility for Domestic Fees
- D.3.8 Criminal Record Check Policy
- D.3.10 Aboriginal Education Enrolment Policy
- D.3.5 Prior Learning Assessment and Recognition Policy
- D.3.6 Admissions
- D.4.1 Students with Disabilities Policy
- D.4.2 Student Complaints about Instruction, Services and Employees

#### **RELATED PROCEDURES**

Refer to Flexible Admissions Procedures.





## PROCEDURES

Policy No.	New
Title	<b>Flexible Admissions</b>
Approving Jurisdiction	Board of Governors
Policy Sponsor	Vice-President Academic
Last Revised/Replaces	
Effective Date	***
Signed by	

**March 12, 2015**

### DEFINITIONS

Program Content Guide (PCG): The official document that contains the general description of a program of study, including program name, program purpose, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program.

Registration Area: The following areas of the College are responsible for registering students into specific programs:

- Registrars' Office (RO)
- Continuing Studies (CS)
- International Education (IE)
- School of Instructor Education (SIE)

### PROCEDURES

1. Flexible admissions criteria must be listed in the PCG and approved by Education Council.
2. At the time of approval the department must establish:
  - a. The rubric for assessing flexible admissions criteria; this must be approved by Curriculum Committee prior to reviewing any applications. Normally, such a rubric will assess an applicant's non-traditional education background against specific learning outcomes in the relevant PCG as well as select course learning outcomes where deemed necessary.
  - b. A Flexible Admissions Standing Committee comprised of three (3) adjudicators:
    - i. A Department Leader or delegate from the program of intended study;
    - ii. An instructor or Department Leader from a related department selected by the Dean/Director from the program of intended study; and
    - iii. The Associate Registrar of Admissions (or delegate) or Registration Manager for Continuing Studies (or delegate).
  - c. Alternates for all committee members to ensure timely decisions.

#### APPLYING FOR FLEXIBLE ADMISSIONS AT VCC

3. Applicants can apply through the College website or in person at a Registration Area.
4. Applicants are required to:
  - a. Submit all required documents as outlined on the College website including, but not limited to, official transcripts, original assessment results, proof of citizenship, or other non-academic requirements;
  - b. Submit a written request for flexible admission;
  - c. Pay an application fee, where required.
5. The Registration Area sends applications to all committee members for evaluation.
6. The Committee meets to review the application(s). After discussion, the committee will make a decision by majority vote. The Associate Registrar/Registration Manager (or delegate) will bring the decision(s) back to the Registration Area.
7. Applicants will be officially notified of admission decisions by the Registration Area.

#### **RELATED PROCEDURES:**

Refer to NEW Flexible Admissions Policy.



Title: **Admissions Appeal Policy**  
 Effective Date: **September 7, 2004**  
 Policy Category: **Education Support**  
 Number: **D.3.1**

---

## Admissions Appeal Policy

- Purpose** To inform the College Community of the procedures to appeal an admissions decision.
- Policy** Applicants may appeal a decision regarding admission or re-admission to a program at Vancouver Community College.
- Applicants must first try to resolve their concerns informally through an admissions review. If the informal process is unsuccessful, then the formal procedure can be followed.
- Applies to** Applicants and VCC students.
- Procedures**
1. The appellant submits a completed Admissions Appeal Form to the Registrar\* within 30 days from the date of the original decision and includes any relevant documentation.
  2. Grounds for a formal appeal shall be limited to
    - a. Procedural errors, and/or
    - b. Evidence that the information used in the decision was inaccurate or incomplete.

Failure by an applicant to provide accurate and complete information in accordance with the admissions policy shall not be grounds for a formal appeal.

If a student has been suspended or expelled under another policy, they cannot appeal under the Admissions Appeal Policy.
  3. The Registrar\* or designate will decide, within 5 working days, if there are grounds for an appeal. If, in the opinion of the Registrar\* or designate, the appellant was unable to present reasonable grounds for a change to the original decision based on the documentation, the appellant will not receive a hearing and the appeal will be denied.

\*Throughout this Policy, in the case of Continuing Studies, "Registrar" will be substituted with Director, Centre for Professional and Continuing Studies.

4. If the case will not be heard, the appellant may further appeal to the President to have the case heard. The time limit to appeal to the President is 5 working days after the Registrar\* or designate advises the appellant that the case will not be heard.
5. If the case will be heard, the President will appoint an administrator, other than the Registrar\*. The administrator will strike an Admissions Appeal Committee that will decide on the appeal.
6. The Admissions Appeal Committee will consist of:
  - a. The Chair, as appointed by the President (non voting except in the case of a tie);
  - b. Department Head of Counselling or designate;
  - c. Faculty member at large;
  - d. Registrar\*, or designate, and;
  - e. Student selected by the appropriate Student Association.
7. In the case of the Centre for Professional and Continuing Studies (CS), the Committee will consist of
  - a. Director, C.S., as Chair (non voting except in the case of a tie)
  - b. Senior Program Coordinator, C.S.
  - c. Instructor, C.S.
  - d. Program Coordinator, C.S.
  - e. Student C.S.
8. The Chair of the Admissions Appeal Committee will
  - a. Request a written submission from the College employee who made the decision being appealed,
  - b. create an agenda which will include the date, time, and location of the hearing,
  - c. distribute the agenda and related documents including written submissions from both parties, to the Committee and the appellant, in advance of the hearing. All submissions and documents are deemed to be strictly confidential.
9. The attendees at the Admissions Appeal Hearing will include, but not be limited to:
  - a. Members of the Committee (above)
  - b. The appellant
  - c. The employee who made the decision.
  - d. Department Head or equivalent of the area to which admission is sought, or designate.
    - Either party may be represented by one advisor. More than one advisor may be allowed at the discretion of the Chair.

\*Throughout this Policy, in the case of Continuing Studies, "Registrar" will be substituted with Director, Centre for Professional and Continuing Studies.

10. If the appellant intends to have legal counsel present at the hearing, she or he will advise the Chair at least five business days prior to the hearing. In that event, the Committee may obtain the services of legal counsel for its own use.

#### Appeal Hearing Procedures:

1. If the appellant fails to show at the hearing and fails to provide reasonable evidence of an emergency, the committee will make a decision based on the facts available to them.
2. At the hearing, the Chair will introduce all parties and outline the procedures to be followed.
3. The appellant will identify the issues from her/his perspective, and outline facts relevant to the appeal.
4. The employee concerned will have the same opportunity.
5. The appellant will have an opportunity to respond to the employee's representations.
6. The Committee will determine and interview any other individuals who may have information related to the appeal. After each interview, the employee and appellant will be given the opportunity to respond to the information presented.
7. Committee members may ask questions of parties.
8. The Chair will invite both parties to give a closing statement.
9. The Committee members will then deliberate in private and make a decision regarding the appeal.
10. The Chair will deliver the decision in writing within ten working days to the appellant, the employee concerned, and the Department Head, if applicable.
11. The decision of the Admissions Appeal Committee shall be final.

#### Replaces

VCC Admissions Appeal Policy, 2.1.2.6

\*Throughout this Policy, in the case of Continuing Studies, "Registrar" will be substituted with Director, Centre for Professional and Continuing Studies.

