

**MINISTRY OF ADVANCED EDUCATION
BRIEFING NOTE**

Date:	July 20, 2012
Client:	91166
File:	# 60310-01/GEN
	280-20/BN 2012
Version:	# 2

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Concerns raised by institutions about the BC Commercialization Voucher Program announced by the Ministry of Jobs, Tourism and Innovation (JTI) in British Columbia's Technology Strategy.

BACKGROUND:

JTI released British Columbia's Technology Strategy on July 13, 2012. The Strategy includes an action plan to make British Columbia a recognized leader for developing and growing innovative technology companies and a destination for technology investment.

The Strategy's four goals are:

1. Accelerate technology commercialization and adoption;
2. Build on regional strengths to create new opportunities;
3. Develop talent for a knowledge-based economy; and
4. Expand markets for British Columbia technology.

One of 23 actions towards accomplishing the goals is to "introduce a BC Commercialization Voucher Program to encourage qualified small and medium-sized enterprises to partner with BC public post-secondary institutions to accelerate commercialization of BC innovations."

In March 2012, JTI shared an early draft of Strategy with Ministry of Advanced Education (AVED). AVED and JTI executive members participated in a conference call with three research universities and the British Columbia Institute of Technology and Okanagan College. Details of the proposed initiatives in the Strategy were not discussed by JTI during the call. AVED staff followed-up with calls to the presidents of the BC Association of Institutes and Universities, BC Colleges, and the Research Universities' Council of British Columbia.

DISCUSSION:

The Strategy does not provide details about the \$7 million BC Commercialization Voucher Program, which is being developed to close a commercialization gap within the technology sector, and address the challenge of bringing new technology products developed in British Columbia to market. Information in the news release and media reports includes:

- The BC Commercialization Voucher Program will provide vouchers in amounts of \$15,000 or \$50,000 to support the commercialization of technology products, services and processes;
- The Program will target businesses in priority areas identified under 'Canada Starts Here: The BC Jobs Plan', including Technology, Forestry, Mining, Natural Gas, Agrifoods, Tourism, Transportation and International Education;
- The program will connect graduate students from British Columbia post-secondary research institutions with companies that require expertise to solve technology problems;

- The graduate students will apply for the vouchers and the funds will be provided to the student who will then go to work at a company;
- Details about the program will be posted on the BC Jobs Plan website in late September; and
- The first program intake is expected in early October.

Although information about the source of funds for the voucher program is being treated as highly confidential at this time

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The Board of Directors of the Society recently approved decisions to wind-up the operations of the Society and allow the funds to be transferred to another entity.

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Plans for the administration of the voucher program are not yet confirmed, but staff at JTI expect that the British Columbia Innovation Council will manage the program. The Council is expected to hold a series of meetings with post-secondary institutions during August.

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JTI does not expect that the voucher program will overlap with Mitacs' graduate student internship programs, as the voucher program is specifically focused on projects that are closer to commercialization. Mitacs' program focuses on applied research.

The voucher program will benefit British Columbia universities by increasing their ability to attract top graduate students. However, on July 18, 2012, the presidents of the BC Association of Institutes and Universities and BC Colleges wrote to Minister Bell expressing concerns that although their institutions work closely with small and mid-sized businesses in their regions, they would be excluded from the voucher program as they are not considered to be "research institutions" (Please see Attachment 1 for a copy of their letter). JTI has also received calls from individual institutions regarding eligibility concerns.

JTI and AVED met via conference call on July 20, 2012, to discuss the concerns of the non-research post-secondary institutions. AVED staff will be calling the two organizations to explain the restrictions on the funding, which must be allocated to graduate students in order to comply with the Leading Edge Endowment Fund Society constitution.

CONCLUSION:

The BC Commercialization Voucher Program will benefit British Columbia's post-secondary research institutions by helping them to attract top graduate students, particularly those whose research is connected to technology industry companies.

Attachments: Attachment 1. Letter to Minister Bell.

Prepared by:	Connie Marczyk, Education Officer	Reviewed by:	
	Post Secondary Programs Branch 1	Executive Director	
Phone #:	(250) 387-2340	Assistant Deputy Minister	
		Deputy Minister	

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July 18, 2012

Honourable Pat Bell
Minister of Jobs, Tourism and Innovation

Dear Minister Bell,

First allow us to congratulate you on the recent release of the technology sector strategy.

The continued growth of BC's strong technology sector will be fundamental to the economic development of the Province. BC Technology Strategy will help provide opportunities for the post-secondary system and industry to align strategy and resources that support economic prosperity across the Province.

Last August we wrote you on behalf of our two sector organizations advising on how universities, institutes and colleges could contribute to the success of BC's technology strategy. We have attached a copy of that correspondence for your reference.

We support the new strategy and believe our institutions play an important role in its success. However, we are concerned that there may be a limitation placed on our involvement, and have provided some examples of our concerns.

We note that the BC Commercialization Voucher Program would be the type of program that universities and colleges should be able to qualify for and partner with industry. A review of all of our institutions identifies collaborations with industry particularly with small and medium-sized companies in each of the eight key sectors of the BC Jobs Plan. Partnership with SMEs is something that distinguishes our institutions from the knowledge/discovery emphasis of research universities. Our institutions have a long standing relationship with SMEs and that relationship is a vital part of the economic development strategies in each region of the Province.

The Voucher program's description says "qualified BC enterprises with an applied research and development question can apply to work with a qualified graduate student expert that is registered in a BC post-secondary research institution". Taken literally, this requirement would exclude all colleges, teaching universities and institutes from this program. We assume this is not the case, that the wording exclusion is unintentional, and our institutions can qualify for participation in this program. By allowing students in all public post-secondary institutions to compete in the Voucher program, the Province will ensure that all regions of British Columbia can benefit from the investment and take advantage of the partnerships that have already been established with local SMEs.

Minister, this issue is very important to our institutions as this activity has a direct connection with economic development of regions in which our institutions reside.

Thank you for your consideration of this matter.

Yours sincerely,

Ruth Wittenberg
President
BC Association of Institutes and Universities

Jiny Reed
President
BC Colleges

Cc: Honourable Naomi Yamamoto
Minister of Advanced Education

Dr. Molra Stilwell
Parliamentary Secretary for Innovation

Cheryl Wenezenki-Yolland
Deputy Minister, Advanced Education

Dana Hayden
Deputy Minister, Jobs, Tourism & Innovation



British Columbia Institute of Technology

Capilano University

Justice Institute of British Columbia

Emily Carr University of Art + Design

Kwantlen Polytechnic University

Nicola Valley Institute of Technology

University of the Fraser Valley

Vancouver Island University



BC COLLEGES

Camosun College

College of New Caledonia

College of The Rockies

Douglas College

Langara College

North Island College

Northern Lights College

North West Community College

Okanagan College

Selkirk College

Vancouver Community College

August 10, 2011

Honourable Pat Bell
Minister of Jobs, Tourism and Innovation

Honourable Kevin Falcon
Minister of Finance

Dear Ministers Bell and Falcon:

We are writing to both of you on behalf of the BC Association of Institutes and Universities (BCAIU) and the BC Colleges (BCC) to outline a strategy that will help build the economy of British Columbia. Since 2001 the Province has made many positive decisions with respect to Advanced Education including creating new universities, providing degree granting authority to colleges and investing significantly in the research capacity of British Columbia. As a result, our province now has a natural advantage within its advanced education system that is unmatched in Canada and, in a knowledge economy, is becoming as important an asset as our bountiful natural resources.

However, as human history clearly demonstrates, knowledge and innovation are unlike natural resources in that they are not rooted in a specific physical location, but can be nurtured and developed in any jurisdiction. Our organizations seek to work with the Government of British Columbia to build capacity in applied research at colleges, teaching universities and institutes for three reasons:

1. So that British Columbia can compete and win to obtain the increasing federal matching funds available for applied research;
2. So that the province can further enhance the advantages of Canada's most comprehensive and regionally responsive system of colleges, institutes and teaching universities in order to build a 21st century economy that is flexible and diversified;
3. So that we can help create new jobs and businesses and help existing businesses becoming more efficient and effective so that the people of British Columbia can continue to enjoy prosperity and a high quality of life.

We look forward to working with Minister Yamamoto, MLA Dr. Stiwell and with both of you to refine an applied research strategy, but let us offer the following principles as a starting point for discussion.

Relevance

An applied research strategy should be complementary to the key economic sectors where the provincial government seeks to build capacity. Therefore, we see a strategy that focuses on sectors such as forestry, mining, tourism, clean energy, ports and agriculture but also provides much needed support to emerging new technologies, animation, film and digital media. Among the nineteen post-secondary institutions we represent through our two organizations we have existing strengths and substantial relationships with industry in all of these sectors.

Provincial and Regional Impact

All British Columbians are living within a global economy that is increasingly driven by knowledge and innovation. We believe that people in every part of the province should reap the economic benefits from an applied research strategy and also have the opportunity to work with our institutions to contribute their own creativity and ideas. With almost 90 campus locations throughout British Columbia, BCATU and BCC institutions are connected with large and small communities and can ensure the positive impact of applied research strategy is widely distributed.

Responsive

One of the challenges for governments investing in many research initiatives is that it may take years before there are tangible results or economic impacts. With a smaller scale of operations and a more focused approach, our institutions are committed to delivering demonstrable economic impacts so that government can see a clear return on its investment within a reasonable time frame.

Cost Effective and Competitive

Our goal with respect to applied research is not to build large research agencies that can be bureaucratic and lack practical application, but rather to tie our goals directly to those of the province. We propose a modest annual funding budget of \$5 million that is awarded via competition. All of our institutions would be eligible for applied research funding but we would work with the Province to develop a review process where only the best proposals received funding.

Accountable

The review process would include accountability measures that ensure taxpayers receive the maximum return on their investment. For example, in our view the measure of success should not be how many citations an institution receives in peer reviewed journals. Instead, we would propose accountability criteria such as how many new jobs were created in a British Columbia community, how much additional funding was levered from federal or other partners or how much money has a small business saved through an innovation that has created greater efficiency.

Small Business Approach

British Columbia is a small business oriented economy and our institutions are learning from our many small business partners to take a more bottom line and effective approach to research. Our institutions understand that they cannot be experts in every area and effective collaboration will be an important factor in successful outcomes. Because we are geographically distributed and not too large and intimidating for small businesses, we believe that our institutions have an advantage working with small businesses and helping them to be more productive. The provincial government has done a particularly good job in reducing red tape for small business in the last decade and if government would allow our institutions to use our earned surpluses to help match funding and accelerate applied research we will further economic benefits.

Our institutions will continue to play a major role in building the British Columbia economy by working with the Province to: address the major need for skilled workers as outlined Skills for Growth strategy; enhance provincial revenues through education trade and building longstanding international relationships through our advanced education expertise; and to build the productivity of our businesses and communities. We will continue to be institutions that place a priority on teaching our students and building our communities and enhancing our capacity to conduct applied research will be complementary to those priorities.

We would be pleased to provide examples and details on applied research initiatives that are either underway or possible with further investment and look forward to working with you to build an even better British Columbia.

Yours sincerely,



Ruth Wittenberg
President
BC Association of Institutes and Universities



Jim Reed
President
BC Colleges

Cc: Honourable Naomi Yamamoto
Minister of Advanced Education

Dr. Moira Stilwell
Parliamentary Secretary for Innovation

Cheryl Wenezenki-Yolland
Deputy Minister, Advanced Education

Dana Hayden
Deputy Minister, Jobs, Tourism & Innovation

Peter Milburn
Deputy Minister, Finance



BC COLLEGES

British Columbia Institute of Technology

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Vancouver Island University

Camosun College

College of New Caledonia

College of The Rockies

Douglas College

Langara College

North Island College

Northern Lights College

North West Community College

Okanagan College

Selkirk College

Vancouver Community College

Pages 9 through 10 redacted for the following reasons:

Not Responsive

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MINISTRY OF ADVANCED EDUCATION BRIEFING NOTE

Date:	July 27, 2012
Cliff#	91233
File#	60240-60/TWU
Version #	1

PREPARED FOR: Honourable Naomi Yamamoto, Minister of Advanced Education

ISSUE: Trinity Western University and Land Use Planning

BACKGROUND:

Trinity Western University (TWU) is a faith-based, not-for-profit, private university established in 1962 as Trinity Junior College. TWU is celebrating its 50th anniversary in September 2012. TWU was authorized to grant baccalaureate degrees in 1979 and was given university status and the right to offer graduate degrees under the *Trinity Western University Act* in 1985.

TWU has Education Quality Assurance designation. TWU is accredited by the Association of Universities and Colleges of Canada, and the Council of Christian Colleges and Universities, which is recognized by the United States Department of Education. TWU's main campus is located in the Township of Langley (Township), with several extension campuses in Ottawa, Bellingham and Salt Spring Island.

DISCUSSION:

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Other TWU Issues

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Prepared by:	Susan Burns, Director	Reviewed by:	
	Fraser Valley/Interior Region	Executive Director	AL
Phone #:	250-356-6114	A/Assistant Deputy Minister	AL
		Deputy Minister	

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

Date:	July 13, 2012
Cliff#	91160
File#	280-20
Version #	2

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

DATE AND TIME OF MEETING: July 16, 2012 from 10am to 10:30am

ATTENDEES: Madeline Keller-MacLeod, External Affairs Executive; Michel Turcotte, Director of Operations; Michael Glover, Student Service Coordinator and possibly two other staff members from Camosun Student Society. Ministry attendance: Lori MacKenzie and Vincent Portal

ISSUE(S): Camosun College decision to cancel the Applied Communications Program

BACKGROUND:

In April 2012, Camosun College announced it was no longer taking applications for the Applied Communications Program citing budget pressure and high cost associated with running such program. First year students already registered would be able to complete the two-year program before it ceases to be offered indefinitely.

The program established in 1972 offered a combination of academic and technical training preparing students for careers in TV, radio, web and desktop publishing, journalism, photography, publishing and public relations. Students gained on-air and production experience on the college radio station, Village 900 AM which will also be closed.

The Camosun College Student Society (the Society), alumni, students currently registered in the program as well as the local communication and media industry (many employees are alumni) do not support the closing of the program and cite lack of government funding as the main reason.

DISCUSSION:

As part of the annual budgeting process, public post-secondary institutions are expected to review programming and ensure the needs of students and the local community are met effectively, within the financial resources available. Under Provincial legislation public post-secondary institutions are obliged to balance their budget. The College and Institute Act provides the governing bodies of the institutions jurisdiction over all matters relating to the management and administration of the institutions, including responsibility for managing their financial affairs and setting program priorities.

The Applied Communications Program cancellation was one of several mitigation measures Camosun College adopted to balance its 2012/13 \$104M budget. Other measures included:

- Revisions to the Learning Skills Program which offers students such free services as strategies for managing time, taking notes and preparing for exams;
- Suspension to Continuing Education/Contract Training areas that operate below cost recovery;
- Adoption of a different business model for Camosun International;
- Reduction of operating costs through attrition and early retirements

Criteria such as the cost of running a program, enrolment rates, capacity to maintain or grow a program and alignment with Camosun College strategic plan guided the institution executives in their decision.

The Society which represents and serves 8500+ students has vigorously protested the closure of the Applied Communications Program. Students have organized various public demonstration activities, taken over the campus radio station and walked into the President's office all in an effort to "save the program". Dialogue between students and Camosun College's Executive has been open and continuous.

According to the Society's website: "The Student Society aimed its criticism squarely at the provincial government." Ministry staff and the Minister's Office have received many calls and letters from concerned citizens and former faculty condemning program closure and advocating for the program to be reinstated.

Other communications programs available on Vancouver Island include: Bachelor of Arts (Major in Digital Media Studies) at Vancouver Island University in Nanaimo, a Bachelor of Arts in Professional Communications Degree at Royal Roads University in Victoria, and an Interactive Media Communications Design Diploma at North Island College's Comox Valley Campus.

British Columbia labour market information: Demand for writing, translating and public relations professionals is expected to grow at an average rate of 1.7 percent to 2020; demand for photographers, graphic arts technicians and technical and co-ordinating occupations in motion pictures, broadcasting and the performing arts is expected to grow at an average rate of 2.0 percent to 2020; demand for announcers and other performers is expected to grow at an average rate of 1.8 percent to 2020 (although this is a small occupation: 650 job openings by 2020). In comparison, overall job demand growth for British Columbia is 1.4 percent. Similar to all occupations in British Columbia, demand for those occupations is expected to exceed supply by 2016.

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Attachments: 1. Madeline Keller-MacLeod Bio (Source: Student Society website)

Prepared by:	Vincent Portal	Reviewed by:	
	Vancouver Island / Coast	Assistant Deputy Minister	
Phone #:	250.516.8439	Deputy Minister	

Madeline Keller-MacLeod



Position: External Affairs Executive

Email Address: external@camosunstudent.org

I love the Camosun College Student Society (CCSS). Over a year ago I joined as a Lansdowne director and was inspired by how hardworking my co-workers were. Last spring I was elected as the Students with (dis)Abilities representative, and on January 1st, following a vacancy on Council, I stepped into the role of External Executive. This role has only increased my passion for working at the CCSS.

As External, I coordinate campaigns and advocacy, working to create positive change in areas which students identify as causing them hardship. As the title suggests, another part of my job is media relations. I have enjoyed learning to effectively communicate the needs of students through radio, TV, and print media.

Major success: On Feb 1st, with the help of student volunteers, the CCSS hosted a Day of Action for post-secondary education. Students at Camosun joined students across Canada in sending a message to our governments: education is a right. In BC, we called upon the provincial government to reduce tuition, eliminate interest on student loans, and increase education funding.

Major goals: mobilize students and citizens to vote for a pro-education government in the 2013 provincial elections; continue lobbying the Victoria Regional Transit Commission to restore funding for transit; and continue lobbying BC Transit to dedicate funding to student issues: passups and inadequate transit service to, from, and between our campuses.

I would be thrilled to continue working for Camosun students, and being a voice for your needs and concerns. I am currently studying, and am especially interested in, women/gender studies and politics. Funds permitting, I hope to become a human rights lawyer. Funds not permitting, I will still be a kick-ass social justice activist

**MINISTRY OF ADVANCED EDUCATION
BRIEFING NOTE**

PREPARED FOR: Honourable Naomi Yamamoto, Minister of Advanced Education

ISSUE: Proposed ban on all animal dissections in the K-12 and post-secondary systems

BACKGROUND:

Anne Birthistle is the director of the Animal Defence and Anti-Vivisection of BC Society and a member of the "STOP UBC Animal Research" campaign. Since January 2012 she has written two letters to Minister Yamamoto, met with the Minister in April and with MLA Jane Thornthwaite in July asking that the province ban animal dissections in the K-12 and post-secondary systems.