1. **Policy Sponsor** Registrar

2. **Approvals:**

President \_\_\_\_\_

Date: \_\_\_\_\_

Education Council Chair \_\_\_\_\_

Date: \_\_\_\_\_

3. **Amendments**

President \_\_\_\_\_

Date: \_\_\_\_\_

Education Council Chair \_\_\_\_\_

Date: \_\_\_\_\_

4. **Review Date**

\*Throughout this Policy, in the case of Continuing Studies, "Registrar" will be substituted with Director, Centre for Professional and Continuing Studies.



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** April 29, 2015

**ISSUE:** Proposed Auto Collision and Refinishing Diploma

### BACKGROUND:

The Auto Collision and Refinishing Diploma is proposed as a new program at VCC. Education Council approved the curriculum at its March 10, 2015 meeting. As a new diploma, the curriculum was posted on the Post-Secondary Institution Proposal System (PSIPS) from March 13 to April 12, 2015; no comments were received.

### DISCUSSION:

This is a 2-year diploma that prepares students for an entry-level job in the automotive collision repair field. The program has been primarily designed to attract international students and the International Education department believes there is demand for this type of trade program. This view is supported by the Work BC website which states that there are not enough new graduates in this field to replace retiring workers. This will be the only auto collision and refinishing program focused on international students offered in the Lower Mainland.

The curriculum is a mix of new and existing courses and the technical training is identical to content that is delivered in the BC Industry Training Authority (ITA) courses and program. Students who complete the diploma will have the technical training necessary to enter a Level 2 apprenticeship, creating an opportunity for students to continue their education at VCC. Current instructors are qualified to teach all courses in this program.

The expected start date is January 2016. One cohort of 16 students will run the first year, with two cohorts running per year starting in the second year.

### RECOMMENDATION:

THAT the Board of Governors approve the implementation of the Auto Collision and Refinishing Diploma.

**ATTACHMENT:** Auto Collision Repair and Refinishing Proposal  
**PREPARED BY:** Todd Rowlatt  
 Chair, Education Council

**DATE:** April 20, 2015



## Proposal for New Program

### Name of Proposed Program: Automotive Collision Refinishing Diploma

Additional material may also be included as appendices. For information about submitting the completed Proposal for New Program, please contact the Centre for Instructional Development.

Curriculum development is a consultative process. Therefore, it is understood that this is a living document which will be refined as it moves through the development process.

#### A. *Concept*

Department Leader: David Cross

Faculty: John Martinolich

Dean: Dennis Innes

Proposal Date: January 5, 2015

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

---

#### Purpose and Context

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

This program is designed for people who wish to obtain employment in the Automotive Industry as an Automotive Collision Repair Technician, Refinishing Preparation Technician or Auto Glass Technician. Upon completion of this program, graduates will be able to:

1. Apply the skills and knowledge necessary to perform at first year apprentice level automotive refinishing, automotive glass or automotive collision technician to provincial standards;
  2. Evaluate completed repairs for consistency, accuracy and quality according to industry specifications and standards;
  3. Adhere to industry health and safety standards in the repair and reconditioning of automotive vehicles;
  4. Practice professional etiquette and personal hygiene while performing repairs;
  5. Work effectively as a team member while performing repairs.
2. Explain how this program adheres to principles and priorities as indicated in the College's strategic, educational or ministerial planning documents:
    - A. VCC Strategic Plan (2011-2014)
      - Student Access and Success
        - The Automotive Collision Refinishing Diploma Program is a two-year program that prepares students for an entry-level job in the automotive collision repair field. The International Education department at VCC has indicated that there is demand for this type of program. This new program incorporates essential skills, language support and the most up-to-date automotive training to ensure a high level of student success.





## Proposal for New Program

- Partnership and Collaboration
  - This program builds on and enhances existing partnerships with Color Compass, 3M Canada, Concept Finishes and BASF Canada.
- Building our Brands
  - VCC Collision Repair and Refinishing Programs are well known in the Lower Mainland and throughout BC. By responding to the requests of the international community, we are ensuring that the VCC Automotive Collision Refinishing Program (and the VCC Brand by extension) remain well known, visible and relevant.

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

This program serves a diverse group of students, and provides accessible and direct entry job training that is well connected with industry. The creation of this program will improve student access and success, and ensure the VCC brand is well known in the international and local community.

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

Students who do not have the required level of English can upgrade their English skills in a VCC ESL course in order to enter the program. When students complete this diploma they will have the technical training necessary to enter Level 2 apprenticeship which they can complete at VCC.

## Program Need

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

There is a consistent demand for up-to-date automotive collision, refinishing and glass technicians in Canada. The Automotive Collision Refinishing Diploma Program (International Cohort) will be the only one offered in the Lower Mainland.

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

What evidence is there of labour market, professional or community demand for the graduates (report results)?

Taken from the Work BC website:

A number of opportunities will arise from worker turnover and the need to replace retiring workers. Industry sources report that there are currently not enough new graduates in the occupation to replace the workers who will retire over the next several years, and that there is currently a shortage of qualified technicians in B.C. However, industry sources expect new advances in materials and working conditions to spur interest in the occupation, which should help alleviate the shortage of technicians in the future. Demand for these workers depends on B.C.'s automotive industry. The number of cars, buses and trucks in use are increasing due to population expansion and tourism traffic. Greater numbers of motor vehicles typically leads to more accidents and a greater demand for auto body repair work.

### 7. Anticipated start date of program (refer to Appendix XX):

The expected start date of this program is January of 2016. This full-time program is 4 semesters in duration, and must be completed within 5 years.

## Competitive Analysis



## Proposal for New Program

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

There are no other programs within the lower mainland or on-line that offer these courses together.

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

This program is supportable and sustainable with existing resources as the facilities; instructors and equipment are readily available.

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

This program is a cohort model.

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

The expected length of the program is two years; the program will be delivered over four semesters. The maximum allowable time for completion is five years.

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

In the first year, sixteen students are expected to enroll in the one cohort that will be offered. Starting in the second year, there will be two cohorts running per year with 16 in each cohort so a total of 32 students per year.

### Admission and Delivery

13. Provide a detailed list of admission requirements, including language proficiency levels and assessment scores.

- International students must have an English language level of IELTS 5.0 (no band less than 4.5) or equivalent.
- Students must possess a high-school graduation certificate or GED or equivalent
- Apprentice and workplace Math 10 or equivalent
- Relevant trades experience can be assessed for entrance into the program.

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

The program is full time, face-to-face, and cohort based. Courses are delivered sequentially to a cohort of students.

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

There will be no multiple entry or exit points for this program. Registration for the initial offering would be closed.

### Student Profile

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



## Proposal for New Program

Target students will be focused internationally and within other markets as assessed by market research. Domestic recruitment of international students already studying in Canada will also be a key target for this program. Recruitment will be done by working closely through our agent and partner relationships.

17. How will the program address the needs of under-prepared students? How will you get these students into appropriate upgrading courses or programs? What options are available...?

The level of English proficiency in the students and graduates has historically been the largest barrier to graduate success (employability). Consequently, this program has a high level of communication support built into the first year of the program. Students will have access to additional language support as needed throughout the program.

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

This type of program typically has quite a diverse student body. Since most of the new applicants will come to the program from international recruiting, there are some groups that are more highly represented. We will overcome this (slight) imbalance by recruiting more widely, with the help of the International Education Department.

### Quality

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

The proposed diploma program will include a Quality Assurance plan that will be administered by a Program Advisory Committee (PAC) comprised of program stakeholders including faculty, department heads. The PAC will receive the results of formative and summative feedback provided by students and faculty.