As a member of the STOP UBC Animal Research campaign, Ms. Birthistle has also promoted alternatives to animal research primarily at the University of British Columbia (UBC). The STOP UBC Animal Research campaign has staged several events criticizing UBC's use of animals for research purposes and has issued several requests to UBC about its research practices under the Freedom of Information and Protection of Privacy Act (FOIPPA).

DISCUSSION:

It is estimated that tens of millions of animals are dissected every year in North America for educational purposes. Key arguments in the debate against using animal dissection for educational purposes include the following (See Attachment 1 for a detailed study):

1. The negative environmental impact of removing animals (especially frogs) from the wild, depleting already vulnerable populations;
2. The fact that many of these animals are obtained from biological supply companies that are not required to report on the animals' treatment (independent research reports have shown inhumane treatment); and
3. The pedagogical question of whether animal dissection is still relevant in science curriculum given the focus of biology has shifted down to a genetic and cellular level or up to an ecosystem level.

Another key argument includes the availability of cheaper, technological solutions that provide similar and sometimes superior learning outcomes. Alternatives include computerized dissection simulations that allow students to virtually complete all the steps involved in a dissection. Many of these programs include 3D graphics, narration, and video clips as well as assessment tools and workbooks for teachers.

In May 2012, India's University Grants Commission issued guidelines (Attachment 2) to start phasing out animal dissections in universities. Other countries that have banned animal dissections include Argentina, Slovakia and Israel for reasons similar to those outlined above.

The rationale behind doing animal dissections include that it remains an opportunity for hands-on learning, which is becoming increasingly rare for learners. Technological solutions do not allow students to learn or practice the manual dexterity skills needed for dissection or surgery.

The Canadian Council on Animal Care (CCAC) is responsible for providing the national guidelines and ethical standards that regulate the procurement, euthanasia, and housing of animals used for scientific purposes in educational institutions. Under the *Prevention of Cruelty to Animals Act*, the BC Society for the Prevention of Cruelty to Animals (BCSPCA) has the power to investigate complaints and take action in instances of animal cruelty concerning all captive animals, including those involved in research, teaching and testing.

Currently CCAC certification is voluntary, however, it is mandated for Canadian Institutes of Health Research (CIHR) and Natural Sciences and Engineering Research Council (NSERC) funding eligibility and retention. Currently, 11 British Columbia post-secondary institutions have certification including all of the research universities (see Attachment 3 for a full list). All certified institutions must establish an Animal Care Committee to oversee all animal use protocol.

British Columbia's public post-secondary institutions have legislative autonomy over all matters relating to the management and administration of the institutions, including research activities and instruction.

The Ministry of Education does not mandate animal dissections but states that learners and teachers should have choices that a ban would take away. In 2010, the BC Teachers Federation passed a motion to actively promote the use of alternatives; however, K-12 teachers have the autonomy and authority to determine whether dissections are appropriate based on a range of factors, often including a discussion on the ethics of dissection.

Alternatives to animal dissection are available for students in the K-12 system if they are requested.

CONCLUSION:

British Columbia post-secondary institutions that are members of the CCAC use research and teaching methods that reduce, refine and replace the use of animals with other methods such as cell cultures and computer simulations where possible.

The Ministry supports the autonomy of British Columbia's public post-secondary institutions and would not intervene in these matters, unless provincial or federal animal welfare laws had been violated. Future requests for banning animal dissections and promoting alternatives in the K-12 and post-secondary education system should involve the school districts and individual institutions.

Attachments: Attachment 1 - Dissection as a Contested School Science Research Paper
Attachment 2 - University Grants Commission, India
Attachment 3 - List of CCAC Certified BC Post-Secondary Institutions

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Phone #:	250-356-7263	Executive Director	LM
		Assistant Deputy Minister	AL
		Deputy Minister	DE

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³ For example, as of July 2009, according to the Boreal Northwest biological supply website, a regularly preserved fetal pig specimen costs \$22.95, whereas a formaldehyde-free fetal pig costs \$31.20. A regularly preserved skinned cat costs \$58.00; a formaldehyde-free specimen is \$75.00. A vacuum package of 10 regularly preserved rats costs \$85.00; a formaldehyde-free package of rats costs \$121.00. Various animals, including mice, grasshoppers, mink, clams, starfish, turtles, snakes, and crayfish are not available formaldehyde-free. The higher price and limited selection of formaldehyde-free animals may create a tension for teachers who are faced with tight budgets and must decide between costs, availability of specimens, and environmental and health concerns.

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Page 026 to/à Page 033

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Appendix I.

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List of CCAC Certified BC Post-Secondary Institutions**Research Universities**

Simon Fraser University
University of British Columbia
University of British Columbia – Okanagan Campus
University of Northern British Columbia
University of Victoria

Teaching Universities

Thompson Rivers University
University of the Fraser Valley
Vancouver Island University

Other

Bamfield Marine Sciences Centre
Douglas College
Trinity Western University

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

DATE AND TIME OF MEETING: Meeting with the Canadian Cancer Society,
British Columbia and Yukon, on August 14, 2012,
3:30 p.m. - 4:00 p.m.

ATTENDEES: Ms. Barbara Kaminsky, Chief Executive Officer, Canadian Cancer Society
Ms. Kathryn Seely, Manager of Public Issues, Canadian Cancer Society
Mr. Scott Marks, Treasurer and Chair of Finance and Audit Committee
Member of the Cancer Prevention Centre Committee (tbd)
Ms. Lori MacKenzie, Director, Ministry of Advanced Education (via phone)

ISSUE(S): The Canadian Cancer Society has requested the meeting discuss their proposal for
a National Cancer Prevention Centre.

BACKGROUND:

The proposal from the Canadian Cancer Society (the Society) requests a one-time contribution from the Government of British Columbia of \$25 million to help build a National Canadian Cancer Society-University of British Columbia (UBC) Cancer Prevention Centre (the Centre), which is estimated to cost \$50 million. The Society notes that it will not seek funding for operating costs of approximately \$1 million per year (see Attachment 1 for a copy of the proposal).

Currently, the "Cancer Prevention Centre (CCS-UBC)" is located within the School of Population and Public Health at UBC. The proposal indicates that the intention is to relocate to a facility in the vicinity of the Society's office on West 10th Avenue in Vancouver.

The Society previously met with and discussed their proposal for the Centre with the Honourable Ida Chong, then Minister of Science and Universities, on January 17, 2011, and more recently with the Honourable Michael de Jong, QC, Minister of Health, on May 9, 2012. The briefing notes prepared for those meetings are attached (Attachment 2, Ministry of Science and Universities and Attachment 3, Ministry of Health). Ministry of Health staff have advised that at the meeting on May 9, 2012, the Minister of Health indicated that there was no funding available in the Ministry's current budget to support the proposal, but that the proposal would be given further consideration should resources become available.

The Society notes that the proposed Centre would build on the Research Chair in Primary Prevention of Cancer at UBC, which received a grant of \$4 million in March 2006 from the Government of British Columbia. Dr. Carolyn Gotay holds the current research Chair. The funding letter to the Canadian Cancer Society was sent by the Ministry of Advanced Education (AVED), which had the provincial mandate for research at that time.

The proposal indicates that the Centre has already undertaken some research projects on workplace health, correlations between cancer and socioeconomic status, workplace awareness

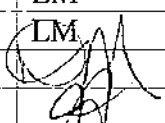
of the potential exposure to occupational carcinogens and exposure to radon in selected British Columbia communities.

DISCUSSION:

s.13

Attachments:

s.13

Prepared by:	Connie Marczyk	Reviewed by:	
	Education Officer	Director	LM
	Post-Secondary Programs	Executive Director	LM
Phone #:	Branch 1	Assistant Deputy Minister	
250-387-2340		Deputy Minister	

Pages 39 through 46 redacted for the following reasons:

s.13

s.21

4. Indoor tanning legislation.
5. Cosmetic pesticide legislation.

While currently there is no funding proposal from the Society to the Province, it is anticipated that the Society will discuss funding for both items 1 and 2 above:

1- CCS/UBC Centre for Cancer Prevention

In 2009, the Society provided \$1.25 million for the Cancer Prevention Centre to be established at UBC. The centre expands on the work of Dr. Gotay, bringing together multidisciplinary teams to study the highest known preventable risk factors, and new risk factors including infectious agents. This approach is anticipated to lead to a deeper understanding of how to prevent cancer and enable the translation of those discoveries into new interventions and public health policies which have the potential to drastically reduce the incidence of cancer.

2- Prince George Cancer Lodge

In September, 2007 Premier Campbell announced a new cancer centre would be built in Prince George as part of a multifaceted strategy to ensure northern British Columbians receive the best possible cancer care. The new cancer centre in Prince George is part of a northern cancer control strategy to further improve care and access close to home for residents of all northern communities. Construction of a new cancer centre in Prince George is one of the recommendations of the Premier's Consultation for Improved Cancer Care in Northern B.C. The new cancer centre will be attached to Prince George Regional Hospital and will include radiation therapy and the addition of a cancer lodge to support patients and their families with accommodations. Currently there is no commitment for Federal or Provincial Funding. The Society is seeking financial support across the Province and the country to raise the \$10 million for the project.

VI CONCLUSION:

Given government's finite ability to support medical research in the Province, any potential funding for the Society has implications for funding other anticipated health related research proposals. A full cost benefit analysis for any forthcoming funding requests received by the Society against other health research proposals and Provincial R&D priorities is recommended.

PREPARED BY:

Claudia Trudeau

Innovation and Business Development Branch

Telephone: 250 387-6157

Pages 48 through 49 redacted for the following reasons:

s.13, s.17

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

PREPARED FOR: Honourable Naomi Yamamoto, Minister of Advanced Education

DATE AND TIME OF MEETING: Wednesday August 29, 2012; 12:30 PM

ATTENDEES: Kelly Betts, President, Skills Canada BC
Honourable Naomi Yamamoto, Minister of Advanced Education
Honourable Pat Bell, Minister of Jobs, Tourism and Innovation
Ministry of Advanced Education staff support.

ISSUE(S): To discuss opportunities for collaboration between provincial government and Skills BC to bring attention to careers in skilled trades leading up to the 2013 Skills Canada National Competition in Vancouver.

BACKGROUND:

Skills Canada BC provides trades and technology career promotion supported by business, government and labour to meet the needs of British Columbia's growing and diverse economy. The goal of Skills Canada BC is to be recognized as the premier organization advancing trades and technologies as valued career opportunities.

Skills Canada BC is an affiliate of the organizers of the Canadian Skills Competition, an annual Olympic-style competition where students from across Canada compete against each other, showcasing their technical and leadership skills. In June 2013, this high profile national event will be held in Vancouver.

In a letter dated July 5, 2012, Kelly Betts, President of Skills Canada BC, requested a meeting with the Honourable Naomi Yamamoto to discuss Skills Canada BC events planned for 2012/13 and opportunities to collaborate with the provincial government to maximize these opportunities - celebrating and bringing attention to careers in skilled trades and technologies.

DISCUSSION:

In British Columbia, a number of concurrent initiatives, programs and/or activities are underway or are being planned relative to the promotion of training and careers in skilled trades and technical programs, including the following four initiatives:

1. "Year of Trades"

The Ministry of Advanced Education (AVED), jointly with the ministries of Education (EDUC) and Jobs, Tourism and Innovation (JTI), is developing an implementation plan for a "Year of Trades" (a working name only) that will seek to promote opportunities for training and careers in the skilled trades; provide a platform for Government communications; and engage employers in trades training.

2. Discover Trades BC

In 2011, the Industry Training Authority provided one-time funding to the Trades Training Consortium of BC (TTCBC) to support marketing and awareness raising activities for programs and careers in the skilled trades. Subsequently, TTCBC engaged Ms. Betts to lead this

endeavour and a steering committee was established to determine promotional opportunities to elevate the profile of trades in British Columbia. As part of this, AVED, EDUC and JTI collaborated with Ms. Betts and the broader steering committee. This work resulted in "Discover Trades BC" – a concept and related materials for a provincial marketing campaign targeted towards youth in the K-12 system and their influencers (i.e. parents, teachers, peers).

3. Skills Canada BC – Regional and Provincial Competitions

In Spring 2013, Skills Canada BC will host 13 regional and the British Columbia provincial skills competitions where students from across the province gain significant exposure to skilled trades and technical careers and compete against each other in Olympic-style applied skills events.

4. Skills/Compétences Canada – National Competition

In June 2013, Skills/Compétences Canada will host the Canadian national skills competition in Vancouver where students from across Canada will gain significant exposure to skilled trades and technical careers and compete against each other in Olympic-style applied skills events.

Together, these initiatives can provide significant opportunity for partnering and cross-promotion to achieve shared objectives of sparking career interest in the skilled trades and technical careers for youth and strengthening the narrative and raising the profile of skilled trades and technical careers.

Aligning with Skills Canada BC events is a key promotional opportunity identified under the proposed "Year of Trades" and AVED has, and will continue, to work closely with Ms. Betts to support promotion of these events and, more broadly, pathways to careers in the skilled trades.

It is the intention of the Ministry that Ms. Betts sit on the soon to be established "Year of Trades" Steering Committee. Her support will be valued not only due to her affiliation with Skills Canada BC but also for her experience leading the highly successful South Island Partnership, a collaboration between Camosun College and their neighbouring School Districts that encourages youth transitions to post-secondary education, with an emphasis on trades training.

SUGGESTED RESPONSE:

s.13

Prepared by:	Emily Horton, Senior Policy Analyst	Reviewed by:	
	Post-Secondary Programs II	Director	SR
Phone #:	250-952-6776	A/Executive Director	SR
		Assistant Deputy Minister	
		Deputy Minister	

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

Date:	July 20, 2012
CHIEF#	91195
File#	280-20/BN 2012
Version	# 2

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

DATE AND TIME: Wednesday, July 25, 2012, 1:15-1:45 pm

LOCATION: Telepresence room (Minister Yamamoto at the Premier's Vancouver Office, and staff at the Superior Street location in Victoria)

ATTENDEES: Honourable Naomi Yamamoto, Minister
Pascal Spothelfer, Vice President, Communications and Community Partnerships, University of British Columbia (UBC);
Nell Hodges, Director, Lower Mainland Region, AVED

ISSUE: Introductory meeting

BACKGROUND:

Mr. Pascal Spothelfer was recently appointed by the Board of Governors of UBC for a five-year term as Vice President for Communications and Community Partnerships. Mr. Spothelfer began his term on May 28, 2012.

Since coming to Canada from Switzerland in 1994, Mr. Spothelfer has held executive positions in a number of industries. Most recently, he was President and CEO of the British Columbia Technology Industry Association (BCTIA) where he advocated for strengthening British Columbia's knowledge economy (see Appendix 1 for the announcement of his appointment and Appendix 2 for a brief biography.)

Responsibilities of the VP, Communications and Community Partnerships, UBC, include Government Relations, Communications and Marketing, Public Affairs, Community Partnership, the Robson Square Campus, the Learning Exchange and Ceremonics.

DISCUSSION:

No formal agenda was provided for the meeting. It is expected to be a meeting of introduction and to provide an opportunity for Mr. Spothelfer to discuss his goals and how these might reinforce those of the ministry. (See Appendix 3 for examples of UBC's linkages to government priorities.)

s.13

SUGGESTED RESPONSE:

s.13

Attachments: Appendix 1 – Announcement of appointment of Pascal Spothelfer, VP-CCP
Appendix 2 – Biography of Pascal Spothelfer
Appendix 3 – Examples of UBC's Linkages to and Support of Government
Priorities

Prepared by:	Elaine McCreary, Education Officer	Reviewed by:	
	Lower Mainland Region	Director, Nell Hodges	NH
Phone #:	(250) 595-1202	A/Executive Director, Debbie Azaransky	DA
		Assistant Deputy Minister, Dawn Minty	
		Deputy Minister, Cheryl Wenezenki-Yolland	S

Media Release | Mar. 15, 2012

Pascal Spothelfer appointed Vice President, Communications and Community Partnership



The University of British Columbia Board of Governors has approved the appointment of Pascal Spothelfer as the new Vice President, Communications and Community Partnership. Spothelfer will begin his five-year term starting May 28, 2012.

Spothelfer has extensive international business experience as a management consultant, senior executive and CEO of both privately held and publicly traded companies. From 2007 to 2011 Spothelfer was President and CEO of the BC Technology Industry Association where he has been actively advocating for the strengthening of British Columbia's knowledge economy.

"We are very pleased to welcome Pascal Spothelfer to UBC," said Professor Stephen Toope, President and Vice Chancellor. "His breadth of experience and his track record in steering organizations through innovation and change will help to guide and strengthen our university."

Spothelfer will succeed Stephen Owen. Owen held the position of Vice President External, Legal and Community Relations from 2007 to 2012. Owen returns to his earlier focus on mediation and public policy conflict resolution.

"Stephen Owen has been a highly effective vice president," said Professor Toope. "He has made outstanding contributions to the University."

Said Stephen Owen, "The warm friendship and collegiality of faculty and staff, and the exuberance of student life and community engagement make UBC the place to be in higher education in Canada and internationally."

In his corporate career, Spothelfer has worked in Europe for the Boston Consulting Group and Jenoptik AG, before moving to Calgary to lead the restructuring of NovAtel Inc., which as CEO he then took public. After a year as Senior VP Strategic Development for Teekay Shipping in Vancouver, Spothelfer served for seven years as President and CEO of Spectrum Signal Processing in Burnaby B.C. Most recently, he was President and CEO of the BC Technology Industry Association.

“UBC is a world-class institution that plays an increasingly important role in British Columbia, Canada and globally” said Spothelfer. “I am very excited and privileged to help shape the brand of UBC, connect to communities locally, nationally and internationally, and contribute to UBC’s drive to make a difference in our lives.”

Born in Switzerland, the 51-year-old Spothelfer graduated with a law degree from the University of Basel, where he also completed his PhD in Law. He received his MBA from INSEAD in Fontainebleau, France.