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

The Automotive Collision and Refinishing Diploma provide a wide range of opportunities for student learning in classroom, shop and workplace settings. In addition to hands-on practical experience at VCC's own state of the art automotive collision repair and refinishing facility instructional activities such as lectures, demonstrations, group work, peer assessment, reflective journaling, and project based learning strategies are used throughout the program. Students' progress through courses in four semesters, each of which requiring successful completion to advance to the next level.

21. Does the program create opportunities for students to transfer credit and/or ladder from/to other programs?

Once students successfully graduate from this program they have an opportunity to look for employment in the automotive industry. Students may have the opportunity to enter formal apprenticeship training and the technical training in this program is identical in content to that delivered in BC Industry Training Authority courses and program.

22. Will this program allow students to continue with further study? Describe laddering, bridging, or post-credential continuation of education.

Upon completion of this program students have the technical training needed to work as apprentices within the automotive industry and can continue higher level training that could lead to a BC certificate of qualification.

23. Does this program include Prior Learning Assessment and Recognition (PLAR) as per *Policy ##* ?

PLAR is not available in this program.



## Proposal for New Program

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

Current faculty are fully qualified, Red Seal Technicians with their Provincial Instructors Diploma designation.

### Consultation Overview

25. With whom have you consulted *internally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of feedback (refer to Appendix XX:

*(This section requires that discussions be held with all service areas across VCC, at minimum via email. Attach to this submission evidence of these discussions)*

- **Availability of qualified VCC faculty**  
The delivery duties of the proposed program would be through qualified faculty already employed in the collision and refinishing department to teach their particular curriculum.
- **Requirements for new instructors: full time/part-time/auxiliary**  
None
- **Facilities: Director of Facilities**  
A Memo was sent to Director of Facilities to alert them to the proposed changes. However, there is no anticipated impact to this area. Currently, the facilities are operational into the early evening and so an adjustment to the time the compressors, lights, etc. are turned off is all that is anticipated. Security would also be sent a memo regarding this.
- **Information Technology (IT): Director of Information Technology**  
A Memo was sent to Director of Information Technology to alert them to the proposed changes. However, there is no anticipated impact to this area.
- **VCC International: Director, Marketing & Recruiting and International Contract & Training Specialist**  
Auto Collision/Refinishing will work closely with VCC International in the development of this diploma program. VCC international will be a key contact for the marketing and recruiting efforts for this program.
- **Aboriginal Education and Services: Director of Aboriginal Services**  
This area will not be affected. No impact on this area is anticipated.
- **Library and Learning Centre: Head of Department**  
A Memo was sent to the Head of Department to alert them to the proposed changes. However, there is no anticipated impact to this area.
- **Marketing and Communications: Director of Marketing and Communications**  
A Memo was sent to the Head of Department to alert them to the proposed changes. However, there is no anticipated impact to this area.
- **Registrar's Office / Advising: Registrar**  
International is working closely with the RO office to facilitate the application and admissions procedures for this program. The PCG and all Course Outlines will be reviewed and revised in conjunction with the RO's office. International will work with the RO office to establish an applicable course name and number listed in this proposal to begin the application process in Banner.
- **Research and Strategic Services (RSS): Director of Research and Strategic Services**



## Proposal for New Program

A Memo was sent to the Head of Department to alert them to the proposed changes.

- **Assessment Centre: Instructor**

A Memo was sent to the Assessment Centre to alert them to the proposed program. Assessment may be involved in English language testing. This will be worked out and determined on a per application basis.

- **Financial Aid: Financial Aid Supervisor**

A Memo was sent to the Financial Aid Supervisor to alert them to the proposed program.

- **Finance: Director of Financial Services**

- **Safety and Security: Director of Safety and Security**

A Memo was sent to the Director of Safety and Security to alert them to the proposed program. Trades programs have on many occasions offered evening and weekend offerings and, therefore, a protocol exists and would be followed to ensure the facilities are accessible after regular program hours and secured once sessions have ended.

26. With whom have you consulted *externally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of discussions.

No external consultations have been made in the development of this program.



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** April 29, 2015

**ISSUE:** Automotive Collision and Refinishing Diploma Tuition Fees

### BACKGROUND:

This two-year diploma program is designed for individuals who wish to obtain employment in the automotive industry as collision repair technicians, refinishing preparation technicians, or auto glass technicians. There is demand for this type of training program internationally and domestically. Upon completion of the Auto Collision and Refinishing Diploma, graduates will have the skills needed to work as apprentices in the automotive industry. Through further training, some graduates could eventually obtain a BC certificate of qualification.

### CURRENT SITUATION:

At the international level, countries such as China are experiencing rapid growth in the demand for auto collision repair technicians. However, many countries experiencing this growth do not have the facilities needed to train enough technicians to meet their labour market demands. At the domestic level in Canada, there is a consistent demand for automotive collision, refinishing, and glass technicians. The proposed diploma program can therefore expect to attract large numbers of international students, as well as some domestic students.

This new diploma program would represent a unique offering – at the moment no other college in the Lower Mainland offers a similar combination of collision repair, language, and communication skills training under a single diploma program. This full-time program would be delivered over four semesters. If approved, the new program could start at VCC in January 2016.

### KEY CONSIDERATIONS:

The proposed diploma is aligned with VCC's strategic goals because it will accomplish the following:

1. enhance student access to innovative education and students' success in the workforce;
2. strengthen partnerships with key industry players (e.g., 3M Canada, BASF Canada, and Concept Finishes); and
3. market the VCC brand internationally and domestically.



The School of Trades can run the new program with existing resources and facilities. In the program’s first year, 16 students are expected to enroll in the single cohort initially offered. Starting in the second year of the program, there will be two cohorts running simultaneously every year, with 16 students in each cohort (i.e., a total of 32 students enrolled per year).

**OPTIONS:**

See attached Appendix 1 - *Financial Analysis: Automotive Collision and Refinishing Diploma*

Scenario A – Tuition at \$420 per credit recovers the expected 38% overhead and contributes an additional 15% to profit. Not recommended.

Scenario B – Tuition at \$438 per credit recovers the expected 38% overhead allocation and contributes 19% to profit. This is the same amount currently being charged per credit in VCC’s Automotive Service Technology (AST) International Diploma. This introduces the program at a level known to be achievable for AST. When demand is confirmed to be strong, the price can be adjusted upwards.

Although the diploma was designed for international students, domestic students may be interested in enrolling in this program and therefore must also pay \$438 per credit in tuition fees – exactly the same as international students. **RECOMMENDED OPTION**

Scenario C – Tuition at \$357 per credit recovers the expected 38% overhead but contributes nothing to profit. Not recommended.

**RECOMMENDATION:**

Upon the recommendation of the Finance and Audit Committee, that the Board of Governors approve the tuition fee **of \$438 per credit** for the new Automotive Collision and Refinishing Diploma for both international and domestic students.

**ATTACHMENTS:** Appendix 1 - *Financial Analysis: Automotive Collision and Refinishing Diploma*

**PREPARED BY:** Irene Young, Vice-President Administration and CFO  
Dennis Innes, Dean, School of Trades  
Michael Huenefeld, Operations Manager

**DATE:** April 24, 2015



## APPENDIX 1

### Financial Analysis: Automotive Collision and Refinishing Diploma

Scenarios with 15 international students	Scenario A	Scenario B Same fees as AST International Diploma	Scenario C 'Break-even' tuition fee per credit
Tuition fees per credit	\$419.81	\$438.20	\$356.82
Total tuition fees per student	\$ 25,189	\$ 26,292	\$ 21,409

#### Income Statement

<b>Revenue from tuition</b>	\$ 377,829	\$ 394,380	\$ 321,140
Direct instructor cost	\$ 165,535	\$ 165,535	\$ 165,535
Direct non-labour cost	\$ 30,000	\$ 30,000	\$ 30,000
<b>Gross margin</b>	\$ 182,294	\$ 198,845	\$ 125,604
Indirect IRA cost	\$ 15,142	\$ 15,142	\$ 15,142
Indirect support staff cost	\$ 22,033	\$ 22,033	\$ 22,033
<b>Total indirect expenditures</b>	\$ 37,175	\$ 37,175	\$ 37,175
<b>Surplus / (Deficit) (without overhead)</b>	\$ 145,119	\$ 161,670	\$ 88,430
Institutional support (overhead 38%)	\$ 88,430	\$ 88,430	\$ 88,430
<b>Net contribution to VCC overhead / (Deficit)</b>	\$ 56,689	\$ 73,240	\$ -
<b>Net contribution to VCC overhead / (Deficit)</b>	15%	19%	0%

<i>Minimum number of students to cover gross margin</i>	8	8	10
<i>Minimum number of students to cover direct + indirect costs</i>	10	9	11
<i>Minimum number of students to cover all costs</i>	13	13	15





## INFORMATION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** April 29, 2015

**ISSUE:** Reconfigured Education Plan 2013-16

### BACKGROUND:

The Board of Governors approved the 2013-2016 Education Plan (the Plan) in May 2013. The Plan was developed on a three-year strategy: 2013-2014 *Development*; 2014-2015 *Implementation* and 2015-2016 *Consolidation*. This is the first time the Board is receiving an update on the commitments set out in the Plan.

After consultation with senior executives, the leadership team, Education Council and department leaders, the Plan was narrowed to two over-arching commitments:

1. to be an innovative college for higher and further education, offering a wide range of quality, relevant career, applied and academic programming; and
2. to be a learning-centred college, engaging our learners and providing multiple, flexible pathways to advancement.

The Academic and Student Services areas have identified a number of key goals and deliverables that have been completed and/or are currently in-progress. The attached report provides an update on how the College is meeting the goals set out in the Plan. The deliverables will be updated each quarter and communicated to the College.

**ATTACHMENT:** Reconfigured Education Plan 2013-16

**PREPARED BY:** Judith McGillivray, Interim Vice President Academic

**DATE:** April 23, 2015



## RECONFIGURED EDUCATION PLAN 2013-2016 – update as of April 15, 2015

**CONTEXT:** The 2013-2016 Education Plan was approved by the Board of Governors in May 2013. After consultation with Senior Executive, Leadership Team, Education Council and Department Leaders, the Education Plan was narrowed to two over-arching commitments. The Academic and Student Services areas have identified a number of key priorities that have been expanded from 2013-2014 through to 2015-2016. The attached report provides an update on how the College is meeting the goals set out in the Education Plan. The deliverables will be updated each quarter and communicated with the College.

### COMMITMENT: AN INNOVATIVE COLLEGE FOR HIGHER AND FURTHER EDUCATION, OFFERING A WIDE RANGE OF QUALITY, RELEVANT CAREER, APPLIED AND ACADEMIC PROGRAMMING

- Strategy 1: Promote innovation in curricula, instructional delivery and evaluation
- Strategy 2: Develop new and relevant programs for international students
- Strategy 3: Develop a community of teaching and learning informed by a culture of applied research and instructional development

### COMMITMENT: A LEARNING-CENTRED COLLEGE, ENGAGING OUR LEARNERS AND PROVIDING MULTIPLE, FLEXIBLE PATHWAYS TO ADVANCEMENT

- Strategy 1: Develop a concept and implementation plan for a VCC Learning Commons
- Strategy 2: Create a focus on student health and well-being to support student learning and engagement
- Strategy 3: Establish an assessment and career planning centre that ensures student credentials, experience, and personal aspirations are integrated into customized learning and career plans
- Strategy 4: Acquire an understanding of Indigenous people and issues
- Strategy 5: Set standards, benchmarks and metrics for quality education services



**COMMITMENT: AN INNOVATIVE COLLEGE FOR HIGHER AND FURTHER EDUCATION, OFFERING A WIDE RANGE OF QUALITY, RELEVANT CAREER, APPLIED AND ACADEMIC PROGRAMMING**

STRATEGY	GOAL	DELIVERABLES 2013-2016	COMPLETED	In-Progress
<p><b>Strategy 1:</b></p> <p><b>Promote innovation in curricula, instructional delivery and evaluation</b></p>	<p>1. Provide new or renewed programming that reflect current industry developments and trends in post-secondary education</p>	<p>Trades:</p> <ul style="list-style-type: none"> <li>• Heavy Duty Training Centre opened at Annacis Island in partnership with BCIT</li> <li>• New International Culinary Diploma program launched at the Broadway Campus</li> <li>• Launched Automotive Collision Technician Diploma for International students</li> <li>• Partnerships in place with Coast Mental Health, Save On Meats, Canadian Natural Gas Vehicle Association, Fortis BC, Salvation Army</li> </ul> <p>Health:</p> <ul style="list-style-type: none"> <li>• Extensive curriculum revision done in Nursing Unit Clerk (now called Health Unit Coordinator); Dental Technology; Dental Hygiene</li> <li>• National accreditations underway for : Dental Hygiene, Dental Assisting, BScN, Denturist</li> <li>• Advanced technology usage in Dental programs: CAS-CAM, Digital Radiography, Electronic Charting</li> <li>• New partnerships developed with National Clinical Assessment Service (NCAS), BCIT, Vancouver School Board, Burnaby School District</li> </ul> <p>Access:</p> <ul style="list-style-type: none"> <li>• ESL Pathways Certificate launched to provide students language and communication skills for interaction with real world contexts</li> <li>• Transfer certificates for Engineering (CF-Science) and Computer Science (CF-Mathematics) established with SFU</li> </ul> <p>Continuing Studies:</p> <ul style="list-style-type: none"> <li>• Extensive curriculum revision in Early Childhood Education</li> <li>• New programs developed including Sports and Recreation Management Certificate</li> </ul>	<p>v</p>	