The University of British Columbia is one of North America’s largest public research and teaching institutions, and one of only two Canadian institutions consistently ranked among the world’s 40 best universities. Surrounded by the beauty of the Canadian West, it is a place that inspires bold, new ways of thinking that have helped make it a national leader in areas as diverse as community service learning, sustainability and research commercialization. UBC offers more than 50,000 students a range of innovative programs and attracts \$550 million per year in research funding from government, non-profit organizations and industry through 7,000 grants.

Pascal Spothelfer

Biography

Pascal Spothelfer was appointed Vice President Communications and Community Partnership at the University of British Columbia effective May 28, 2012. Born and raised in Switzerland, he moved to Canada in 1994 and has held a number of senior management roles across several industries both in Europe and Canada. Most recently, he was President and CEO of the British Columbia Technology Industry Association after having served seven years as President and CEO at Spectrum Signal Processing Inc, a BC based technology company.

Prior to Spectrum, Pascal Spothelfer was the Senior Vice-President, Strategic Development at Teekay Shipping (Canada) Ltd. and from 1994 to 1998, served as COO and later President and CEO of NovAtel Inc., a high-tech company specialized in global positioning systems. Before moving to Canada, he was involved first as a management consultant with The Boston Consulting Group and then as a member of the executive team in the turnaround of Jenoptik AG in Germany.

In his role at UBC, Pascal Spothelfer's responsibilities include Government Relations, Communications and Marketing, Public Affairs, Community Partnership, the Robson Square Campus, the Learning Exchange and Ceremonies.

Mr. Spothelfer holds a law degree and a PhD in law from the University of Basel, Switzerland and a Master of Business Administration from INSEAD in Fontainebleau, France.

Last updated on June 1, 2012 @3:36 pm

Examples of Public Post-Secondary Institutions' Linkages to and Support of Government Priorities

University of British Columbia

- Health programming responsive to health human resource needs, including Nursing (undergraduate and graduate), Nurse Practitioner, Pharmacy, Medical Laboratory Science, Physical Therapy, Occupational Therapy, Speech Language Pathology and Audiology, and Midwifery.
- Partnership with University of Northern British Columbia (UNBC) to launch a Physiotherapy Northern Cohort
- Distributed Medical Program with UNBC and the University of Victoria, including most recently, expansion to include the Southern Medical Program in the Okanagan
- Innovative bioenergy partnership with Nexterra and General Electric
- Participation in international trade missions
- Philanthropic donations offsetting need for government investment (e.g., new Law building, Sauder School of Business upgrades, etc.)
- Entrepreneurship programs aimed at the next generation of innovators/business owners
- Commercialization of research (spin-off companies, licensing revenue, etc.)
- Wood Innovation and Design Centre (development of programming option responding to government's needs)
- Research and educational programming supporting Jobs Plan sectors: Forestry; Mining; Natural Gas; Agrifoods; Technology, Clean Tech and Green Economy; Transportation; and, International Education.

Other Government Policies/Direction

- Tuition Limit Policy
- Naming Privileges Policy
- Education Quality Assurance designation
- Wood First and LEED certification for capital projects
- Green House Gas Reduction Targets

MINISTRY OF ADVANCED EDUCATION
BRIEFING NOTE

Date:	July 17, 2012
Cliff#	91157
File#	280-20/BN 2012
Version #	1

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: For July 25, 2012 Minister/Deputy Minister Meeting: Why is British Columbia's credit transfer system the envy of Canada?

BACKGROUND:

British Columbia is recognized as having the most comprehensive and successful transfer system in Canada. Within the last few years Ontario, Manitoba and New Brunswick have examined British Columbia's system as a possible model to expand their own transfer system. Ontario has recently released a discussion paper on how to encourage innovation in its post-secondary system. Credit transfer was identified as one option for innovation focusing on enhancing the system so all first and second year introductory general courses are recognized across the system, and on improving student mobility between universities and colleges (attributes British Columbia already has). Alberta has used British Columbia's transfer system as a model to develop its own.

On an international level, the Higher Education Policy Institute in Britain has stated that British Columbia has "developed [the system into] what is possibly the most extensive credit accumulation and transfer arrangement in the world."¹

DISCUSSION:

The British Columbia Council on Admissions and Transfer (BCCAT) has a mandate to facilitate admission, articulation and transfer arrangements among British Columbia post secondary institutions. It manages and administers the British Columbia's credit transfer system and produces the BC Transfer Guide.

These institutions negotiate formal transfer agreements for courses and programs where there is high demand. There are two main types of credit transfer:

- university (or block) transfer (where a "block" of course work is recognized for transfer of first and second year degree requirements); and
- general admissions or course-by-course transfer (where previously completed post-secondary course work is assessed for transfer on a case-by-case basis).

As well, all public and a large number of private institutions also negotiate transfer informally on a course-by-course or student-by-student basis for programs that do not have high demand for transfer. (These agreements are not published in the BC Transfer Guide.)

The majority of credit transfer is for first or second year courses/programs (i.e., general Arts and Sciences) and block transfer. Thus British Columbia's university transfer system is virtually seamless for first and second year courses, meaning that students can take these courses at one institution in the BC transfer system, and obtain full transfer credit for them at another. Work is being undertaken to

¹ The Higher Education Policy Institute (HEPI) is an independent organization with the goal of ensuring that higher education policy development in the United Kingdom is informed by research and experience of others. It is overseen by an academically-distinguished advisory board.

increase the number of agreements for third and fourth year courses, and programs that are not currently covered.

It is the number of institutions and scope of agreements that makes the BC transfer system a leader. The following data provide a snapshot of the credit transfer system:

- There are 38 institutions participating in formal credit transfer: all 25 public post-secondary institutions, eleven private institutions and two out-of-province institutions (Yukon College and Athabasca University).
- There are currently about 900 block transfer agreements and about 75,000 active course credit articulations.
- In 2008/09 (most recent available data), there were 4,126 university transfer students who were able to transfer from their initial institution to the four main research universities to continue their degree programs.
- In 2008/09, there were 18,447 other students who transferred between different institutions.


The credit transfer system gives students a high level of flexibility to complete their studies. It enhances their accessibility to education, and it can offer cheaper alternatives. The following examples illustrate these benefits:

- Students can start their education closer to home at less expensive colleges, and then transfer to a university for their third and fourth years.
- If students do not meet the admission requirements for entering a university directly, they may be eligible to apply for admission later as a transfer student.
- Students can transfer between non-degree programs. For example, a student may start a diploma at one college and finish it at another.
- Students often find it difficult to enroll in the pre-requisite courses they need or in courses they are interested in taking. Credit transfer allows them to take courses from other institutions or through distance education and transfer the credits back to their "home" institutions.
- Students are able change their programs of study and not lose all the credits they have accumulated to date.

Government also benefits from a cost effective and efficient transfer system. Students are able to access less expensive education options, they can complete their programs in a more timely fashion, and instructional costs can be greatly reduced.

As governments look to innovate their post-secondary systems in an era of fiscal restraint, credit transfer is one of the options identified that can improve flexibility. As British Columbia developed its credit transfer system well in advance of other jurisdictions, it is now looked to as a leader in this field.

POSSIBLE QUESTIONS FOR BCCAT:

Prepared by:	Martin Young/Senior Advisor Strategic Policy and Planning Branch	Reviewed by:	KC
Phone #:		Executive Director	SB
		Assistant Deputy Minister	IR
		Deputy Minister	

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Signing the Remaining 2012/13 Government Letters of Expectations

BACKGROUND:

The 2012/13 Government Letter of Expectations (GLE) was developed based on the 2010/11 GLE, the 2012/13 template for crown agencies and current Government commitments and priorities.

Following teleconferences with institutional Board Chairs and Presidents, the Deputy Minister shared the draft GLE with Presidents in February for discussion with their Board Chairs. Twenty-four institutions provided feedback (with collective views provided through BC Colleges and the Research Universities Council of British Columbia). Many of the suggested changes were incorporated and revised GLEs were sent to the institutions on April 10, 2012.

By May 7, 2012, eighteen GLEs had been signed by Board Chairs and the Minister. The signed letters were posted on the Ministry and institution websites as required. The GLEs for the seven remaining institutions (Emily Carr University of Art and Design and the six members of the Research Universities Council of British Columbia) require finalization.

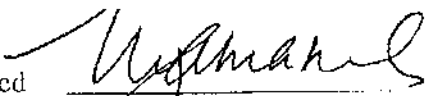
DISCUSSION:

After further discussions with the Ministry, members of the Research University Council of British Columbia proposed additional changes to the GLE, as identified in Attachment 1.


The suggested edits focus on institutional autonomy, which is a longstanding issue for the research universities. Revised wording clarifies that Government is responsible for setting the legislative, regulatory and public policy frameworks in which institutions operate and establish their mandates. Previous wording stated that Government is responsible for setting institution mandates. It is also stated that the universities will consider (rather than ensure alignment with) Government's goals and priorities when establishing their institution priorities.

The seven institutions have now returned signed GLEs to the Ministry. This Decision Note has been prepared to request the Minister's signature on the seven GLEs.

OPTIONS:

Approved / Not Approved  Date: Aug 8, 2012
Honourable Naomi Yamamoto

Attachments: Attachment 1 - Generic GLE identifying changes
Attachment 2 - Seven GLEs

Prepared by:	Christine Broda, Policy Analyst	Reviewed by:	
	Post-Secondary Audit and Accountability Branch	Executive Director	JS
Phone #:	(250) 387-3525	Assistant Deputy Minister	
		Deputy Minister	

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Education Quality Assurance Applicant Suitability of Pacific Language Institute

BACKGROUND:

Pacific Language Institute is a private language training institution that is accredited by Languages Canada. The institution was approved for Education Quality Assurance (EQA) designation in September 2010. EQA is assessed on an annual basis to ensure institutions are continuing to meet the requirements for EQA designation. In order to ensure that the integrity of the EQA brand is maintained, Ministry staff are conducting thorough reviews of all institutions upon their application for renewal of the EQA designation.

The annual renewal process requires confirmation that an institution is in good standing with the Ministry of Advanced Education before the EQA is renewed for another year. Confirmation of good standing also considers applicant suitability as set out in the Eligibility Requirements section of the EQA Policy and Procedures Manual (see Attachment 1). The Minister of Advanced Education has discretion to deny EQA to an institution if concerns with applicant suitability are found – even if all other EQA eligibility requirements have been met.

DISCUSSION:

Approved / Not Approved *Yes*
Honourable Naomi Yamamoto

Date *Aug 30/12*

Attachments:

1. FOA Applicant Suitability Requirements
2. Ministry Applicant Suitability letter
3. Institution's Response Letter

Prepared by:	Vicki Simmons, Policy Analyst Governance and Quality Assurance	Reviewed by:	Director	DR
Phone #:	356-2067		Assistant Deputy Minister	IR
			Deputy Minister	<i>[Signature]</i>

Ministry Good Standing and Applicant Suitability requirements from the
EQA Policy and Procedures Manual (Eligibility Requirements Section)

Good Standing

Ministry Good Standing (General)

Institutions must be in good standing with the Ministry in order to meet EQA eligibility requirements and to maintain their EQA designation. An EQA institution will be considered "Not in Good Standing" with the Ministry if the institution is:

- found to be misusing the EQA brand;
- in contravention of EQA Brand - Use for the brand as set out in the Policy and Procedures Manual;
- in contravention of the Certification Marks Terms of Use.

Ministry Good Standing (StudentAid BC Designation)

An institution with StudentAid BC (SABC) Designation will be considered "Not in Good Standing" with the Ministry if:

- Its SABC Designation is suspended because it is under criminal investigation and/or is prohibited from accepting new applications for student loan funding; or
- its SABC Designation has been rescinded or not renewed for any reason other than:
 - voluntarily letting it lapse
 - no longer having programs meeting the required program length
 - no students from that institution having applied for loan funding in the last 3 years

Applicant Suitability

In addition to the Eligibility Requirements set out above, the Minister will determine, on an individual case basis, whether the applicant* is considered suitable to hold the EQA designation. In assessing applicant suitability, the Minister is looking for anything that might indicate the applicant may fail to comply with the terms and conditions of the EQA designation. The Minister will give consideration to several factors, which may include, but are not limited to, the following:

- the reputation and character of the applicant;
- involvement in any criminal activities;
- association with any person or entity involved in criminal activities or activities that contravene a statute;
- the financial integrity of the applicant, including the sources of funding for the institution;
- any outstanding, related, civil judgments against the applicant;
- any ongoing legal proceedings involving the applicant;
- any false or misleading statements made by the applicant during the EQA designation process;
- such other factors as may be relevant in the public interest.

* For the purposes of this section, in the case of a private institution, the word "applicant" means the applicant institution and/or its owner(s).

Pages 66 through 69 redacted for the following reasons:

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Page 058 to/à Page 063

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**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

Date: July 19, 2012
Clim# 90381
File# 60100-20/20/RRU/
1112RRU0019
Version # 3

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Royal Roads University (RRU) has applied to offer a Bachelor of Arts in Global Tourism Management degree

BACKGROUND:

In January 2012 RRU submitted a proposal to offer a Bachelor of Arts in Global Tourism Management (BAGTM) degree. This is a "2+2" program, whereby students with two years of undergraduate level courses may transfer into the third year of the proposed BAGTM program, if they meet admission requirements. Students who complete years three and four successfully receive a RRU degree.

To gain admission, students must have completed RRU's Interdisciplinary Studies Diploma or an equivalent two years (60 credits) of undergraduate level courses, obtaining a minimum "B" (3.0/4.33) GPA in at least 24 second-year credits. Students are also required to achieve RRU's minimum standard scores in English language competency tests. Students who do not meet the requirements may apply for flexible admission, which requires documented work experience.

Once admitted, students complete the remaining 60 credits of third and fourth year curriculum based on the core tourism degree program content used by British Columbia's public post-secondary system.

RRU posted the proposal on the ministry's Degree Authorization website for the required 30 days and received one comment from Selkirk College, which was supportive. The proposal's appendix contained additional letters of support from three public institutions – College of the Rockies, North Island College and another from Selkirk College. These institutions see the degree as a transfer opportunity for their domestic and international students.

Although there are plans to make the BAGTM available to domestic students in future, the program will start as primarily for international students who have no work experience in the tourism sector, and are therefore disqualified from most RRU programs which tend to be for working professionals in the field of study.

See Attachment 1 for a system coordination criteria checklist prepared by Ministry staff.

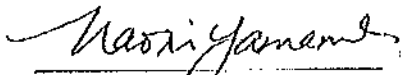
DISCUSSION:

Page 77 redacted for the following reason:

s.13

s.13

Approved / Not Approved


Honourable Naomi Yamamoto

Date: AUG 07 2012

Attachments: 1. Criteria checklist

2. Letter to RRU President Cahoon for the Minister's signature

Prepared by:

Dawn House, Education Officer
Governance and Quality Assurance Branch
Phone #: 250-356-7700

Reviewed by:

Director
Executive Director
Assistant Deputy Minister
Deputy Minister

DR

IR

3 of 3

Criteria Checklist for New Degree Proposals

INSTITUTION: ROYAL ROADS UNIVERSITY (RRU)		CLIFF: 90381
PROPOSED DEGREE: BACHELOR OF ARTS IN GLOBAL TOURISM MANAGEMENT		
CRITERIA:	✓	EVALUATION
Is the degree consistent with the institution's mandate and areas of expertise?	✓	<ul style="list-style-type: none"> Consistent with the <i>Royal Roads University Act</i> which mandates RRU to offer "programs at the undergraduate and graduate levels in solely the applied and professional fields" Builds on RRU's areas of expertise, where degrees in the related hospitality field have been offered since 2006 Aligns with RRU's strategic plan to respond to employers' needs in a global context Aligns with RRU Board of Governors' directives to internationalize the student body and program content RRU has exempt status to the Master's level
Is there a supportable case for adequate student demand?	?	<ul style="list-style-type: none"> No student surveys or quantitative evidence of student demand are provided With no work experience requirement, RRU expects the program to attract a wider audience than its existing programs RRU states that its "several transfer agreements with international partners will increase the volume of students substantially over the next five years", but the People's Republic of China is the only example of a partnership cited Study Group, an international student recruitment agency partnering with RRU, advised RRU there is strong international demand for tourism/hospitality degrees
Is the proposed degree unduplicated in the Province?	✓	<ul style="list-style-type: none"> Four public institutions offer tourism degree programs –Capilano University (CAPU), Thompson Rivers University, the University of Northern BC and Vancouver Island University. The BAGTM differs from these in its focus on global tourism management issues, whereas other programs may offer a few courses on international tourism but focus primarily on the BC/Canada context.
• <i>If not, is there credible justification for duplication?</i>		
Is there evidence the institution consulted with other BC institutions offering programs with similar objectives and content?	✓	<ul style="list-style-type: none"> Evidence of consultation includes three letters of support from North Island College, College of the Rockies, and Selkirk College. The program proposal was posted on the ministry's degree authorization website for the requisite 30 days to allow for peer comments, and received only one, which was in support and from Selkirk College.
Did the institution provide results of consultation with relevant regulatory, professional or licensing bodies?		<ul style="list-style-type: none"> N/A – Tourism is an unregulated field.
Has the institution demonstrated successful past performance in related areas over the past three years?	✓	RRU's School of Tourism and Hospitality Management's has been operating since 2006. Ministry staff consulted BGS Student Outcomes Survey for RRU Hotel/Motel Administration/Management (the closest subject area), 2 years after graduation. Results were only available for the 2011 survey (2009 graduates):

Criteria Checklist for New Degree Proposals

<ul style="list-style-type: none"> Graduate satisfaction 		<ul style="list-style-type: none"> 93% were very satisfied or satisfied with the program
<ul style="list-style-type: none"> Graduate employability 	?	<ul style="list-style-type: none"> 90% of graduates were employed; but only 30% in jobs very related to their study
<ul style="list-style-type: none"> Graduate earnings 		<ul style="list-style-type: none"> The largest proportion of graduates (38%) reported gross annual incomes of \$40-59,999 from their main job.
Is there labour market support for the proposed degree?	?	<ul style="list-style-type: none"> This program is primarily for international students who RRU expects will take their skills back to their home countries to help develop their tourism sectors. International labour market data is not available. For students who stay in BC: <ul style="list-style-type: none"> Government's Tourism Strategy notes that tourism in BC grew more rapidly in the last decade than the BC economy as a whole. Labour Market Outlook projections state that Business Development Officers / Marketing Researchers & Consultants (NOC 4163) – cited as a field that graduates of this program could enter – have Average job prospects at Above Average wages and usually require a baccalaureate.
Is there evidence of support from prospective employers?		<ul style="list-style-type: none"> No
Is there a compelling reason why the degree should be offered by this institution and not another?		<ul style="list-style-type: none"> No
Does the degree align with the 2012/13 Government Letter of Expectations (GLE)?	✓	<ul style="list-style-type: none"> RRU has achieved or exceeded all of the targets reported in its 2010/11 Accountability Framework Performance Measure Results.
Does the degree align with Ministry and Government priorities?	✓	<ul style="list-style-type: none"> Tourism is identified in the BC Jobs Plan as one of the knowledge-based sectors to build upon. Program aligns with "Gaining the Edge, the Five-Year Strategy for Tourism in BC" which has a goal of 5% annual growth of tourism throughout the province The initial focus of the RRU degree will be on expanding international education, addressing goals set in the BC Jobs Plan Program supports Government's <i>International Education Strategy</i>



Our Ref. 90381
File # 60100-20/20/RRU/1112RRU0019

AUG 07 2012

Dr. Allan R. Cahoon
President and Vice Chancellor
Royal Roads University
2005 Sooke Rd
Victoria BC V9B 5Y2

Dear Dr. Cahoon:

I am pleased to provide Ministerial approval to Royal Roads University for a Bachelor of Arts in Global Tourism Management. As you know, Ministerial approval to offer a new degree program is a requirement of the Royal Roads University Act.

As the University has exempt status to the master's degree level, and because I do not have any concerns about the proposed degree, I am approving this degree without review by the Degree Quality Assessment Board (the Board). As you are aware, the Exempt Status Criteria and Guidelines state that when an institution has been granted exempt status at a certain degree level, proposals submitted for new degree programs at or below that level proceed directly to the Minister for approval following the 30-day peer review period, unless the Minister has concerns about a proposal and refers it to the Board.

I wish you every success in implementing this new degree program.

Sincerely,

Naomi Yamamoto
Minister

pc: Dr. Stephen Grundy, Vice-President, Academic and Provost
Royal Roads University

Ministry of
Advanced Education

Office of the
Minister

Mailing Address:
PO Box 9080 Stn Prov Govt
Victoria BC V8W 9E2

Location:
Parliament Buildings
Victoria

MINISTRY OF ADVANCED EDUCATION
DECISION NOTE

Date:	July 11, 2012
Cliff#	90477
File#	
Version #	3

PREPARED FOR: Honourable Naomi Yamamoto, Minister of Advanced Education

ISSUE: Royal Roads University has applied to offer a Bachelor of Business Administration

BACKGROUND:

Royal Roads University (RRU) is governed by the *Royal Roads University Act*, which requires the Minister to approve new degree programs. The institution has exempt status up to and including the master's degree level¹ therefore, the proposal was not reviewed by the Degree Quality Assessment Board (the Board).

The proposed degree is a Bachelor of Business Administration (BBA), with a specialization in Sustainability and International Business. It represents 60 credits of third and fourth year instruction in management theory, business and environmental skills, and corporate and social responsibility, designed to prepare graduates for entry-level management positions. The program will be delivered on campus at RRU over two years, has no work experience component, and is open to domestic and international students.

s.13

DISCUSSION:

s.13

s.13

Prepared by:	Reviewed by:	
Kevin Wilson, Policy Analyst	Director	DR
Governance and Quality Assurance Branch	Executive Director	
Phone: 250-387-6195	Assistant Deputy Minister	IR
	Deputy Minister	

Criteria Checklist for New Degree Proposals

INSTITUTION: ROYAL ROADS UNIVERSITY (RRU)		CLIFF: 90477
PROPOSED DEGREE: BACHELOR OF BUSINESS ADMINISTRATION (specialization in Sustainability and International Business)		
CRITERIA:	✓	EVALUATION
Is the degree consistent with the institution's mandate and areas of expertise?	✓	<ul style="list-style-type: none"> This initiative fits with RRU's mandate, and aligns with RRU's strategic plan in terms of providing high quality, efficient, cost effective education that responds to the needs of working professionals and their employers, within a global context.
Is there a supportable case for adequate student demand?	✓	<ul style="list-style-type: none"> The lack of work experience requirement for entrance into this program is cited as a plus in attracting international students. RRU notes that interest expressed by college partners indicate that RRU could anticipate at least 50 international students if an undergraduate program without the work experience requirement is offered Representatives in the RRU International Study Centre indicate there is a strong global demand for business degrees with specializations in sustainability and international business.
Is the proposed degree unduplicated in the Province?		<ul style="list-style-type: none"> There are over 40 Bachelor of Business degrees in BC. Allowing for comprehensive coverage of the province, and variations in focus, this is still a large number of bachelor's level degrees in the same industrial sector. In terms of geographic proximity, there are bachelor's level degrees in lower Vancouver Island already in place at VIU, Camosun College, and two at UVic.
<ul style="list-style-type: none"> <i>If not, is there credible justification for duplication? (E.g., distance between programs, employer demand exceeds graduate supply, need to retain trained workers in the region)</i> 	?	<ul style="list-style-type: none"> RRU bases its rationale on the BC Jobs Plan call to increase the number of international students in BC by 50% in four years (the degree would focus largely on international students). Its emphasis on business sustainability and internationalization are the basis of its claim to a unique niche. RRU cites a 2011 report by the Association to Advance Collegiate School of Business, indicating that business schools are behind in respect to globalization. RRU also cites a 1999 statement by the conference Board of Canada indicating that Corporate Social Responsibility (a component of sustainability) is the business issue of the 21-st century.
Is there evidence the institution consulted with other BC institutions offering programs	?	<ul style="list-style-type: none"> RRU received a letters of support from Camosun College for the proposal.

Criteria Checklist for New Degree Proposals

with similar objectives and content?		
Did the institution provide results of consultation with relevant regulatory, professional or licensing bodies?		<ul style="list-style-type: none"> N/A. Business is an unregulated field.
Has the institution demonstrated successful past performance in related areas over the past three years?	✓	<ul style="list-style-type: none"> RRU has a Business Program that has been in place for over ten years. It also has experience in accommodating international students and in programs with a global focus. Ministry staff consulted BGS Student Outcomes Surveys for grads in environmental and business related studies, 2 years after graduation, for the last 3 survey years (2009-11) finding):
<ul style="list-style-type: none"> Graduate satisfaction 		<ul style="list-style-type: none"> Over 91% of environmental grads and 95% of business grads reported being "very satisfied or satisfied" with their education.
<ul style="list-style-type: none"> Graduate employability 		<ul style="list-style-type: none"> 89% of environmental grads and 97% of business grads were employed in full time jobs. 78% of environmental grads and 81% of business grads were working in jobs directly related to their degrees -
<ul style="list-style-type: none"> Graduate earnings 		<ul style="list-style-type: none"> Environmental grads reported a median annual income of \$54,500 and Business grads of \$63,666 – though the salaries for both decreased over the three year period (possibly due to the global economic decline beginning in late 2008).
Is there labour market support for the proposed degree?	✓	<ul style="list-style-type: none"> Labour Market projections for "Business Development Officers", "Managers in Social, Community and Commercial Services" and "Professional Occupations in Business Services to Management" are all above average. Representatives in the RRU international Study Centre have made it clear that there is a strong global demand for business degrees with specializations in sustainability and international business.
Is there evidence of support from prospective employers?		<ul style="list-style-type: none"> No
Is there a compelling reason why the degree should be offered by this institution and not another?		<ul style="list-style-type: none"> No, although RRU has international partnerships that would support the influx of students, and a mandate that supports the tenets of the program. As well, given the variety of master's degrees (6) that RRU can offer graduates, and the in-take mechanism it has from China for years 1&2, RRU is well placed to offer this degree.
Does the degree align with the 2012/13 Government Letter of Expectations (GLE)?	✓	<ul style="list-style-type: none"> RRU has achieved or exceeded all of the targets reported in its 2010/11 Accountability Framework Performance Measure Results.

Criteria Checklist for New Degree Proposals

Does the degree align with Ministry and Government priorities?

✓

- Yes. The focus of the RRU degree initially will be on meeting the increasing demands to expand international education (addressing goals set in the BC Jobs Plan).



Our Ref. 90477

AUG 09 2012

Dr. Allan R. Cahoon
President and Vice Chancellor
Royal Roads University
2005 Sooke Rd
Victoria BC V9B 5Y2

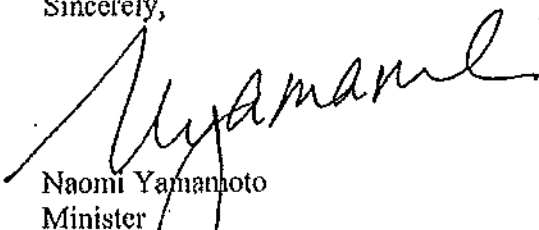
Dear Dr. Cahoon:

I am pleased to provide Ministerial approval to Royal Roads University for a Bachelor of Business Administration. As you know, Ministerial approval to offer a new degree program is a requirement of the Royal Roads University Act.

As the University has exempt status to the master's degree level, and because I do not have any concerns about the proposed degree, I am approving this degree without review by the Degree Quality Assessment Board (the Board). As you are aware, the Exempt Status Criteria and Guidelines state that when an institution has been granted exempt status at a certain degree level, proposals submitted for new degree programs at or below that level proceed directly to the Minister for approval following the 30-day peer review period, unless the Minister has concerns about a proposal and refers it to the Board.

I wish you every success in implementing this new degree program.

Sincerely,



Naomi Yamamoto
Minister

pc: Dr. Stephen Grundy, Vice-President, Academic and Provost
Royal Roads University

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

Date:	August 29, 2012
Client#	90664 xRef 90391
File#	125-20/DAA/CONTR
	60100-20/LINC/MONI
Version #	6

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE:

s.13

BACKGROUND:

The *Degree Authorization Act* (DAA) provides a mechanism for private institutions (and public institutions from outside of British Columbia) to apply for Minister's consent to advertise, offer and grant degrees or to use the word "university" in British Columbia. The DAA requires degree programs proposed by institutions to go through a degree quality assessment process overseen by the Degree Quality Assessment Board before the Minister grants consent, with a similar process for the use of the word "university."

University Canada West (UCW) is the operating name of LearningWise Education Inc. (LINC). UCW was originally established in Victoria in 2004. LINC is a private company under the *BC Business Corporations Act*. In 2008, controlling shares in LINC were purchased by Peter Chung (Eminata Group) who owns and operates a large number of private colleges, including CDI and Vancouver Career College. In 2011, UCW moved its main campus to Vancouver and UCW's consent was amended accordingly.

UCW is governed by a Board of Directors that delegates the responsibility for the operation of UCW to the President. On March 8, 2012, a letter was sent to the Ministry and Chair of the Degree Quality Assessment Board formally announcing the resignation of UCW's President and the appointment of Leslie (Skip) Triplett as Board Steward to oversee the operations of UCW until a search was completed for a new President. Skip Triplett is a member of UCW's Board of Governance and former President of Kwantlen Polytechnic University (KPU). On July 9, 2012, UCW announced the appointment of Dr. Arthur Coren, currently the Dean of the School of Business at KPU, as President and Vice-Chancellor. Dr. Coren will assume the Presidency of UCW on September 4, 2012.

DISCUSSION:

s.13, s.14, s.15

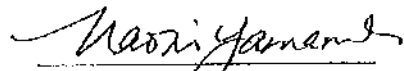
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s.13, s.14, s.15


AUG 30 2012

Approved / Not Approved


Honourable Naomi Yamamoto

Date: _____

Attachments: 1. March 26, 2012, Letter to UCW
2. April 2, 2012, Response from UCW
3. Decision Note #90391

Prepared by:	Vicki Simmons, Policy Analyst Governance and Quality Assurance	Reviewed by:	
Phone #:	250-356-2067	Director	DR
		Assistant Deputy Minister	IR
		Deputy Minister	

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Pages 91 through 120 redacted for the following reasons:

s.13

s.13, s.14

s.13, s.14

Y. Approved Not Approved

Option 3.

Naomi Yamamoto
Honourable Naomi Yamamoto
Minister of Advanced Education

Date: March 29/12

Prepared by:	Viola Simmons, Policy Analyst	Reviewed by:	
	Dorothy Rogers, Director		
	Quality Assurance and Sector Labour Relations	Director	
Phone #:	250-356-2067	Executive Director	<i>AL</i>
		Assistant Deputy Minister	<i>AL</i>
		Deputy Minister	

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Pages 122 through 130 redacted for the following reasons:

s.15

MINISTRY OF ADVANCED EDUCATION
DECISION NOTE

Date:	July 12, 2012
Cliff#	90694
File#	60100- 20/UFV/1112UCFV0017
Version:	3

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: New Degree Proposal – Bachelor of Arts in Global Development Studies
for the University of the Fraser Valley

BACKGROUND:

The University of the Fraser Valley (the University) has applied to offer a Bachelor of Arts in Global Development Studies (GDS). Under section 48(2) of the *University Act*, a university must not establish a new degree program without the approval of the Minister. New degree program proposals from the University require review by the Degree Quality Assessment Board (the Board).

The proposed GDS program is an interdisciplinary degree that would provide graduates with the knowledge, skills, and abilities to work in Canadian or international development agencies and non-government organizations as well as pursue graduate studies. Students will participate in at least one local or international internship program and acquire competency in a second language. The University notes that the proposed degree name of "Global Development Studies" is the more common nomenclature in use today.

Graduates may find employment in a broad range of occupations such as international/global development agencies, community development, social planning, local government, international trade and education, peace and justice, and food security.

The University's application completed the Board's quality assessment process including a 30-day peer review period and review by a three-person expert panel. At its April 10, 2012, meeting, the Board determined the program met the established criteria and recommended the Minister grant approval for the program (see Attachment 1 for Board letter and synopsis of the review process).

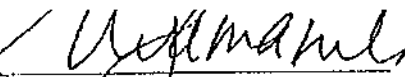
DISCUSSION:

Page 132 redacted for the following reason:

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Approved / Not Approved


Honourable Naomi Yamamoto

Date:

 9/12

Attachments: 1. Board Letter / Synopsis of Review Process
2. Labour Market Information Summary Report
3. Criteria Checklist for New Degree Proposals

Prepared by: Rosalyn Kilpatrick, Education Officer
Governance and Quality Assurance
Branch

Phone #: 250-387-6176

Approved by:
Director

DR

Assistant Deputy Minister
Deputy Minister



3 of 3

Page 134 redacted for the following reason:

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DEGREE QUALITY ASSESSMENT BOARD

DQAB Synopsis of Recommendation to the Minister

University of the Fraser Valley: Application for Bachelor of Arts, Global Development Studies

Under section 48(2) of the *University Act*, a university must not establish a new degree program without the approval of the Minister.

New degree program proposals from British Columbia public post-secondary institutions (other than proposals from institutions with exempt status) require review by the Degree Quality Assessment Board (the Board).

The Bachelor of Arts, Global Development Studies degree proposal was posted on the Post-secondary Institution Proposal System for peer review for the required 30-day period. The proposal received one peer comment from the University of Victoria.

The Board determined at its October 24, 2011 meeting that the University's application would undergo a three-person expert panel review.

At its April 10, 2012 meeting, the Board reviewed the expert panel's report and the institution's response. The Board recommended the Minister grant approval for the Bachelor of Arts, Global Development Studies, with the understanding the University will follow through on the commitments made in its response to the expert panel report.



DEGREE QUALITY ASSESSMENT BOARD

DQAB Synopsis of Recommendation to the Minister

University of the Fraser Valley: Application for Bachelor of Arts, Global Development Studies

Under section 48(2) of the *University Act*, a university must not establish a new degree program without the approval of the Minister.

New degree program proposals from British Columbia public post-secondary institutions (other than proposals from institutions with exempt status) require review by the Degree Quality Assessment Board (the Board).

The Bachelor of Arts, Global Development Studies degree proposal was posted on the Post-secondary Institution Proposal System for peer review for the required 30-day period. The proposal received one peer comment from the University of Victoria.

The Board determined at its October 24, 2011 meeting that the University's application would undergo a three-person expert panel review.

At its April 10, 2012 meeting, the Board reviewed the expert panel's report and the institution's response. The Board recommended the Minister grant approval for the Bachelor of Arts, Global Development Studies, with the understanding the University will follow through on the commitments made in its response to the expert panel report.