STRATEGY	GOAL	DELIVERABLES 2013-2016	COMPLETED	In-Progress
		<ul style="list-style-type: none"> <li>• All Program Content Guides revised on the web</li> </ul> <p>Trades:</p> <ul style="list-style-type: none"> <li>• New Automotive Service Repair Technician Diploma for international students under development</li> <li>• \$1.7 million capital equipment purchases underway for 2015-2016</li> <li>• Redesign of the Auto Trades area at Broadway Campus underway</li> </ul> <p>Music, Dance &amp; Design; Hospitality &amp; Applied Business:</p> <ul style="list-style-type: none"> <li>• Complete and implement increased industry orientation for Hair and Skin and Body Therapy, with Diploma laddering in sales and business planning</li> <li>• Redevelop Drafting Certificate and Diploma towards focus on 3D modeling and current technologies</li> <li>• Launch new Diploma, Degree and Executive Degree in Hospitality Management to realign with industry needs and facilitate collaboration</li> <li>• Redevelop Digital Graphic Design program with greater client consultation component and potential Diploma</li> <li>• Redevelop Music Diploma and Degree to simplify pathways and clarify differentiation from other programs in Lower Mainland</li> </ul> <p>Health:</p> <ul style="list-style-type: none"> <li>• New innovative programs under development: Speech and Hearing Support Personnel; Bachelor of Applied Science in Dental Hygiene; Massage Therapy; Pre-Health Sciences</li> <li>• Dual-credit programming under development with School Districts for Health Care Assistant, Anatomy &amp; Physiology, Pre-Health sciences</li> </ul> <p>Access:</p> <ul style="list-style-type: none"> <li>• Deaf and Hard of Hearing curriculum benchmarked in partnership with the Centre for Canadian Language Benchmarks</li> <li>• New programming under development: Associate Degree in Arts; Pre-Health program</li> <li>• Proposed Associate of Arts under development (CF-Humanities) with potential focus on</li> </ul>		√



STRATEGY	GOAL	DELIVERABLES 2013-2016	COMPLETED	In-Progress
		Business, Environment and Public Safety Continuing Studies: <ul style="list-style-type: none"> <li>• Established a new Contract Training department</li> <li>• Focus on large scale renewal and industry-driven development</li> <li>• Develop an effective financial model</li> </ul> CID/ SIE: <ul style="list-style-type: none"> <li>• Centre for Instructional Development promoting outcomes-based learning design to create learner-centered activities and assessments and to embed 21<sup>st</sup> century skills in new and revised courses</li> <li>• Develop multi-pronged approach to faculty development that fosters best practices in curriculum and instruction</li> </ul>		
	2. Provide experiential opportunities through field studies, work placements, co-op programs and community interaction	<ul style="list-style-type: none"> <li>• New Affiliation Agreement policy establishes guidelines and responsibilities for entering into agreements between VCC and other institutions and bodies to enhance educational opportunities for students and avoid unnecessary duplication of learning</li> <li>• Basic Education Community established an outreach delivery at Coast Mental Health - Club House, and the Lookout Society – First Place Learning Centre where students are engaged in food growing activities on site</li> <li>• Basic Education awarded Excellence in Community Engagement in 2014</li> <li>• UT Statistics learning activities adapted to relate to Health Science/Nursing programs</li> </ul>	√	



STRATEGY	GOAL	DELIVERABLES 2013-2016	COMPLETED	In-Progress
		<ul style="list-style-type: none"> <li>• Centre for Instructional Development to create resources that support active/ experiential learning</li> <li>• Blended delivery options being created for Provincial Instructors Diploma</li> <li>• Deaf and Hard of Hearing Job Readiness Program integrates academic skills development with work related skills developed in an experiential setting</li> <li>• Community and Career Education's Career Awareness, Retail, Hospitality and Food Services programs provide technical training and work experience to students with cognitive disabilities</li> <li>• Review of Program Advisory Committee (PAC) policy procedures underway to ease implementation</li> </ul>		√
	3. Engage in Prior Learning Assessment and Recognition (PLAR)	<ul style="list-style-type: none"> <li>• A refreshed PLAR and Transfer Credit policy under development</li> <li>• Implement new structure for flexible admission in re-launch of executive degree in Hospitality Management</li> <li>• Create more robust PLAR systems in several departments</li> <li>• Conduct audit of current admissions requirements including PLAR, language requirements, potential supplemental instruction with a mind to removing barriers and streamlining access</li> </ul>		√
	4. Full educational technology capability and mobile learning	<ul style="list-style-type: none"> <li>• Adult Literacy Fundamental materials produced for the provincial Open Source online curriculum project</li> <li>• Chromebooks, -IPADs, -moodle courses, CORSYS, -Dragon Dictation, twitter, edmodo, incorporated into self-paced adult upgrading programming</li> <li>• Mathematics software (MAPLE, MATLAB, GEOGEBRA) and hardware technologies (laptop, all-in-one tablets, hybrids) integrated in UT and ABE Math programming</li> </ul>	√	



STRATEGY	GOAL	DELIVERABLES 2013-2016	COMPLETED	In-Progress
		<ul style="list-style-type: none"> <li>• Reconstitute Educational Technology advisory committee to facilitate and enhance learning, to develop and deliver educational programs, and to improve and enhance online learning systems for students and instructors</li> <li>• Increase education technology uptake by 30%</li> <li>• Introduction of Blended (Hybrid) Learning classes in levels 4, 5, and 6 of ESL LINC program, allowing for on-line instruction during week and classroom work on the weekend</li> <li>• Expand on Hi-Fi Simulation Teaching in the Health Sciences programs</li> <li>• Digital Radiography implementation in the Dental Clinic</li> <li>• CAD-CAM technology implementation in the Dental Technology program</li> <li>• Enhanced simulation management software in the Hospitality programs</li> </ul>		√
	5. Develop credential and qualification framework	<ul style="list-style-type: none"> <li>• The enhanced Granting of Credentials Policy C.1.3 approved by Board of Governors identifies the types of credentials issued by VCC and outlines the responsibilities of various bodies within the College for the issuance of credentials.</li> <li>• New Qualifications for Faculty Members Policy C.3.11 approved by Board of Governors guides the College in the appointment of faculty with the appropriate credentials and experience commensurate with the academic and professional standards of their programs, courses and/or services.</li> <li>• New Qualifications for Continuing Studies instructors policy established.</li> </ul>	√	
	6. Set standards, benchmarks and metrics to ensure the quality of educational programs: <ul style="list-style-type: none"> <li>• Refresh and renew quality standards</li> <li>• Ensure quality assurance measurements and</li> </ul>	<ul style="list-style-type: none"> <li>• Program Review and Renewal policy under development</li> <li>• Online data dashboard under development for the Annual Program Review exercise</li> <li>• Enrolment reporting will move from FTE data to student head count data based on a 3 semester year rather than quarterly updates</li> <li>• Re-costing of tuition fees underway to provide viable delivery of new programming and programs undergoing significant revision</li> <li>• New Curriculum Development and Approval policy under development to establish use of systematic practices and procedures for the development of new curriculum and revisions</li> </ul>		√



STRATEGY	GOAL	DELIVERABLES 2013-2016	COMPLETED	In-Progress
	<p>assessments are valid, current and fair</p> <ul style="list-style-type: none"> <li>Quality assurance to apply equally across college educational offerings</li> </ul>	<p>to existing curriculum.</p> <ul style="list-style-type: none"> <li>Tracking and monitoring evaluation process for term and regular instructors under review</li> </ul>		
	<p>7. Develop an integrated plan that supports access, upgrading programs and curricula</p> <ul style="list-style-type: none"> <li>Develop enriched preparatory programs to bridge learning from access programs to credential programs</li> <li>Enhance employment and workforce development capacity within the college that focuses on recent immigrants and English as an Additional Language (EAL) learners</li> <li>Enhance student pathways</li> </ul>	<ul style="list-style-type: none"> <li>The School of Access is in the process of developing: <ul style="list-style-type: none"> <li>An Associate Degree in Arts</li> <li>Preparatory Pathways certificate</li> <li>Pre-Health program</li> </ul> </li> <li>Application for W designation: UT English (CF-Humanities): expected completion date: May 2015</li> <li>Pathway agreements in place with SFU for First Year Certificate in Computer Science and Engineering</li> <li>Discussions underway with JIBC for an Essential Skills development program to prepare students to enter justice studies or criminal degree programs</li> <li>Draft MOU under development for dual-credit programming with K-12 School Boards in Vancouver, Burnaby and other Lower Mainland districts.</li> <li>Dual credit programming to be piloted with School District for Health Care Assistant, Anatomy &amp; Physiology and Pre-Health Sciences</li> <li>Potential to deliver Business Management diploma under review</li> <li>Contract Training (CT) will customize programs for organizations to satisfy mandatory accreditation requests, keep competencies current and upgrade skills. Identify roles and responsibilities for Contract Training. Establish a CT committee; secure process for long-term funding for CT and revenue and surplus fund flow through</li> <li>Partnership with Vancouver School Board to offer short Level 1 Essential Skills training courses</li> <li>Formalize laddering process from VCC dance diploma to SFU Fine Arts degree in dance</li> </ul>		√





STRATEGY	GOAL	DELIVERABLES 2013-2016	COMPLETED	In-Progress
		<ul style="list-style-type: none"> <li>GPS Transitions Project in partnership with Vancouver School Board facilitating transition of individuals with diverse learning needs from the K-12 system into post-secondary being piloted</li> </ul>		
	8. Ensure individuals with disabilities have access to college programs	<ul style="list-style-type: none"> <li>A Joint Disability Services committee in place to identify best practices and processes for supporting VCC instructors in their work with students with disabilities. Terms of reference for Disability Advisory Committee completed. Will refresh the Disability Policy with this committee</li> <li>Additional faculty staffing in place for Disability Services</li> <li>Training for implementation of records and data capture software underway</li> <li>Review completed of funding sources for Students with Disabilities.</li> <li>Develop an Operations Manual</li> <li>Expansion of practicum placement opportunities for students in CACE department, including working as assistants in the Spa</li> </ul>		√
	9. Increase pathways for Indigenous learners and support their journey	<ul style="list-style-type: none"> <li>Continue Gateways to Careers program by moving to online delivery and increase the number of modules</li> <li>Completion of "Mobile Indigenous Student Success" system</li> <li>Increase implementation of "Indigenous Success Plan"</li> <li>Acute Care Skills for Health Care Assistants offered to Sechelt Band</li> <li>Development of Gateways programs in Hospitality and other areas</li> <li>Revise the Aboriginal Enrolment policy and procedures</li> <li>Aboriginal Emergency Assistance Funds received from Ministry of Advanced Education for 2015/16 and 2016/17</li> </ul>	√	√
	10. Community Learning partner	<ul style="list-style-type: none"> <li>Community partnership in place with Coast Mental Health to provide placement for youth with mental illness</li> </ul>	√	
		<ul style="list-style-type: none"> <li>Contract Training will respond to organizations specific learning needs</li> <li>Redevelopment of room booking systems, software and policies to accommodate community events and initiatives</li> </ul>		√
	11. Embed units on sustainability	<ul style="list-style-type: none"> <li>Elective course on sustainability at 3<sup>rd</sup> year level developed in Bachelor of Hospitality</li> </ul>	√	



STRATEGY	GOAL	DELIVERABLES 2013-2016	COMPLETED	In-Progress
	and green economy principles within selected courses and programs where feasible	Management Program <ul style="list-style-type: none"> <li>• Three-year Energy Management plan rolled out</li> <li>• Successful implementation of waste diversion program in new Salon and Spa, in partnership with Green Circle</li> </ul>		
<b>Strategy 2: Develop new and relevant programs for international students</b>	Increase international student enrolment	<ul style="list-style-type: none"> <li>• New international programs being offered:               <ul style="list-style-type: none"> <li>○ Culinary Arts Diploma</li> <li>○ Baking &amp; Pastry Arts Dual Certificates</li> <li>○ Automotive Service Technician Diploma</li> <li>○ Automotive Collision &amp; Refinishing Diploma</li> <li>○ Increased international numbers in Hospitality and Hair Design/Esthetics</li> </ul> </li> </ul>	√	√
<b>Strategy 3: Develop a community of teaching and learning informed by a culture of applied research and instructional development</b>	Develop an applied research approach focused on issues of student access	<ul style="list-style-type: none"> <li>• Approval received from research funding boards NSERC and SSHRC</li> <li>• VCC joined provincial applied research network</li> <li>• MOU with BCIT in place to increase collaboration on applied research</li> <li>• NSERC grant awarded to Baking &amp; Pastry Arts department to conduct a 2-year research into gluten-free baking in partnerships with BCIT</li> <li>• BScN faculty actively engaged in applied research with several projects underway</li> <li>• CID to guide development of culture and process for applied research and scholarship of teaching and learning</li> </ul>	√	√



## COMMITMENT: A LEARNING-CENTRED COLLEGE, ENGAGING OUR LEARNERS AND PROVIDING MULTIPLE, FLEXIBLE PATHWAYS TO ADVANCEMENT

STRATEGY	GOAL	DELIVERABLES 2013-2016	COMPLETED	In-progress
<b>Strategy 1: Develop a concept and implementation plan for a VCC Learning Commons</b>	Working from the VCC Learning Commons vision document, develop a multi-phase implementation plan for Broadway Campus	<ul style="list-style-type: none"> <li>Establish VCC Learning Commons Advisory Committee</li> <li>Obtain a professional planner to propose floor plans and costs</li> <li>Propose a detailed multiphase implementation plan and budget</li> <li>Develop a multiyear funding strategy (submitted funding proposal to Provincial government for \$350K)</li> </ul>		√
<b>Strategy 2: Create a focus on student health and well-being to support student learning and engagement</b>		<ul style="list-style-type: none"> <li>Develop a Campus wide Mental Health Strategy with assistance of CMHA and CACUSS as part of Student Services Strategic Plan</li> <li>Gender-Based Violence and Harassment committee has been established to develop enhanced systems, communication and policy</li> <li>Student Academic Medal Awards, scholarships and bursary policy to be reviewed</li> </ul>		√
<b>Strategy 3: Establish an assessment and career planning centre that ensures student credentials, experience, and personal aspirations are integrated into customized learning and career plans</b>	<p>Develop a Career Centre to support student transition into the workforce</p> <p>Establish workforce training for Adult Special Education Programs</p>	<ul style="list-style-type: none"> <li>Career Services site launched in Nov 2014 to enable VCC students and prospective students to access current local data on wages, job posting and associated education and training</li> <li>Consolidate some Assessments, Counselling and Learning Centre capacity to establish a Career Centre at negligible additional cost. Career Services will reside in Student Services.</li> <li>Centre of Excellence in Immigrant Integration under discussion</li> </ul>		√
		<ul style="list-style-type: none"> <li>Continue with cultural awareness workshops and indigenization of curriculum</li> </ul>		√