Criteria Checklist for New Degree Proposals

Attachment 3

INSTITUTION: University of the Fraser Valley (UFV)		CLIFF: 90694
PROPOSED DEGREE: Bachelor of Arts in Global Development Studies (GDS)		
CRITERIA:	✓	EVALUATION
Is the degree consistent with the institution's mandate and areas of expertise?	✓	<ul style="list-style-type: none"> Ministry staff reviewed the proposal and confirmed the program is consistent with UFV's institutional mandate.
Is there a supportable case for adequate student demand?	✓	<ul style="list-style-type: none"> UFV provided evidence of student surveys conducted in 2006 and 2009 showing a high level of student demand for a GDS major (38.7% of the 481 students surveyed in 2006 and 62.4% of the 117 students surveyed in 2009 indicated they were interested or very interested.)
Is the proposed degree unduplicated in the Province?	✓	<ul style="list-style-type: none"> UFV states there are no other four-year undergraduate programs in GDS in BC or possibly Canada that offer the same combination of critical knowledge, applied skills and experiential learning in the area of global development. Vancouver Island University (VIU) offers a major and minor in Global Studies but UFV notes there are clear differences between the two programs. In addition, SFU, TWU, UBCO, and UNBC all offer undergraduate programs in the field of International Studies. As well, Capilano University offers an Associate of Arts in Global Stewardship and Selkirk College, a Liberal Arts diploma/ Associate of Arts in Peace Studies.
<i>If not, is there credible justification for duplication? (E.g., distance between programs, employer demand exceeds graduate supply, need to retain trained workers in the region)</i>	✓	<ul style="list-style-type: none"> The program offered at VIU is similar but there may be justification for both programs due to geographical distances between the two institutions.
Is there evidence the institution consulted with other BC institutions offering programs with similar objectives and content?	✓	<ul style="list-style-type: none"> UFV indicated it received approval and support from member institutions of the Canadian Consortium of University Programs in International Development Studies (CCUPIDS). UFV also consulted with Selkirk College, Columbia Bible College and Capilano University regarding articulating with their two-year programs in the global development field.
Did the institution provide results of consultation with relevant regulatory, professional or licensing bodies?	✓	<ul style="list-style-type: none"> See above re CCUPIDS.
Has the institution demonstrated successful past performance in related areas over the past three years?		<ul style="list-style-type: none"> The BC Student Outcomes 2011 Survey of 2009 Baccalaureate Graduates, reported the following from students who had graduated from UFV's equivalent of General Studies and Liberal Arts baccalaureate

		programs.
<ul style="list-style-type: none"> Graduate satisfaction 		<ul style="list-style-type: none"> Of UFV graduates of both the General Studies and Liberal Arts programs surveyed, 98% reported they were either satisfied or very satisfied with their programs.
<ul style="list-style-type: none"> Graduate employability 		<ul style="list-style-type: none"> Of General Studies and Liberal Arts graduates surveyed 92% were employed with 75% in a job somewhat or very related to their program.
<ul style="list-style-type: none"> Graduate earnings 		<ul style="list-style-type: none"> Of earnings, 30% of all graduates were making \$20,000 to \$39,999 and 40% were making \$40,000 to 59,999 with 16% making \$60,000 to \$79,999.
Is there labour market support for the proposed degree?	✓	<ul style="list-style-type: none"> UFV provided a comprehensive labour market report on National Occupational Classification (NOC) 4164 with the categories of Social Policy Researchers, Consultants and Program Officers as well as International Aid and Development Project Officers and Humanitarian Aid Workers to support its proposal. UFV notes that while employment prospects according to Service Canada are fair, growth will be average and job opportunities should increase with retirements. Employment opportunities are better for those with relevant post-secondary education and this group shows higher average hourly earnings than all occupations. Employment for this occupation is highest in the Lower Mainland – Southwest region of BC (UFV's location), at 59%, increasing graduate employment opportunities.
Is there evidence of support from prospective employers?	✓	<ul style="list-style-type: none"> The University provided evidence of support for the program from employers in the development field. In addition, the University is a member of the Canadian Consortium of University Programs in International Development Studies (CCUPIDS), which has indicated support for the program and confirmed that graduates would be eligible for graduate program entrance.
Is there a compelling reason why the degree should be offered by this institution and not another?	✓	<ul style="list-style-type: none"> UFV has experience and faculty expertise in successfully delivering programs that require domestic and international internships. Established UFV units such as the Indo Canadian Institute, the Centre for Social Responsibility, and the Global Development Institute will be of benefit to the program. There is evidence of strong institutional and faculty commitment to the proposed interdisciplinary program.
Does the degree align with the 2012/13 Government Letter of Expectations (GLE)?	✓	<ul style="list-style-type: none"> UFV notes that the proposed GDS program will help it to meet a strategic priority of internationalization. UFV has achieved, substantially achieved, or exceeded all of the targets reported in its 2010/11 Accountability Framework Performance Measure Results including

Criteria Checklist for New Degree Proposals

Attachment 3

		exceeding in student satisfaction with education for baccalaureate graduates.
Does the degree align with Ministry and Government priorities?	✓	<ul style="list-style-type: none">• The program aligns with the Ministry's goal to ensure British Columbia's post-secondary education system is relevant and responsive in meeting the needs of the economy and society



Our Ref: 90694

Dr. Mark D. Evered
President and Vice-Chancellor
University of the Fraser Valley
33844 King Rd
Abbotsford BC V2S 7M8

Dear Dr. Evered:

The new degree proposal for a Bachelor of Arts in Global Development Studies has now completed all stages of the degree quality assessment process.

The Degree Quality Assessment Board (the Board) reviewed the proposal at its meeting of April 10, 2012, and found that it met the degree program review criteria. The Board recommended approval of the proposal.

As a result, I am pleased to advise that I have approved the University of the Fraser Valley's Bachelor of Arts in Global Development Studies as required by section 48(2) of the *University Act*.

I wish you every success in implementing this new degree program.

Sincerely,

Naomi Yamamoto
Minister

cc: Dr. Eric Davis
Vice-President, Academic & Provost
University of the Fraser Valley

Dr. Nicholas Rubidge, Chair
Degree Quality Assessment Board

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

Date: July 5, 2012
Cliff# 90865
File# 60100-70/EQA/AS
60100-20/LINC/MONI
Version # 2

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Education Quality Assurance Suitability of LearningWise Education Inc. (doing business as University Canada West)

BACKGROUND:

The *Degree Authorization Act* (DAA) provides a mechanism for private institutions (and public institutions from outside of British Columbia) to apply for Minister's consent to advertise, offer and grant degrees or to use the word "university" in British Columbia. The DAA requires degree programs proposed by institutions to go through a degree quality assessment process overseen by the Degree Quality Assessment Board (DQAB) before the Minister grants consent, with a similar process for the use of the word "university."

University Canada West (UCW) is the operating name of LearningWise Education Inc. (LINC). UCW was originally established in Victoria in 2004. LINC is a private company under the *British Columbia Business Corporations Act*. In 2008, controlling shares in LINC were purchased by Mr. Peter Chung (Eminata Group) who owns and operates a large number of private colleges, including CDI and Vancouver Career College. In 2011, UCW moved its main campus to Vancouver and UCW's consent was amended accordingly.

UCW is governed by a Board of Directors that delegates the responsibility for the operation of UCW to the President. On March 8, 2012, a letter was sent to the Ministry and Chair of the DQAB formally announcing the resignation of UCW's President and the appointment of Mr. Leslie (Skip) Triplett as Board Steward to oversee the operations of UCW until a search was completed for a new President. Mr. Triplett is a member of UCW's Board of Governance and former President of Kwantlen University. UCW currently has Education Quality Assurance (EQA) designation.

s.13

The annual renewal process to maintain EQA designation requires confirmation that an institution is in good standing with the Ministry of Advanced Education and still meets the eligibility requirements. Confirmation of good standing also considers applicant suitability as set out in the EQA Policy and Procedures Manual (see Attachment 1). The Minister of Advanced Education has discretion to deny EQA or not renew an institution's EQA designation if concerns with applicant suitability are found – even if all other EQA eligibility requirements have been met.

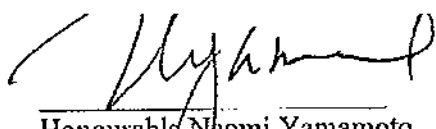
DISCUSSION:

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Page 142 redacted for the following reason:

s.13

Approved / Not Approved


Honourable Naomi Yamamoto

Date: Aug 30/12

- Attachments:**
1. EQA Applicant Suitability Requirements
 2. Ministry Applicant Suitability letter and UCW's response letter

Prepared by:	Vicki Simmons, Policy Analyst	Reviewed by:	
	Governance and Quality Assurance	Director	DR
Phone #:	250-356-2067	Assistant Deputy Minister	IR
		Deputy Minister	

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Ministry Good Standing and Applicant Suitability requirements from the
EQA Policy and Procedures Manual (Eligibility Requirements Section)

Good Standing

Ministry Good Standing (General)

Institutions must be in good standing with the Ministry in order to meet EQA eligibility requirements and to maintain their EQA designation. An EQA institution will be considered "Not in Good Standing" with the Ministry if the institution is:

- found to be misusing the EQA brand;
- in contravention of EQA Brand - Use for the brand as set out in the Policy and Procedures Manual;
- in contravention of the Certification Marks Terms of Use.

Ministry Good Standing (StudentAid BC Designation)

An institution with StudentAid BC (SABC) Designation will be considered "Not in Good Standing" with the Ministry if:

- its SABC Designation is suspended because it is under criminal investigation and/or is prohibited from accepting new applications for student loan funding; or
- its SABC Designation has been rescinded or not renewed for any reason other than:
 - voluntarily letting it lapse
 - no longer having programs meeting the required program length
 - no students from that institution having applied for loan funding in the last 3 years

Applicant Suitability

In addition to the Eligibility Requirements set out above, the Minister will determine, on an individual case basis, whether the applicant* is considered suitable to hold the EQA designation. In assessing applicant suitability, the Minister is looking for anything that might indicate the applicant may fail to comply with the terms and conditions of the EQA designation. The Minister will give consideration to several factors, which may include, but are not limited to, the following:

- the reputation and character of the applicant;
- involvement in any criminal activities;
- association with any person or entity involved in criminal activities or activities that contravene a statute;
- the financial integrity of the applicant, including the sources of funding for the institution;
- any outstanding, related, civil judgments against the applicant;
- any ongoing legal proceedings involving the applicant;
- any false or misleading statements made by the applicant during the EQA designation process;
- such other factors as may be relevant in the public interest.

* For the purposes of this section, in the case of a private institution, the word "applicant" means the applicant institution and/or its owner(s).

Pages 145 through 149 redacted for the following reasons:

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Los Angeles Times

Copyright

ADS BY GOOGLE

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Governor Signs Bill to Change Regulation of Trade Schools

July 19, 1997 | From Associated Press

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Recommend

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Page 098

Withheld pursuant to/removed as

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**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Bylaw Amendments of the Architectural Institute of British Columbia

BACKGROUND:

The Architectural Institute of British Columbia (the Institute) is responsible for regulating architects in accordance with the *Architects Act* (the Act). The Council of the Institute may make bylaws considered necessary for the regulation of the Institute and its members, firms, licensees and associates; the Act sets out in some detail the specific matters on which bylaws may be made. A bylaw of the Institute allows for the enactment amendment of bylaws at a general meeting by a two-thirds vote of members present.

In September 2011, the Institute's Bylaw Review Committee commenced a wholesale review of the Institute's bylaws, being the first such review since 2001. In February 2012, the committee made its first recommendations to Council, which determined that a number of bylaws should be repealed, amended or added. Some were deemed to be outdated, while others repeated provisions or addressed matters already found within the *Architects Act* and were therefore deemed unnecessary. Other amendments proposed by the committee related to the use by architects of their title, to the procedural rules for AIBC chapters, and to formalizing the *Code of Ethics and Professional Conduct* of the Institute.

During the annual meeting of the Institute, held May 12, 2012, the membership considered a package of 22 separate repeals, amendments and new bylaws proposed by the Council. Supporting rationale and explanation were provided to members in advance via the annual meeting agenda package. Ten of the proposed 22 amendments were ratified by the required two-thirds majority (see Appendix A for summary of the amendments). The bylaws were thereafter filed by the Institute with the Minister within 7 days of their making, as required by the Act (Appendix B). Staff of the Institute have indicated that they are disappointed with the membership's view of some of the bylaws that were not ratified, as they were primarily housekeeping in nature, and perceived by the Bylaw Review Committee to be non-controversial.

As well, a special meeting of the Institute occurred immediately prior to the annual meeting on May 12, 2012; the special meeting was requested by a number of members in order to propose two amendments to existing bylaws, and two new bylaws, addressing the conduct of business at meetings of the Institute and the procedures to be followed in respect of the making of bylaws relating to titles, registration, scopes of practice, and matters relating to associates of the Institute. The Institute has advised that none of the four proposals put forward at the special meeting met the threshold for membership approval, and so they are not formally before the Minister for consideration.

DISCUSSION:

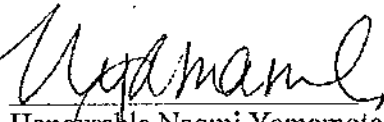
Pursuant to the Act, a bylaw comes into force 45 days after it is filed with the Minister unless the Lieutenant Governor in Council disallows the bylaw within that period. The date by which the

Lieutenant Governor in Council has authority to disallow the bylaws, if deemed necessary, is July 1, 2012. Disallowance should be pursued if there is inadequate authority in the legislation to authorize a proposed bylaw, if the bylaw proposed is inconsistent with some other statute of general application, or if there are public interest or public policy considerations to justify disallowance.

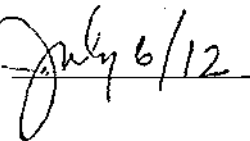
s.13, s.14

Should the Minister approve of this recommendation, a letter informing the Registrar and Executive Director of the Institute that the bylaws will not be disallowed is attached as Appendix C for signature.

Approved/ Not Approved


Honourable Naomi Yamamoto

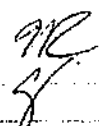
Date:


July 6/12

Attachments: Appendix A – Summary of Bylaw Amendments Ratified at Annual Meeting

Appendix B – Letter from AIBC containing certified copy of bylaws approved by the membership for amendment, dated May 17, 2012.

Appendix C – Letter to be signed by Minister, advising that bylaws will not be disallowed.

Prepared by:	Katherine Thiessen-Walc Director, Legislation Governance and Quality Assurance	Reviewed by:	
		Assistant Deputy Minister, Sector Strategy and Quality Assurance	
Phone #:	250-952-6782	Deputy Minister	

Pages 155 through 162 redacted for the following reasons:

s.13, s.14



JUL 13 2012

Our Ref: 90849

Mr. Laurence W. "Chip" Barrett MAIBC, Registrar
Michael A. Ernest MAIBC, Executive Director
Architectural Institute of British Columbia
Suite 100 - 440 Cambie St
Vancouver BC V6B 2N5

Dear Mr. Barrett and Mr. Ernest:

Thank you for your letter of May 17, 2012, enclosing copies of the proposed bylaws approved by the membership for amendment or repeal at the Annual Meeting of the Architectural Institute on May 12, 2012.

As you are aware, section 25 of the *Architects Act* (the Act) provides that a bylaw of the Institute comes into force 45 days after it has been filed with the Minister, unless disallowed by the Lieutenant Governor in Council.

I have reviewed the material you provided and have no concerns with the content or purpose of the bylaw amendments. Consequently, I do not intend to recommend that the Lieutenant Governor in Council disallow the bylaw revisions.

Thank you again for informing me of the bylaw amendments.

Sincerely,

Naomi Yamamoto
Minister

MINISTRY OF ADVANCED EDUCATION
DECISION NOTE

Date: July 12, 2012
Cliff# 91030
File# 60100-30/
1112UO0007
1112UO0008

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: University of Oregon – Extension of Ministerial Consent for use of the word “university” and for the Master of Science (MSc) in Educational Leadership degree program.

BACKGROUND:

The *Degree Authorization Act* (the *Act*) requires private and out-of-province public institutions to undergo a quality assessment process and meet the established criteria before the institution can receive consent from the Minister to offer, advertise or grant degrees or use the word “university” to indicate that an educational program is available in British Columbia.

The University of Oregon (the University) is a public, post-secondary education institution located in Eugene, Oregon. The University is accredited by the Northwest Commission on Colleges and Universities and the Western Interstate Commission for Higher Education in the United States. It has been offering the degree in partnership with the Coquitlam School District #43 for more than 14 years.

With the enactment of the *Act* in 2002, the University, as well as the other US based institutions; Gonzaga University and City University of Seattle were grand parented for a period of five years to allow time for the institutions to come into compliance with the new regulatory requirements. The institutions failed to act in a timely manner and their authorization to operate in British Columbia was subsequently suspended. The institutions then initiated the quality assessment process under the *Act* and the University subsequently received consent to use the word “university” and to offer and grant a MSc in Educational Leadership for a period of five years, from October 1, 2007 to October 1, 2012.


DISCUSSION:

On August 5, 2011, the Ministry sent the University a letter (see Attachment 1), reminding the institution that consent for use of “university” and the degree program will expire on October 1, 2012, and outlined the quality assessment process for renewal of consent. In the letter, the institution was strongly advised to submit its proposals for renewal of consent to the Degree Quality Assessment Board (DQAB) Secretariat by April 1, 2012, to allow for the timely completion of the quality assessment process. The degree quality assessment process takes upwards of six months to one year to complete (See Attachment 2 for a schematic outlining the process).

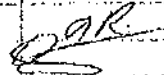
The University submitted a complete application for re-consent to use the word “university” on March 16, 2012, and a complete application for re-consent of its degree program on April 11, 2012. The 30-day peer review process in the Post-Secondary Institution Proposal System is only initiated when payment of application fees are received. The Ministry received the University’s payment on April 30, 2012, and the peer review process was initiated on May 1, 2012, with an end date of May 31, 2012.