<b>Strategy 4: Instill and reflect a deeper understanding of Indigenous culture, history and world issues</b>		<ul style="list-style-type: none"> <li>• Develop courses as part of Associate Degree in Arts to be delivered through Continuing Studies.</li> <li>• Select Health programs have Indigenous content threaded through the curriculum</li> <li>• Faculty have taken the Indigenous Cultural Competency Training program through Provincial Health Services Authority</li> </ul>		
<b>Strategy 5: Set standards, benchmarks and metrics for quality education services</b>	1. Create a high performing recruitment and retention student services organization	<ul style="list-style-type: none"> <li>• Strategic Enrolment Management working group established with the primary goal of increasing enrolments (recruitment), improving student retention and student completion rates</li> <li>• Develop policy and procedures for Academic Schedule and Timetabling</li> <li>• Launch of “Students First” project in Registrar’s Office</li> <li>• Identify gaps in services and operations</li> <li>• Develop and implement student evaluation and quality assurance system in Continuing Studies programs</li> <li>• Develop revenue diversification/ profit standardized financial model, quality data analysis model and expedited quality program renewal processes for CS programs</li> <li>• Establish Campus Student Life activity in support of a healthier campus and staff culture and in service of Student retention and persistence</li> </ul>		v
	2. Education Service Review	<ul style="list-style-type: none"> <li>• Develop policy and procedures for the review of education student services</li> <li>• Implement redesign of Admissions and Registration process – streamline processes; increase online registration; reduce wait time</li> <li>• Establish copyright protocols</li> <li>• Implemented a new Integrated Library System</li> </ul>		v



## INFORMATION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** April 29, 2015

**ISSUE:** Educational Memorandums of Understanding

**DISCUSSION:**

Memorandums of Understanding (MOU) have been concluded with the Registered Massage Therapist's Association of BC, the Justice Institute of BC, the Vancouver Board of Education (School District # 39) and Burnaby School District # 41. The purpose of the partnerships is to enhance educational opportunities for students.

This information was provided to Education Council for information and is submitted to the Board for information. Affiliation agreements will be developed for specific programs, outlining capacities, program duration, student tuition, quotas and other important details of the program offerings. In keeping with policy, the affiliation agreements will be presented to Education Council and the Board for approval.

**ATTACHMENTS:** MOU with Registered Massage Therapist's Association of BC  
 MOU with Justice Institute of BC  
 MOU with Vancouver Board of Education (School District # 39)  
 MOU with Burnaby School District # 41

**PREPARED BY:** Judith McGillivray, Interim Vice President Academic

**DATE:** April 23, 2015



**MEMORANDUM OF UNDERSTANDING  
BETWEEN VANCOUVER COMMUNITY COLLEGE  
AND THE REGISTERED MASSAGE THERAPISTS' ASSOCIATION OF BRITISH COLUMBIA**

**Purpose**

Vancouver Community College (VCC) and the Registered Massage Therapists' Association of British Columbia (the Association) will work in partnership to explore the development and/or delivery of education programs that meet entry to practice requirements of The College of Massage Therapists of BC (CMTBC) as well as explore development and/or delivery of courses/programs that meet continuing education needs of Registered Massage Therapists (RMTs).

**Principles**


The partners agree to the following principles:


1. Programming
  - Establish a Massage Therapy Program Steering Committee
  - Develop a program that meets the entry to practice requirements of the CMTBC. This will include developing curriculum that meets standards of the public post-secondary system in British Columbia.
  - Develop a business plan identifying capital and other costs associated with implementing a new Allied Health program.
  - Potentially develop a degree-completion program for diploma students and/or graduates.
  - Develop and/or deliver in partnership with the School of Continuing Studies, continuing education courses and/or programs that meet the educational needs of Registered Massage Therapists.
2. Applied Research
  - Explore opportunities to engage in applied and evidence based research that addresses practice issues that Registered Massage Therapists encounter.

**Term of Agreement**

VCC and the Association agree to operate within the agreement for a term of two years effective February 2015 after which the agreement may be extended or amended by mutual consent.

**Signed and dated**

  
\_\_\_\_\_  
Dr. Peter Nunoda  
President Vancouver Community College

  
\_\_\_\_\_  
Joseph Lattanzio  
President Registered Massage Therapists'  
Association of British Columbia



**MEMORANDUM OF UNDERSTANDING  
BETWEEN VANCOUVER COMMUNITY COLLEGE  
AND JUSTICE INSTITUTE OF BRITISH COLUMBIA**

**Purpose**

Vancouver Community College (VCC) and Justice Institute of British Columbia (JIBC) 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 memorandum 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 memorandum.

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 memorandum; 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 JIBC agree to operate within this agreement for a term of five years effective March 1, 2015 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:**



-----  
Dr. Peter Nuhoda  
President  
Vancouver Community College

FEB 24/15

Date



-----  
Dr. Michel Tarko  
President  
Justice Institute of British Columbia

March 11, 2015

Date





**MEMORANDUM OF UNDERSTANDING  
BETWEEN VANCOUVER COMMUNITY COLLEGE  
AND VANCOUVER BOARD OF EDUCATION (SCHOOL DISTRICT # 39)**

**Purpose**

Vancouver Community College (VCC) and the Vancouver Board of Education School District # 39 (School District) will work in partnership to develop and deliver education programs that provide secondary school students with smooth transitions from secondary to post-secondary education.

**Principles**

The partners agree to the following principles:

1. Programming:
  - Dual credit programming in select areas will result in students receiving credits at both VCC and secondary school;
  - Dual credit offerings will be promoted at secondary school gatherings and events;
  - Barriers that prevent students from participating in dual credit programming will be reduced;
  - Affiliation Agreements will be developed for specific programs outlining capacities, program duration, student tuition, quotas and any other important details of the offering. The details of these affiliation agreements will be reviewed annually.
2. All secondary school students participating in dual credit programming at VCC will be bound by all policies and procedures applied to all other VCC students.
3. Students participating in dual credit programming will be able to continue directly after secondary school graduation to subsequent levels of education at VCC.

**Roles and Responsibilities**

**Vancouver Community College (VCC)**

The role of Vancouver Community College is to provide access to dual credit programming. Programs currently under consideration include

- Digital Graphic Design
- Drafting
- Makeup Artistry
- Esthetics
- Hospitality Management
- Biology 1120 & Biology 1220 or Nursing 1602 Anatomy and Physiology (pre-requisites for Licensed Practical Nursing)

- Health Care Assistant

Programs to be considered at a later time include

- Red Seal Construction Craft Worker
- Pre-Health
- Associate of Arts Degree
- Other preparatory courses/programs

The specific responsibilities of Vancouver Community College are

1. To inform the School District of the design and delivery of the above programs and collaboratively explore options for dual credit programming;
2. To provide eligible secondary school students with access to post-secondary credits
3. To review students who are selected by the School District to ensure the selected students meet VCC's admissions requirements and are suitable candidates for the programs;
4. To arrange for students to take the appropriate entrance examinations as required by the program;
5. To complete the appropriate forms and reports needed by the School District to fulfill funding and reporting requirements as communicated by the School District;
6. To identify and ensure legal requirements are in place in terms of the care of students and minors.

#### **School District # 39 (School District)**

The role of the School District is to recruit, select, and support suitable students who apply and enrol in the programs. The specific responsibilities of the School District are

1. To publicize and promote the program within the District to interested students and their parents and to encourage appropriate students to apply;
2. To screen applicants for suitability to pursue the program and ensure the students meet the VCC entrance requirements and pre-requisites for entry into the program. VCC makes the final decision as to whether or not students are suitable and qualify for the program;
3. To forward to VCC the names and contact information of suitable students, together with the "Consent for Release of Information" form (attached) signed by each student and their parent/guardian;
4. To provide information to VCC if the student has a disability that requires additional support. Documentation should be forwarded to the VCC Disabilities Counsellor at least four months prior to commencement of the program;
5. To pay VCC for student tuition fees;
6. To provide VCC with copies of any forms or reports that the School District requires VCC to complete;
7. To assist VCC to resolve any instances of inappropriate student conduct or unsatisfactory progress by students from the District who are enrolled in the program;
8. To liaise regularly and in a timely manner by email or telephone with VCC instructors and keep parents aware of student progress and problems.