1 of 2

s.13

Approved/ Not Approved  Date: July 24/12
Honourable Naomi Yamamoto

Attachments: Attachment 1 -- Letter Regarding Renewal of Consent
Attachment 2 -- Schematic Outlining the Degree Assessment Process

Prepared by:	Dao Luu, Education Officer Governance and Quality Assurance	Approved by:	
Phone #:	250-387-6298	Director	DR
		Assistant Deputy Minister	
		Deputy Minister	

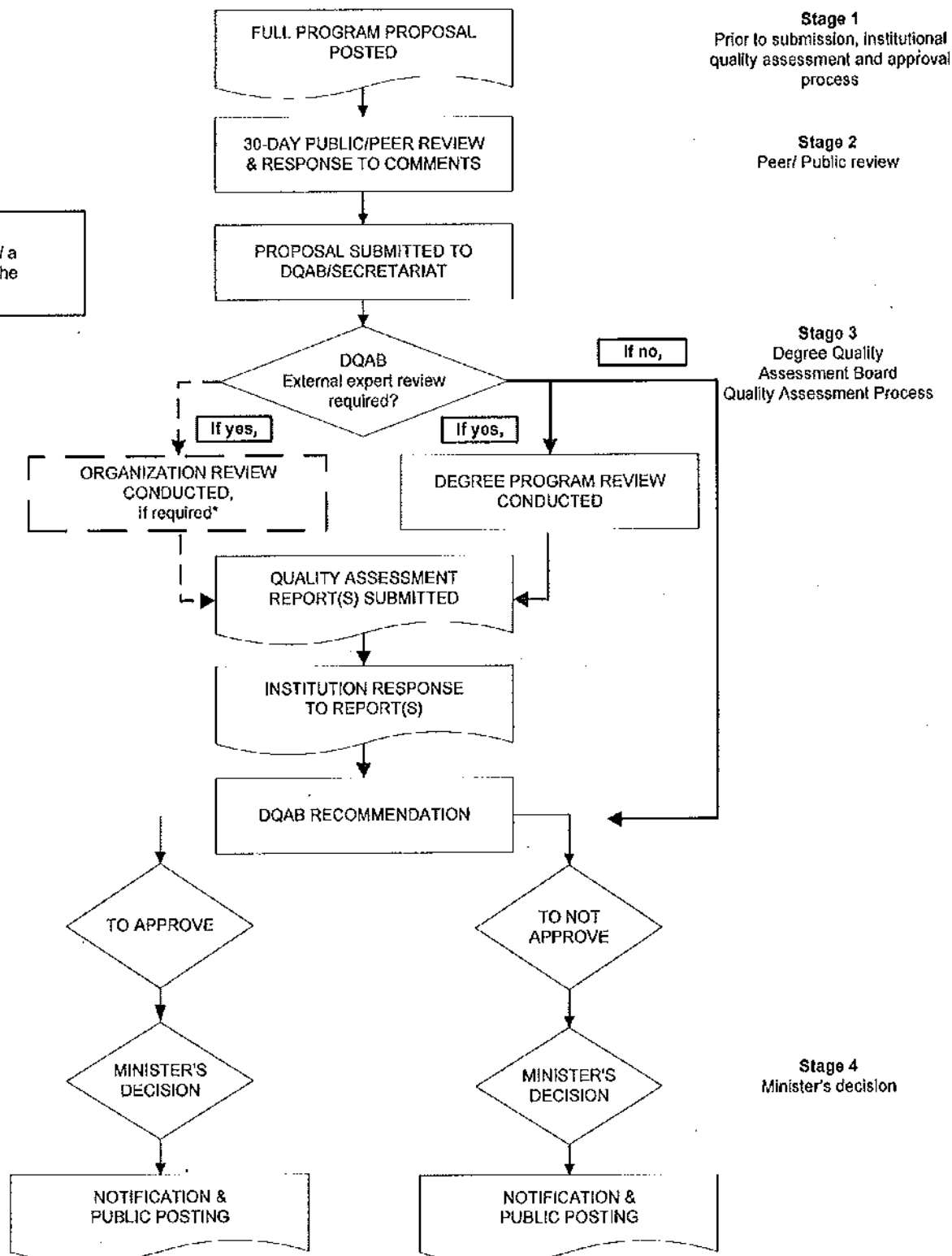
2 of 2

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Degree Program Approval Process Workflow for Non-exempt Institutions

NOTE:
Institutions may **WITHDRAW** a proposal at any time during the quality assessment process



*BC public institutions are not required to undergo organization review

Effective: November 2006



JUL 24 2012

Our Ref. 91030
File #: 60100-30/1112UO0008

Dr. Nancy Heapes
Professional Education Programs Coordinator
Department of Educational Methodology, Policy, and Leadership
College of Education
University of Oregon
5267 University of Oregon
Eugene OR 97403
USA

Dear Dr. Heapes:

This letter is in regards to the University of Oregon's consent for the Use of the Word "University" under the *Degree Authorization Act* (DAA).

The Degree Quality Assessment Board has recommended the period of consent for the Use of the Word "University" be extended until December 14, 2012. This recommendation was made in order to ensure sufficient time to undergo the required quality assessment process for renewal of consent.

As a result, I am pleased to advise that consent for the University of Oregon to use the word "university" in its operating name under section 3(2) of the DAA has been extended until December 14, 2012. The *Standard and Special Terms and Conditions of Consent* will continue to apply.

Sincerely,

Naomi Yamamoto
Minister

pc: Degree Quality Assessment Board

Page 170 redacted for the following reason:

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MINISTRY OF ADVANCED EDUCATION
DECISION NOTE

Date:	July 11, 2012
Cliff#	91066
File#	
Version #	2

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: The University of Victoria has applied to offer a Bachelor of Engineering in Civil Engineering

BACKGROUND:

Under section 48(2) of the *University Act*, a university must not establish a new degree program without the approval of the Minister. The University of Victoria (UVic) has ministerial approval for exempt status to the doctoral level, therefore, the proposal was not reviewed by the Degree Quality Assessment Board (the Board).

The proposed Bachelor of Engineering in Civil Engineering program will include a focus on the environment and sustainability at the undergraduate level, with an enrollment of 30 students in the initial September 2012 intake. The program is five years (eight academic terms plus four or more work terms). Student must enroll full-time for a minimum period of two years, and may continue on a part-time basis subject to permission.

See Attachment 1 for a system coordination criteria checklist prepared by Ministry staff.

DISCUSSION:

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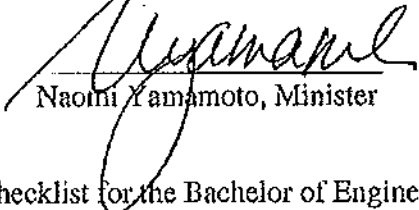
¹ UVic has indicated that their current lack of a civil engineering stream is resulting in students leaving the university in favour of other institutions; as well, UVic notes that civil engineering typically attracts more female students than most other engineering streams.

Page 172 redacted for the following reason:

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RECOMMENDATION:

Option 1: Approve UVic's Bachelor of Engineering in Civil Engineering. If the Minister approves, a letter to UVic's president is attached for signature.

Approved / Not Approved  Date: Aug 9/12
Naomi Yamamoto, Minister

- Attachments:** 1. Criteria checklist for the Bachelor of Engineering in Civil Engineering Proposal.
2. If the Minister approves this degree, a letter informing University of Victoria President Turpin is attached for the Minister's signature.

Prepared by:	Reviewed by:	
Kevin Wilson, Policy Analyst	Director	DR
Governance and Quality Assurance Branch	Assistant Deputy Minister	<i>JK</i>
Phone: 250-387-6195	Deputy Minister	

Criteria Checklist for New Degree Proposals

INSTITUTION: University of Victoria (UVic)		CLIFF: 91066
PROPOSED DEGREE: BEng in Civil Engineering		
RECOMMENDATION: UBC's BEng in Civil Engineering is <u>RECOMMENDED</u>		
CRITERIA:	✓	EVALUATION
Is the degree consistent with the institution's mandate and areas of expertise?	✓	<ul style="list-style-type: none"> The UVic Faculty of Engineering started in the mid 1980s with electrical engineering, followed soon after by computer engineering (1989) and Mechanical Engineering (1990). UVic notes that the program supports two goals articulated in UVic's 2007 strategic plan: 1) to establish the university as a recognized cornerstone of the community, "committed to the ...economic development of [the] region and [the] nation; and 2) "to recruit and retain a diverse group of exceptionally talented students". UVic also states the program meets their criteria of being intellectually valuable and meeting societal need.
Is there a supportable case for adequate student demand?	✓	<ul style="list-style-type: none"> UVic's student recruiters note that <i>Civil Engineering</i> is the discipline not offered by UVic, most sought by prospective students. At a Faculty Meeting the undergraduate student representative spoke up strongly in favour of the program as something that would be attractive to students. UVic notes that the Engineering program coordinator at the University of the Fraser Valley indicated that UVic have underestimated student demand in their enrolment projections. UVic has provided qualitative evidence that enrolment for Civil Engineering courses has risen from 2000 to 2010 across Canada. Strong demand from Camosun students for a civil engineering program they can bridge to at UVic.
Is the proposed degree unduplicated in the Province?		<ul style="list-style-type: none"> No, though UVic indicates that the proposed Civil Engineering program will lead the way in Canada, owing to its deep integration of environmental and sustainability issues within Civil Engineering.
<ul style="list-style-type: none"> <i>If not, is there credible justification for duplication? (E.g., distance between programs, employer demand exceeds graduate supply, need to retain trained workers in the region)</i> 	✓	<ul style="list-style-type: none"> Indication from Camosun that there is a need for a civil engineering degree program on the island (view supported by Vancouver Island University).
Is there evidence the institution consulted with other BC institutions offering programs	?	<ul style="list-style-type: none"> Evidence that UVic has studied the offerings of other comparable programs, but unstated whether this

Criteria Checklist for New Degree Proposals

with similar objectives and content?		involved active consultation.
Did the institution provide results of consultation with relevant regulatory, professional or licensing bodies?	✓	<ul style="list-style-type: none"> UVic received a letter of support for the program from the Association of Professional Engineers and Geoscientists of British Columbia. UVic also notes that this degree will be a Canadian Engineering Accreditation Board accredited undergraduate degree program and that the curriculum design is consistent with the most recent recommendations of that Board.
Has the institution demonstrated successful past performance in related areas over the past three years?	✓	Ministry staff consulted BGS Student Outcome surveys for Mechanical Engineering ¹ grads 2 years after graduation, for the last 3 survey years (2009-11 findings).
<ul style="list-style-type: none"> Graduate satisfaction 		<ul style="list-style-type: none"> 98 % of grads in Mechanical Engineering reported being "very satisfied" or "satisfied" with their education.
<ul style="list-style-type: none"> Graduate employability 		<ul style="list-style-type: none"> 93% of grads, in the labour force, were employed. Over 87 % of Mechanical Engineering grads were working in jobs directly or somewhat directly related to their degree.
<ul style="list-style-type: none"> Graduate earnings 		<ul style="list-style-type: none"> Grads had median annual earnings of over \$ 63,000.
Is there labour market support for the proposed degree?	✓	<ul style="list-style-type: none"> BC Work Futures labour outlook for Civil, Mechanical, Electrical and Chemical Engineers (NOC 213), indicates above average earning potential BUT only a balanced demand for future job prospects for this field. With the push for infrastructure development in the BC Jobs Plan, there would appear to be a need for civil engineers in areas such as mining operations, construction companies, and forestry companies.
Is there evidence of support from prospective employers?	✓	<ul style="list-style-type: none"> UVic has provided 37 letters of support, most of them from employers, indicating support for the program and a labour market need.
Is there a compelling reason why the degree should be offered by this institution and not another?	✓	<ul style="list-style-type: none"> UVic has provided evidence that the lack of this degree is a hole in the UVic engineering department and is resulting in a loss of students. This degree would allow an institution with a well established and regarded engineering program an opportunity to provide a more complete suite of options to its students.
Does the degree align with the 2012/13 Government Letter of Expectations (GLE)?		<ul style="list-style-type: none"> UVic's 2012/13 GLE is not yet available. However, UVic has achieved, substantially achieved or exceeded in 7 of the targets reported in its 2010/11 Accountability Framework Performance Measure Results, only not achieving in one area (transfer student Bachelor Degree completion rate).

¹ UVic's Civil Engineering program will be established within its Mechanical Engineering Department

Criteria Checklist for New Degree Proposals

Does the degree align with Ministry and Government priorities?	✓	<ul style="list-style-type: none">• Supports the BC Jobs Plan strategy to build on BC's infrastructure in order to foster jobs and economic gain in key sectors.• Has a strong sustainability focus that meets the provinces environmental goals.
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AUG 09 2012

Our Ref. 91066

Dr. David H. Turpin
President and Vice Chancellor
University of Victoria
PO Box 1700
Victoria BC V8P 5C2

Dear Dr. Turpin:

I am pleased to provide Ministerial approval to the University of Victoria for a Bachelor of Engineering in Civil Engineering program. As you know, Ministerial approval to offer a new degree program is a requirement of the *University Act*.

As the University has exempt status to the doctoral degree level, and because I do not have any concerns about the proposed degree, I am approving this degree without review by the Degree Quality Assessment Board.

I wish you every success in implementing this new degree program.

Sincerely,

Naomi Yamamoto
Minister

cc: Dr. Recta Tremblay, Vice-President,
Academic and Provost
University of Victoria

Ministry of
Advanced Education

Office of the
Minister

Mailing Address:
PO Box 9080 Stn Prov Govt
Victoria BC V8W 9E2

Location:
Parliament Buildings
Victoria

Date and Time: June 18, 2012 04:41 PM Pacific Time


**BC Registry
Services**

Mailing Address:
PO Box 8431 Stn Prov Govt
Victoria BC V8W 9V3
www.corporateonline.gov.bc.ca

Location:
2nd Floor - 840 Blanshard Street
Victoria BC
250 356-8626

Annual Report BC COMPANY

FORM 6
BUSINESS CORPORATIONS ACT
Section 51

Filed Date and Time: June 18, 2012 04:41 PM Pacific Time

ANNUAL REPORT DETAILS

NAME OF COMPANY

THOMPSON CAREER COLLEGE INC.
774 VICTORIA STREET
KAMLOOPS BC V2C 2B6
CANADA

INCORPORATION NUMBER
BC0594735

DATE OF RECOGNITION
October 27, 1999

DATE OF ANNUAL REPORT
(ANNIVERSARY DATE OF RECOGNITION IN BC)
October 27, 2011

OFFICER INFORMATION AS AT October 27, 2011

Last Name, First Name, Middle Name:

Collier, Geoffrey Robert

Office(s) Held: (President)

Mailing Address:

774 VICTORIA STREET
KAMLOOPS BC V2C 2B6
CANADA

Delivery Address:

774 VICTORIA STREET
KAMLOOPS BC V2C 2B6
CANADA

Pages 179 through 181 redacted for the following reasons:

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Ministry Good Standing and Applicant Suitability requirements from the
EQA Policy and Procedures Manual (Eligibility Requirements Section)

Good Standing

Ministry Good Standing (General)

Institutions must be in good standing with the Ministry in order to meet EQA eligibility requirements and to maintain their EQA designation. An EQA institution will be considered "Not in Good Standing" with the Ministry if the institution is:

- found to be misusing the EQA brand;
- in contravention of EQA Brand - Use for the brand as set out in the Policy and Procedures Manual;
- in contravention of the Certification Marks Terms of Use.

Ministry Good Standing (StudentAid BC Designation)

An institution with StudentAid BC (SABC) Designation will be considered "Not in Good Standing" with the Ministry if:

- its SABC Designation is suspended because it is under criminal investigation and/or is prohibited from accepting new applications for student loan funding; or
- its SABC Designation has been rescinded or not renewed for any reason other than:
 - voluntarily letting it lapse
 - no longer having programs meeting the required program length
 - no students from that institution having applied for loan funding in the last 3 years

Applicant Suitability

In addition to the Eligibility Requirements set out above, the Minister will determine, on an individual case basis, whether the applicant* is considered suitable to hold the EQA designation. In assessing applicant suitability, the Minister is looking for anything that might indicate the applicant may fail to comply with the terms and conditions of the EQA designation. The Minister will give consideration to several factors, which may include, but are not limited to, the following:

- the reputation and character of the applicant;
- involvement in any criminal activities;
- association with any person or entity involved in criminal activities or activities that contravene a statute;
- the financial integrity of the applicant, including the sources of funding for the institution;
- any outstanding, related, civil judgments against the applicant;
- any ongoing legal proceedings involving the applicant;
- any false or misleading statements made by the applicant during the EQA designation process;
- such other factors as may be relevant in the public interest.

* For the purposes of this section, in the case of a private institution, the word "applicant" means the applicant institution and/or its owner(s).

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Education Quality Assurance (EQA) Applicant Suitability of Thompson Career College

BACKGROUND:

Thompson Career College is a private career training institution that is accredited by the Private Career Training Institutions Agency (PCTIA). The institution was approved for Education Quality Assurance (EQA) designation in April 2011. EQA is assessed on an annual basis to ensure institutions are continuing to meet the requirements for EQA designation.

The annual renewal process requires confirmation that an institution is in good standing with the Ministry of Advanced Education before the EQA is renewed for another year. Confirmation of good standing also considers applicant suitability as set out in the Eligibility Requirements section of the EQA Policy and Procedures Manual (see Attachment 1). The Minister of Advanced Education has discretion to deny EQA to an institution if concerns with applicant suitability are found – even if all other EQA eligibility requirements have been met.

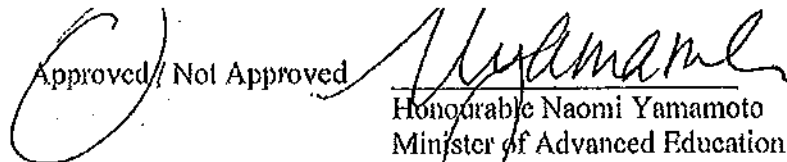
DISCUSSION:

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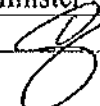
Ministry staff have confirmed that the status of Thompson Career College Inc. is now "active" (that is, in good standing) with the Corporate Registry².

¹ Corporate Registry search conducted on April 24, 2012 and again on June 12, 2012 on "Thompson Career College Inc.", incorporation number BC0594735.

² Corporate Registry search conducted on June 27, 2012 confirmed "good standing" status.


 Approved / Not Approved Yamamoto Date: July 24/12
 Honourable Naomi Yamamoto
 Minister of Advanced Education

Attachments:
 1. EQA Applicant Suitability Requirements
 2. Ministry Applicant Suitability letter and the institution's response

Prepared by:	Vicki Simmons, Policy Analyst Governance and Quality Assurance	Reviewed by:	DR
Phone #:	250-356-2067	Assistant Deputy Minister	IR
		Deputy Minister	

Good StandingMinistry Good Standing (General)

Institutions must be in good standing with the Ministry in order to meet EQA eligibility requirements and to maintain their EQA designation. An EQA institution will be considered “Not in Good Standing” with the Ministry if the institution is:

- found to be misusing the EQA brand;
- in contravention of EQA Brand - Use for the brand as set out in the Policy and Procedures Manual;
- in contravention of the Certification Marks Terms of Use.

Ministry Good Standing (StudentAid BC Designation)

An institution with StudentAid BC (SABC) Designation will be considered “Not in Good Standing” with the Ministry if:

- its SABC Designation is suspended because it is under criminal investigation and/or is prohibited from accepting new applications for student loan funding; or
- its SABC Designation has been rescinded or not renewed for any reason other than:
 - voluntarily letting it lapse
 - no longer having programs meeting the required program length
 - no students from that institution having applied for loan funding in the last 3 years

Applicant Suitability

In addition to the Eligibility Requirements set out above, the Minister will determine, on an individual case basis, whether the applicant* is considered suitable to hold the EQA designation. In assessing applicant suitability, the Minister is looking for anything that might indicate the applicant may fail to comply with the terms and conditions of the EQA designation. The Minister will give consideration to several factors, which may include, but are not limited to, the following:

- the reputation and character of the applicant;
- involvement in any criminal activities;
- association with any person or entity involved in criminal activities or activities that contravene a statute;
- the financial integrity of the applicant, including the sources of funding for the institution;
- any outstanding, related, civil judgments against the applicant;
- any ongoing legal proceedings involving the applicant;
- any false or misleading statements made by the applicant during the EQA designation process;
- such other factors as may be relevant in the public interest.

* For the purposes of this section, in the case of a private institution, the word “applicant” means the applicant institution and/or its owner(s).

Pages 186 through 187 redacted for the following reasons:

s.17



BC Registry
Services

Mailing Address:
PO Box 9431 Stn Prov Govt
Victoria BC V8W 9V3
www.corporateonline.gov.bc.ca

Location:
2nd Floor - 940 Blanshard Street
Victoria BC
250 356-8626

Annual Report BC COMPANY

FORM 6
BUSINESS CORPORATIONS ACT
Section 51

Filed Date and Time: June 18, 2012 04:41 PM Pacific Time

ANNUAL REPORT DETAILS

NAME OF COMPANY

THOMPSON CAREER COLLEGE INC.
774 VICTORIA STREET
KAMLOOPS BC V2C 2B6
CANADA

INCORPORATION NUMBER
BC0594735

DATE OF RECOGNITION
October 27, 1999

DATE OF ANNUAL REPORT
(ANNIVERSARY DATE OF RECOGNITION IN BC)
October 27, 2011

OFFICER INFORMATION AS AT October 27, 2011

Last Name, First Name, Middle Name:

Collier, Geoffrey Robert

Office(s) Held: (President)

Mailing Address:

774 VICTORIA STREET
KAMLOOPS BC V2C 2B6
CANADA

Delivery Address:

774 VICTORIA STREET
KAMLOOPS BC V2C 2B6
CANADA

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Education Quality Assurance (EQA) Applicant Suitability of Ashton College

BACKGROUND:

Ashton College is a private career training institution that is accredited by the Private Career Training Institutions Agency (PCTIA). The institution was approved for Education Quality Assurance (EQA) designation in December 2009. EQA is assessed on an annual basis to ensure institutions are continuing to meet the requirements for EQA designation.

The annual renewal process requires confirmation that an institution is in good standing with the Ministry of Advanced Education before the EQA is renewed for another year. Confirmation of good standing also considers applicant suitability as set out in the Eligibility Requirements section of the EQA Policy and Procedures Manual (see Attachment 1). The Minister of Advanced Education has discretion to deny EQA to an institution if concerns with applicant suitability are found – even if all other EQA eligibility requirements have been met.

DISCUSSION:


s.13

¹ Corporate Registry search conducted on April 24, 2012 and again on June 12, 2012 on "Ashton College Ltd.", incorporation number BC057529.

² Corporate Registry search conducted on June 27, 2012 confirmed "good standing" status.

OPTIONS:


s.13

Approved / Not Approved 
Honourable Naomi Yamamoto
Minister of Advanced Education

Date: July 24 / 12

Attachments:

1. EQA Applicant Suitability Requirements
2. Ministry Applicant Suitability letter and the institution's response

Prepared by:	Vicki Simmons, Policy Analyst	Reviewed by:	
	Governance and Quality Assurance	Director	DR
Phone #:	250-356-2067	Assistant Deputy Minister	IR
		Deputy Minister	

Ministry Good Standing and Applicant Suitability requirements from the
EQA Policy and Procedures Manual (Eligibility Requirements Section)

Good Standing

Ministry Good Standing (General)

Institutions must be in good standing with the Ministry in order to meet EQA eligibility requirements and to maintain their EQA designation. An EQA institution will be considered "Not in Good Standing" with the Ministry if the institution is:

- found to be misusing the EQA brand;
- in contravention of EQA Brand - Use for the brand as set out in the Policy and Procedures Manual;
- in contravention of the Certification Marks Terms of Use.

Ministry Good Standing (StudentAid BC Designation)

An institution with StudentAid BC (SABC) Designation will be considered "Not in Good Standing" with the Ministry if:

- its SABC Designation is suspended because it is under criminal investigation and/or is prohibited from accepting new applications for student loan funding; or
- its SABC Designation has been rescinded or not renewed for any reason other than:
 - voluntarily letting it lapse
 - no longer having programs meeting the required program length
 - no students from that institution having applied for loan funding in the last 3 years

Applicant Suitability

In addition to the Eligibility Requirements set out above, the Minister will determine, on an individual case basis, whether the applicant* is considered suitable to hold the EQA designation. In assessing applicant suitability, the Minister is looking for anything that might indicate the applicant may fail to comply with the terms and conditions of the EQA designation. The Minister will give consideration to several factors, which may include, but are not limited to, the following:

- the reputation and character of the applicant;
- involvement in any criminal activities;
- association with any person or entity involved in criminal activities or activities that contravene a statute;
- the financial integrity of the applicant, including the sources of funding for the institution;
- any outstanding, related, civil judgments against the applicant;
- any ongoing legal proceedings involving the applicant;
- any false or misleading statements made by the applicant during the EQA designation process;
- such other factors as may be relevant in the public interest.

* For the purposes of this section, in the case of a private institution, the word "applicant" means the applicant institution and/or its owner(s).

Pages 192 through 194 redacted for the following reasons:

s.17

Date and Time: June 14, 2012 12:40 PM Pacific Time


**BC Registry
Services**

Mailing Address:
PO Box 9431 Stn Prov Govt
Victoria BC V8W 9V3
www.corporateonline.gov.bc.ca

Location:
2nd Floor - 940 Blanshard Street
Victoria BC
250 366-8626

Annual Report BC COMPANY

FORM 6
BUSINESS CORPORATIONS ACT
Section 51

Filed Date and Time: June 14, 2012 12:28 PM Pacific Time

ANNUAL REPORT DETAILS

NAME OF COMPANY

ASHTON COLLEGE LTD.
SUITE 400, 1190 MELVILLE STREET
VANCOUVER BC V6E 3W1
CANADA

INCORPORATION NUMBER
BC0571529

DATE OF RECOGNITION
September 14, 1998

DATE OF ANNUAL REPORT
(ANNIVERSARY DATE OF RECOGNITION IN BC)
September 14, 2011

OFFICER INFORMATION AS AT September 14, 2011

Last Name, First Name, Middle Name:

FORTES, COLIN

Office(s) Held: (President)

Mailing Address:

400-1190 MELVILLE STREET
VANCOUVER BC V6E 3W1
CANADA

Delivery Address:

400-1190 MELVILLE STREET
VANCOUVER BC V6E 3W1
CANADA

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Education Quality Assurance (EQA) Applicant Suitability of Vancouver Georgia College

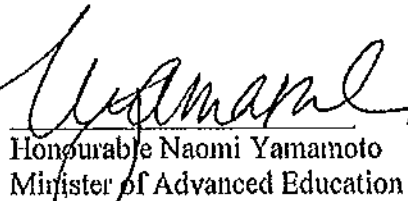
BACKGROUND:

Vancouver Georgia College is a private language training institution that is accredited by Languages Canada. The institution was approved for Education Quality Assurance (EQA) designation in September 2011. EQA is assessed on an annual basis to ensure institutions are continuing to meet the requirements for EQA designation. In order to ensure that the integrity of the EQA brand is maintained, Ministry staff are conducting thorough reviews of all institutions upon their application for renewal of the EQA designation.

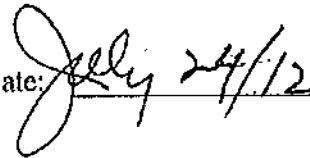
The annual renewal process requires confirmation that an institution is in good standing with the Ministry of Advanced Education before the EQA is renewed for another year. Confirmation of good standing also considers applicant suitability as set out in the Eligibility Requirements section of the EQA Policy and Procedures Manual (see Attachment 1). The Minister of Advanced Education has discretion to deny EQA to an institution if concerns with applicant suitability are found – even if all other EQA eligibility requirements have been met.

DISCUSSION:

Approved ☒ Not Approved ☐



Honourable Naomi Yamamoto
Minister of Advanced Education

Date:

 July 24/12

Attachments:

1. EQA Applicant Suitability Requirements
2. Ministry Applicant Suitability letter and the institution's response

Prepared by:	Vicki Simmons, Policy Analyst Governance and Quality Assurance	Reviewed by:	DR
Phone #:	250-356-2067	Assistant Deputy Minister	IR
		Deputy Minister	

Ministry Good Standing and Applicant Suitability requirements from the
EQA Policy and Procedures Manual (Eligibility Requirements Section)

Good Standing

Ministry Good Standing (General)

Institutions must be in good standing with the Ministry in order to meet EQA eligibility requirements and to maintain their EQA designation. An EQA institution will be considered "Not in Good Standing" with the Ministry if the institution is:

- found to be misusing the EQA brand;
- in contravention of EQA Brand - Use for the brand as set out in the Policy and Procedures Manual;
- in contravention of the Certification Marks Terms of Use.

Ministry Good Standing (StudentAid BC Designation)

An institution with StudentAid BC (SABC) Designation will be considered "Not in Good Standing" with the Ministry if:

- its SABC Designation is suspended because it is under criminal investigation and/or is prohibited from accepting new applications for student loan funding; or
- its SABC Designation has been rescinded or not renewed for any reason other than:
 - voluntarily letting it lapse
 - no longer having programs meeting the required program length
 - no students from that institution having applied for loan funding in the last 3 years

Applicant Suitability

In addition to the Eligibility Requirements set out above, the Minister will determine, on an individual case basis, whether the applicant* is considered suitable to hold the EQA designation. In assessing applicant suitability, the Minister is looking for anything that might indicate the applicant may fail to comply with the terms and conditions of the EQA designation. The Minister will give consideration to several factors, which may include, but are not limited to, the following:

- the reputation and character of the applicant;
- involvement in any criminal activities;
- association with any person or entity involved in criminal activities or activities that contravene a statute;
- the financial integrity of the applicant, including the sources of funding for the institution;
- any outstanding, related, civil judgments against the applicant;
- any ongoing legal proceedings involving the applicant;
- any false or misleading statements made by the applicant during the EQA designation process;
- such other factors as may be relevant in the public interest.

* For the purposes of this section, in the case of a private institution, the word "applicant" means the applicant institution and/or its owner(s).

Pages 199 through 200 redacted for the following reasons:

s.13, s.21

s.13, s.21

MINISTRY OF ADVANCED EDUCATION

DECISION NOTE

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Education Quality Assurance (EQA) Applicant Suitability of Arbutus College

BACKGROUND:

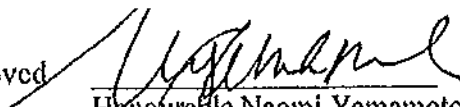
Arbutus College is a private career training institution that is accredited with the Private Career Training Institutions Agency (PCTIA). The institution was approved for Education Quality Assurance (EQA) designation in May 2010. EQA is assessed on an annual basis to ensure institutions are continuing to meet the requirements for EQA designation. In order to ensure that the integrity of the EQA brand is maintained, Ministry staff are conducting thorough reviews of all institutions upon their application for renewal of the EQA designation.

The annual renewal process requires confirmation that an institution is in good standing with the Ministry of Advanced Education before the EQA is renewed for another year. Confirmation of good standing also considers applicant suitability as set out in the Eligibility Requirements section of the EQA Policy and Procedures Manual (see Attachment 1). The Minister of Advanced Education has discretion to deny EQA to an institution if concerns with applicant suitability are found -- even if all other EQA eligibility requirements have been met.

DISCUSSION:

OPTIONS:

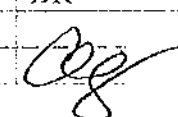
s.13

Approved / Not Approved 
Honourable Naomi Yamamoto
Minister of Advanced Education

Date: July 24/12

Attachments:

1. EQA Applicant Suitability Requirements
2. Ministry Applicant Suitability letter and the institution's response

Prepared by:	Vicki Simmons, Policy Analyst Governance and Quality Assurance	Reviewed by:	DR
Phone #:	250-356-2067	Assistant Deputy Minister Deputy Minister	

Ministry Good Standing and Applicant Suitability requirements from the
EQA Policy and Procedures Manual (Eligibility Requirements Section)

Good Standing

Ministry Good Standing (General)

Institutions must be in good standing with the Ministry in order to meet EQA eligibility requirements and to maintain their EQA designation. An EQA institution will be considered "Not in Good Standing" with the Ministry if the institution is:

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- in contravention of EQA Brand - Use for the brand as set out in the Policy and Procedures Manual;
- in contravention of the Certification Marks Terms of Use.

Ministry Good Standing (StudentAid BC Designation)

An institution with StudentAid BC (SABC) Designation will be considered "Not in Good Standing" with the Ministry if:

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- its SABC Designation has been rescinded or not renewed for any reason other than:
 - voluntarily letting it lapse
 - no longer having programs meeting the required program length
 - no students from that institution having applied for loan funding in the last 3 years

Applicant Suitability

In addition to the Eligibility Requirements set out above, the Minister will determine, on an individual case basis, whether the applicant* is considered suitable to hold the EQA designation. In assessing applicant suitability, the Minister is looking for anything that might indicate the applicant may fail to comply with the terms and conditions of the EQA designation. The Minister will give consideration to several factors, which may include, but are not limited to, the following:

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- involvement in any criminal activities;
- association with any person or entity involved in criminal activities or activities that contravene a statute;
- the financial integrity of the applicant, including the sources of funding for the institution;
- any outstanding, related, civil judgments against the applicant;
- any ongoing legal proceedings involving the applicant;
- any false or misleading statements made by the applicant during the EQA designation process;
- such other factors as may be relevant in the public interest.

* For the purposes of this section, in the case of a private institution, the word "applicant" means the applicant institution and/or its owner(s).

Pages 204 through 207 redacted for the following reasons:

s.13, s.21
s.13, s.21
s.21

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Bylaw Amendments of Institute of Chartered Accountants of British Columbia

BACKGROUND:

The Institute of Chartered Accountants of British Columbia (the Institute) is responsible for regulating chartered accountants in accordance with the *Accountants (Chartered) Act* (the Act). The council of the Institute may make bylaws relevant to the management and objects of the Institute, including rules of professional conduct. To remain valid, bylaws must be confirmed by the members at a general meeting and then be filed with the minister within 30 days of confirmation. A bylaw may be disallowed by the Lieutenant Governor in Council within 45 days after it has been filed.

On June 25, 2012, the Institute filed a number of amendments to its bylaws and rules of professional conduct. These had been confirmed by the membership of the Institute at its Annual General Meeting on June 20, 2012. Consequently, the deadline for the Lieutenant Governor in Council to disallow the bylaws, were that deemed necessary, would be Friday, August 10.

The filed amendments concern the following four matters:

Cooperation with Successor Accountants: Rule of Professional Conduct (Rule) 303 and related council interpretations have been amended to harmonize guidance on cooperation with successor accountants and on retention of documentation and working papers.

Disclosure to Other Governing Bodies and Provincial Institutes of Chartered Accountants: Bylaws 100, 100, 271, 761, and 1035 have been amended to provide the Institute with the ability to disclose certain matters to other governing bodies or provincial institutes to allow for compliance with certain nationally negotiated international agreements and to facilitate efficient processes.

Cooperation with Regulatory Processes: Rule 104 has been amended and related council interpretations added to clarify the requirement of members to co-operate with the Institute's regulatory processes, and Rule 105 has been added to prohibit intimidation of witness or staff involved in the regulatory process.

Transparency of the Discipline Process: Part 7 of the Bylaws and Bylaw 811 have been amended to enhance the transparency of the discipline process by implementing best practice in respect of the disclosure of disciplinary matters.

DISCUSSION:

s.13

OPTIONS:

s.13

Approved / Not Approved *Naoi Yamamoto* Date: AUG 09 2012
Honourable Naoi Yamamoto

Attachments:

s.13

Prepared by:	Jason Rohrick, Senior Legislative Analyst Governance and Quality Assurance Branch	Reviewed by:	
Phone	250-387-1355	Director	
		Executive Director	
		Assistant Deputy Minister	
		Deputy Minister	

FOR IRON GIVE
97

Pages 210 through 229 redacted for the following reasons:

s.13, s.14

s.13, s.14

s.13, s.14

member, aside from *ex officio* members. In response to suggestions and comments from university board chairs and presidents, other minor amendments were made to the governance provisions during Committee stage debate.

Upon conclusion of debate and passage of the bill on March 29, 2012, CUFA-BC responded with disappointment, issuing a statement that the amendments are an affront to elected members of boards who stand up for high-quality education in the face of administrative and fiscal expediency (Attachment 1). In a news release, CUFA-BC indicated that the amendments made during debate of Bill 18 were insulting, and indicated that the association would seek information on government appointees to boards to "root out" their potential conflicts of interest (Attachment 2).

It is expected that in raising this as an agenda item, CUFA-BC wishes to reiterate its concerns with reference to the legal action recently commenced on behalf of Mr. Dominique Roelants and Mr. John Ross – both of whom have been considered ineligible to continue to serve on their institutions' boards as a consequence of Bill 18 -- by the Vancouver Island University Faculty Association and the British Columbia Government and Service Employees' Union (BCGEU). While the associations behind the legal action are not affiliated with CUFA-BC, it is likely that CUFA-BC will affirm it is supportive of the principles raised in the action, which is framed as a challenge to validity of the legislation under the Canadian Charter of Rights and Freedoms. It is strongly recommended that both the Minister's Assistant and Minister decline to discuss Bill 18 and subsequent legal action with CUFA-BC, particularly given the strength of negative comments published.

(2) Quality Assurance

The second phase of engagement on the revised quality assurance framework was launched in mid-June. A workbook, Quality Assurance Framework: A Consultation for Stakeholders, was emailed to post-secondary education institutional presidents and CEOs, student groups, and provincial sector groups. Stakeholders were invited to provide input on proposed changes to the quality assurance framework. In addition, the ministry is planning two in-person consultations, to occur over the summer, where stakeholders can engage with ministry staff on the proposals outlined in the engagement document. Ministry staff will also meet with professional post-secondary education groups, provincial sector associations and other stakeholders over the next couple of months. It is anticipated that the public input will inform legislative and policy directions for the new quality assurance framework.

(3) Cuts to Post-Secondary Funding

Budget 2012 included notional reductions to Post Secondary funding of \$20 million in 2013/14 and a further \$30 million in 2014/15. These reductions are not meant to impact services to students, and the Ministry and institutions are instead looking at Administrative cost savings to assist in meeting these budget targets.