#### **Miscellaneous**

1. The VCC refund policy applies should the student discontinue from the program for any reason. The VCC refund policy is available at [www.vcc.ca](http://www.vcc.ca)

- 2. Parents are to be advised to contact the School District for information of student progress and any other matter.
- 3. The enclosed Consent for the Release of Information form must be signed by a legal guardian.
- 4. Students are responsible to cover all costs, outside of tuition fees, that are required for the program.

**Term of Agreement**

VCC and Vancouver Board of Education School District # 39 agree to operate within the agreement for a term of three years effective January 2015 after which the agreement may be extended by mutual consent. A party may withdraw from this agreement by December 31 of each year for the following September intake.

In the event of dissolution of the agreement, all students currently enrolled at VCC will have the opportunity to complete the program.

**Signed and dated:**

Judith McGillivray

Judith McGillivray  
Vice President Academic pro tem  
Vancouver Community College

Feb 16 2015

Date

Karen Larsen

Karen Larsen  
Career Programs Coordinator  
Vancouver Board of Education School District # 39

Feb 24, 2015

Date

**CONSENT FOR THE RELEASE OF INFORMATION**

Name of Student: \_\_\_\_\_

I agree, by signing this form, to allow my instructor(s) and the Department Head of [enter program name] at Vancouver Community College to discuss and/or release information about my progress and participation in the [enter program name] to the following individual and/or agency.

\_\_\_\_\_  
Name of Contact

\_\_\_\_\_  
School/Agency

\_\_\_\_\_  
Name of Contact

\_\_\_\_\_  
Name of Contact

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Name of Legal Guardian

\_\_\_\_\_  
Today's Date

\_\_\_\_\_  
Signature of Legal Guardian

This form must be signed by a legal guardian if the student is under 19 years of age.

This authorization is valid for two years from the date of signing. For further information, please contact the Department Head of [enter program name] at VCC.



**MEMORANDUM OF UNDERSTANDING  
BETWEEN VANCOUVER COMMUNITY COLLEGE  
AND BURNABY SCHOOL DISTRICT No. 41**

**Purpose**

Vancouver Community College (VCC) and the Burnaby School District No. 41 (School District) will work in partnership to develop and deliver education programs that provide secondary school students with smooth transitions from secondary to post-secondary education.

**Principles**

The partners agree to the following principles:

1. Programming:
  - Dual credit programming in select areas will result in students receiving credits at both VCC and secondary school;
  - Dual credit offerings will be promoted at secondary school gathering and events;
  - Barriers that prevent students from participating in dual credit programming will be reduced;
  - Affiliation Agreements will be developed for specific programs outside this MOU outlining capacities, program duration, student tuition, quotas and any other important details of the offering. The details of these affiliation agreements will be reviewed annually.
2. All secondary school students participating in dual credit programming at VCC will be bound by all policies and procedures applied to all other VCC students.
3. Student participating in dual credit programming will be able to continue directly after secondary school graduation to subsequent levels of education at VCC.

**Roles and Responsibilities**

**Vancouver Community College (VCC)**

The role of Vancouver Community College is to provide access to dual credit programming. Programs currently under consideration include

- Digital Graphic Design
- Drafting
- Makeup Artistry
- Esthetics
- Hospitality Management
- Biology 1120 & Biology 1220 or Nursing 1602 Anatomy and Physiology (pre-requisites for Licensed Practical Nursing)

- Health Care Assistant

Programs to be considered at a later time include

- Red Seal Construction Craft Worker
- Pre-Health
- Associate of Arts Degree
- Other preparatory courses/programs

The specific responsibilities of Vancouver Community College are

1. To inform the School District of the design and delivery of the above programs and collaboratively explore options for dual credit programming;
2. To provide eligible secondary school students with access to post-secondary credits;
3. To review students who are selected by the School District to ensure the selected students meet VCC's admissions requirements and are suitable candidates for the programs;
4. To arrange for students to take the appropriate entrance examinations as required by the program;
5. To complete the appropriate forms and reports needed by the School District to fulfill funding and reporting requirements as communicated by the School District;
6. To identify and ensure legal requirements are in place in terms of the care of students and minors.

#### **Burnaby School District No. 41**

The role of the School District is to recruit, select, and support suitable students who apply and enrol in the programs. The specific responsibilities of the School District are

1. To publicize and promote the program within the District to interested students and their parents and to encourage appropriate students to apply;
2. To screen applicants for suitability to pursue the program and ensure the students meet the VCC entrance requirements and pre-requisites for entry into the program. VCC makes the final decision as to whether or not students are suitable and qualify for the program;
3. To forward to VCC the names and contact information of suitable students, together with the "Consent for Release of Information" form (attached) signed by each student and their parent/guardian;
4. To provide information to VCC if the student has a disability that requires additional support. Documentation should be forwarded to the VCC Disabilities Counsellor at least four months prior to commencement of the program;
5. To pay VCC for student tuition fees.
6. To provide VCC with copies of any forms or reports that the School District requires VCC to complete;
7. To assist VCC to resolve any instances of inappropriate student conduct or unsatisfactory progress by students from District who are enrolled in the program;
8. To liaise regularly and in a timely manner by email or telephone with VCC instructors and keep parents aware of student progress and problems.

#### **Miscellaneous**

1. The VCC refund policy applies should the student discontinue from the program for any reason. The VCC refund policy is available at [www.vcc.ca](http://www.vcc.ca)

- 2. Parents are advised to contact the School District for information of student progress and any other matter.
- 3. The enclosed Consent for the Release of Information form must be signed by a legal guardian.
- 4. Students are responsible to cover all costs, outside of tuition fees, that are required for the program.

**Term of Agreement**

VCC and the Burnaby School District 41 agree to operate within this agreement for a term of three years effective March 1, 2015 after which the agreement may be extended by mutual consent. A party may withdraw from this agreement by December 31 of each year for the following September intake. In the event of dissolution of the agreement, all students currently enrolled at VCC will have the opportunity to complete the program.

**Signed and dated:**

*Judith McGillivray*

February 26, 2015

-----  
 Judith McGillivray  
 Vice President Academic pro tem  
 Vancouver Community College

-----  
 Date

*Gina Niccoli-Moen*

*Mar 2 /15*

-----  
 Gina Niccoli-Moen  
 Superintendent of Schools  
 Burnaby School District No. 41

-----  
 Date

**CONSENT FOR THE RELEASE OF INFORMATION**

Name of Student: \_\_\_\_\_

I agree, by signing this form, to allow my instructor(s) and the Department Head of [enter program name] and/or the Dean of my School or Area at Vancouver Community College to discuss and/or release information about my progress and participation in the [enter program name] to the following individual and/or agency.

\_\_\_\_\_  
Name of Contact

\_\_\_\_\_  
School/Agency

\_\_\_\_\_  
Name of Contact

\_\_\_\_\_  
Name of Contact

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Name of Legal Guardian

\_\_\_\_\_  
Today's Date

This form must be signed by a legal guardian if the student is under 19 years of age.

This authorization is valid for two years from the date of signing. For further information, please contact the Department Head of [enter program name] at VCC.