SUGGESTED RESPONSE:

s.13

Attachments:

s.13

Prepared by:	Katherine Thiessen-Wale with assistance from Dorothy Rogers and Colin Fowler	Reviewed by: Assistant Deputy Minister, Sector Strategy & Quality Assurance
		Assistant Deputy Minister, Student Services & Sector Resource Management Deputy Minister

Statement Regarding Bill 18 - March 29, 2012

12 13 14

Written by Robert CFA

Thursday, 29 March 2012 08:48

Statement by the Confederation of University Faculty Associations of BC
Regarding Bill 18 - Advanced Education Statutes Amendment Act, 2011
Robert F. CFA, Executive Director, CUFA BC
March 29, 2012

Copyright

Copyright

Copyright

Profs Slam Government Over Bill 18 - March 29, 2012

h b o

Written by Robert Cih

Thursday, 29 March 2012 08:51

Copyright

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Education Quality Assurance (EQA) Applicant Suitability of Global Village Vancouver

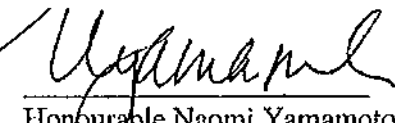
BACKGROUND:

Global Village Vancouver is a private language training institution that is accredited by Languages Canada. The institution was approved for Education Quality Assurance (EQA) designation in September 2010. EQA is assessed on an annual basis to ensure institutions are continuing to meet the requirements for EQA designation. In order to ensure that the integrity of the EQA brand is maintained, Ministry staff are conducting thorough reviews of all institutions upon their application for renewal of the EQA designation.

The annual renewal process requires confirmation that an institution is in good standing with the Ministry of Advanced Education before the EQA is renewed for another year. Confirmation of good standing also considers applicant suitability as set out in the Eligibility Requirements section of the EQA Policy and Procedures Manual (see Attachment 1). The Minister of Advanced Education has discretion to deny EQA to an institution if concerns with applicant suitability are found -- even if all other EQA eligibility requirements have been met.

DISCUSSION:

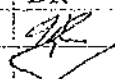
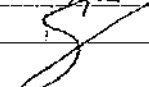
s.13

Approved / Not Approved 
Honourable Naomi Yamamoto
Minister of Advanced Education

Date: July 24/12

Attachments:

s.13

Prepared by:	Vicki Simmons, Policy Analyst	Reviewed by:	
	Governance and Quality Assurance	Director	DR
Phone #:	250-356-2067	Assistant Deputy Minister	
		Deputy Minister	

Ministry Good Standing and Applicant Suitability requirements from the
EQA Policy and Procedures Manual (Eligibility Requirements Section)

Good Standing

Ministry Good Standing (General)

Institutions must be in good standing with the Ministry in order to meet EQA eligibility requirements and to maintain their EQA designation. An EQA institution will be considered "Not in Good Standing" with the Ministry if the institution is:

- found to be misusing the EQA brand;
- in contravention of EQA Brand - Use for the brand as set out in the Policy and Procedures Manual;
- in contravention of the Certification Marks Terms of Use.

Ministry Good Standing (StudentAid BC Designation)

An institution with StudentAid BC (SABC) Designation will be considered "Not in Good Standing" with the Ministry if:

- its SABC Designation is suspended because it is under criminal investigation and/or is prohibited from accepting new applications for student loan funding; or
- its SABC Designation has been rescinded or not renewed for any reason other than:
 - voluntarily letting it lapse
 - no longer having programs meeting the required program length
 - no students from that institution having applied for loan funding in the last 3 years

Applicant Suitability

In addition to the Eligibility Requirements set out above, the Minister will determine, on an individual case basis, whether the applicant* is considered suitable to hold the EQA designation. In assessing applicant suitability, the Minister is looking for anything that might indicate the applicant may fail to comply with the terms and conditions of the EQA designation. The Minister will give consideration to several factors, which may include, but are not limited to, the following:

- the reputation and character of the applicant;
- involvement in any criminal activities;
- association with any person or entity involved in criminal activities or activities that contravene a statute;
- the financial integrity of the applicant, including the sources of funding for the institution;
- any outstanding, related, civil judgments against the applicant;
- any ongoing legal proceedings involving the applicant;
- any false or misleading statements made by the applicant during the EQA designation process;
- such other factors as may be relevant in the public interest.

* For the purposes of this section, in the case of a private institution, the word "applicant" means the applicant institution and/or its owner(s).

Pages 237 through 240 redacted for the following reasons:

s.13, s.21

s.17

s.17

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Education Quality Assurance (EQA) Applicant Suitability of International
Language Schools of Canada - Vancouver

BACKGROUND:

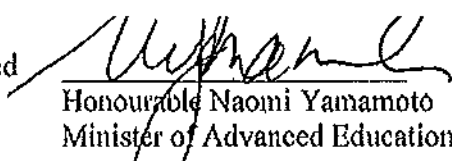
International Language Schools of Canada - Vancouver (ILSC-Vancouver) is a private language training institution that is accredited by Languages Canada. The institution was approved for Education Quality Assurance (EQA) designation in October 2010. EQA is assessed on an annual basis to ensure institutions are continuing to meet the requirements for EQA designation. In order to ensure that the integrity of the EQA brand is maintained, Ministry staff are conducting thorough reviews of all institutions upon their application for renewal of the EQA designation.

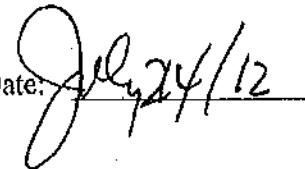
The annual renewal process requires confirmation that an institution is in good standing with the Ministry of Advanced Education before the EQA is renewed for another year. Confirmation of good standing also considers applicant suitability as set out in the Eligibility Requirements section of the EQA Policy and Procedures Manual (see Attachment 1). The Minister of Advanced Education has discretion to deny EQA to an institution if concerns with applicant suitability are found – even if all other EQA eligibility requirements have been met.

DISCUSSION:

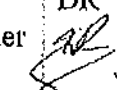
s.13

RECOMMENDATION:

Approved / Not Approved  s.13
Honourable Naomi Yamamoto
Minister of Advanced Education

Date:  July 24/12

Attachments:

Prepared by:	Vicki Simmons, Policy Analyst Governance and Quality Assurance	Reviewed by:	DR
Phone #:	250-356-2067	Assistant Deputy Minister Deputy Minister	

Ministry Good Standing and Applicant Suitability requirements from the
EQA Policy and Procedures Manual (Eligibility Requirements Section)

Good Standing

Ministry Good Standing (General)

Institutions must be in good standing with the Ministry in order to meet EQA eligibility requirements and to maintain their EQA designation. An EQA institution will be considered "Not in Good Standing" with the Ministry if the institution is:

- found to be misusing the EQA brand;
- in contravention of EQA Brand - Use for the brand as set out in the Policy and Procedures Manual;
- in contravention of the Certification Marks Terms of Use.

Ministry Good Standing (StudentAid BC Designation)

An institution with StudentAid BC (SABC) Designation will be considered "Not in Good Standing" with the Ministry if:

- its SABC Designation is suspended because it is under criminal investigation and/or is prohibited from accepting new applications for student loan funding; or
- its SABC Designation has been rescinded or not renewed for any reason other than:
 - voluntarily letting it lapse
 - no longer having programs meeting the required program length
 - no students from that institution having applied for loan funding in the last 3 years

Applicant Suitability

In addition to the Eligibility Requirements set out above, the Minister will determine, on an individual case basis, whether the applicant* is considered suitable to hold the EQA designation. In assessing applicant suitability, the Minister is looking for anything that might indicate the applicant may fail to comply with the terms and conditions of the EQA designation. The Minister will give consideration to several factors, which may include, but are not limited to, the following:

- the reputation and character of the applicant;
- involvement in any criminal activities;
- association with any person or entity involved in criminal activities or activities that contravene a statute;
- the financial integrity of the applicant, including the sources of funding for the institution;
- any outstanding, related, civil judgments against the applicant;
- any ongoing legal proceedings involving the applicant;
- any false or misleading statements made by the applicant during the EQA designation process;
- such other factors as may be relevant in the public interest.

* For the purposes of this section, in the case of a private institution, the word "applicant" means the applicant institution and/or its owner(s).

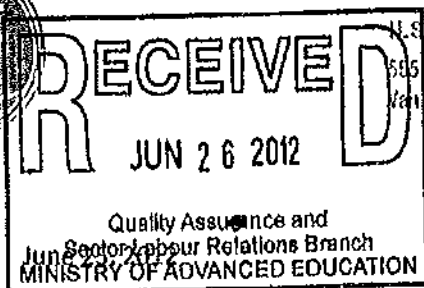
Pages 244 through 245 redacted for the following reasons:

s.13, s.21

Page 153 to/à Page 163

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ILSC-VANCOUVER
585 Richards Street
Vancouver, BC Canada V6B 2Z5

☎ 604.689.9095
☎ 604.683.0771
✉ info@ilsc.ca



www.ilsc.com

Your File # 60100-70/EQA/ILSC

By Courier

Dorothy Rogers, Director
Governance and Quality Assurance Branch
Ministry of Advanced Education
835 Humboldt Street
PO Box 9883 Stn Prov Govt
Victoria BC V8W 9T6

Dear Ms. Rogers,

Thank you for your letter of June 6, 2012. ILSC Vancouver has been part of the EQA program since its inception and has been offering Language training in Vancouver since 1991. The ILSC Education group is the largest provider of Language Training to International Students in Canada bringing over 10,000 International students annually to our Country of which almost 5000 come to our Vancouver school. We are proud that our standards of quality are second to none in the industry.

We do appreciate your having taken the time to review our website and point out what may be confusing descriptions of some of our programs. We have met with the Registrar and Assistant Registrar of PCTIA and they are quite satisfied that our offerings are strictly Language training and do not reach the threshold of registration with the Agency. I believe they will confirm this with you by separate correspondence.

Nonetheless, we have taken steps to clarify our Web based program listings to ensure that there is no misunderstanding as to the nature of the programs offered by ILSC Vancouver. The revised web listings will be active as of June 25, 2012.

We thank you for bringing this matter to our attention and hope that this will not stand in the way of our EQA renewal. If there is any additional information that you require or if I can answer any questions for you, please do not hesitate to call or email.

Yours very truly,

Richard Novek
Director of Operations
richard.novek@ilsc.com

EDUCATION GROUP Empowering through Education

LANGUAGE SCHOOLS COLLEGES TEACHER TRAINING CORPORATE TRAINING CONTINUING EDUCATION

CANADA: VANCOUVER, TORONTO, MONTRÉAL INDIA: NEW DELHI USA: SAN FRANCISCO AUSTRALIA: BRISBANE, SYDNEY

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Education Quality Assurance (EQA) Applicant Suitability of Study English in Canada

BACKGROUND:

Study English in Canada is a private language institution that is accredited by Languages Canada. The institution was approved for Education Quality Assurance (EQA) designation in December 2011. EQA is assessed on an annual basis to ensure institutions are continuing to meet the requirements for EQA designation.

The annual renewal process requires confirmation that an institution is in good standing with the Ministry of Advanced Education before the EQA is renewed for another year. Confirmation of good standing also considers applicant suitability as set out in the Eligibility Requirements section of the EQA Policy and Procedures Manual (see Attachment 1). The Minister of Advanced Education has discretion to deny EQA to an institution if concerns with applicant suitability are found – even if all other EQA eligibility requirements have been met.

DISCUSSION:

s.13

¹ Corporate Registry searches conducted on May 1, 2012 and again on July 3, 2012 on "Study English in Canada (Vancouver) Inc.", incorporation number BC0776576.

² Corporate Registry search conducted on July 12, 2012 confirmed "good standing" status.

Approved / Not Approved

Yellman
Honourable Naomi Yamamoto
Minister of Advanced Education

Date: *Aug 7/12*

Attachments:

1. EQA Applicant Suitability Requirements
2. Ministry Applicant Suitability letter and the institution's response

Prepared by:	Vicki Simmons, Policy Analyst	Reviewed by:	
	Governance and Quality Assurance	Director	<i>DR</i>
Phone #:	250-356-2067	Assistant Deputy Minister	<i>DR</i>
		Deputy Minister	<i>S</i>

Ministry Good Standing and Applicant Suitability requirements from the
EQA Policy and Procedures Manual (Eligibility Requirements Section)

Good Standing

Ministry Good Standing (General)

Institutions must be in good standing with the Ministry in order to meet EQA eligibility requirements and to maintain their EQA designation. An EQA institution will be considered "Not in Good Standing" with the Ministry if the institution is:

- found to be misusing the EQA brand;
- in contravention of EQA Brand - Use for the brand as set out in the Policy and Procedures Manual;
- in contravention of the Certification Marks Terms of Use.

Ministry Good Standing (StudentAid BC Designation)

An institution with StudentAid BC (SABC) Designation will be considered "Not in Good Standing" with the Ministry if:

- its SABC Designation is suspended because it is under criminal investigation and/or is prohibited from accepting new applications for student loan funding; or
- its SABC Designation has been rescinded or not renewed for any reason other than:
 - voluntarily letting it lapse
 - no longer having programs meeting the required program length
 - no students from that institution having applied for loan funding in the last 3 years

Applicant Suitability

In addition to the Eligibility Requirements set out above, the Minister will determine, on an individual case basis, whether the applicant* is considered suitable to hold the EQA designation. In assessing applicant suitability, the Minister is looking for anything that might indicate the applicant may fail to comply with the terms and conditions of the EQA designation. The Minister will give consideration to several factors, which may include, but are not limited to, the following:

- the reputation and character of the applicant;
- involvement in any criminal activities;
- association with any person or entity involved in criminal activities or activities that contravene a statute;
- the financial integrity of the applicant, including the sources of funding for the institution;
- any outstanding, related, civil judgments against the applicant;
- any ongoing legal proceedings involving the applicant;
- any false or misleading statements made by the applicant during the EQA designation process;
- such other factors as may be relevant in the public interest.

* For the purposes of this section, in the case of a private institution, the word "applicant" means the applicant institution and/or its owner(s).

Pages 261 through 262 redacted for the following reasons:

s.13, s.21



July 11 2012

File # 60100-70/EQA/SEC

Attention Dorothy Rogers,

s.21

Should you require any further information I would be happy to speak with you at any time.

Regards,

Todd Russell

Centre Manager

SEC Vancouver

604-678-8148

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

Date:	July 18, 2012
CHIFF	91190
File#	60100-20/JIBC 1213J10030
Version #	2

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: The Justice Institute of British Columbia (JIBC) wishes to revise and rename the Bachelor of Fire and Safety Studies degree

BACKGROUND:

Ministry policy requires that institutions wishing to change an existing degree request the Degree Quality Assessment Board's (DQAB) determination of whether the change is minor, reflecting a program's development, or of sufficient magnitude to constitute a new degree. If the DQAB deems a change extensive enough to be a new program, the institution must undergo a quality review and receive the Minister's approval.

JIBC's Bachelor of Fire and Safety Studies degree received Ministerial approval in January 2006. The institution wishes to turn the Bachelor of Fire and Safety Studies into a Bachelor of Public Safety Administration to expand admissions to other public safety professionals such as police and paramedics.

On November 8, 2011, JIBC requested the DQAB determine whether the institution needed to submit a full program proposal for Ministerial approval to change the name of the Bachelor of Fire and Safety Studies to the Bachelor of Public Safety Administration. The request included an external five-year program review commissioned by JIBC and a synopsis of the proposed revisions.

At its November 28, 2011 meeting, the DQAB reviewed JIBC's request, the external review, and the proposed revisions, and determined the revisions requested to curricula represented more than a name change and were extensive enough to constitute a new degree. JIBC was therefore required to submit the full program proposal to the ministry's website for a 30-day peer/public review period and undergo a full review of program quality.

The DQAB secretariat communicated the DQAB's decision to JIBC on March 8, 2012, once ministry staff had confirmed that the proposed Bachelor of Public Safety Administration was exempt from

- The Minister's directive that JIBC suspend all new degree initiatives until it submitted a three-year financial plan and the ministry had approved the plan;
- The Ministry Applied Degree Review process, which requires degree applications from public colleges and institutes to be assessed on the basis of system coordination, labour market demand and institutional capacity criteria before going to DQAB for a quality review; and
- The Tuition Limit Policy, whereby institutions determine tuition rates only for the first year of new programs while existing programs are set at 2 percent annual increases.

Due to ministry delays in communicating the DQAB's decision to JIBC, the institution's confusion about the quality assessment process and international student demand, JIBC requested that the DQAB consider expediting the quality review. At its June 11, 2012 meeting, the DQAB agreed to JIBC's request by assigning a one-person desk audit to do the quality assessment.

DISCUSSION:

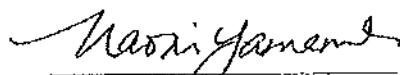
JIBC currently has two applied baccalaureate degrees that have been Minister approved – the Bachelor of Justice and Public Safety, approved in 2008, and the Bachelor of Fire and Safety Studies, approved in 2006.

s.13

OPTIONS:

s.13

Approved / Not Approved


 Naomi Yamamoto, Minister

Date: _____

Attachments: 1. Letter from Ministry to JIBC
 2. Letter to JIBC President for the Minister's signature

Prepared by:	Reviewed by:	
Dawn House, Education Officer	Director	DR
Governance and Quality Assurance Branch	Executive Director	
Phone: 250-356-7700	Assistant Deputy Minister	JK
	Deputy Minister	JK

Rec'd
Mar 22, 2012

Our Ref. 90187

MAR 19 2012

Dr. Michel Tarko, Vice-President Education
Justice Institute of British Columbia
715 McBride Blvd
New Westminster BC V3L 5T4

Dear Dr. Tarko:

I am writing to provide information on Ministry of Advanced Education decisions regarding the Bachelor of Fire and Safety Studies degree. In his letter dated March 1, 2012, Dr. Nicholas Rubidge, Chair, Degree Quality Assessment Board indicated that the Board had determined the proposed revisions will require the program to undergo a quality assessment process and obtain approval from the Minister.

As this is an existing degree that is being modified it may proceed directly to the Degree Quality Assessment process. The requirement for an Applied Degree Ministry Review, and the direction in Dr. Philip Steenkamp's letter that the Justice Institute of British Columbia suspend further degree expansion initiatives will not apply to this degree. To ensure continuity for students, the program will not be considered to be a new program under the Tuition Limit Policy.

I wish the Justice Institute of British Columbia every success with this degree program.

Sincerely,



Dawn Minty
Assistant Deputy Minister



Our Ref. 91190
File. 60100-20/JIBC1213JI0030

AUG 01 2012

Mr. Jack McGee, President
Justice Institute of British Columbia
715 McBride Blvd
New Westminster BC V3L 5T4

Dear Mr. McGee:

The application submitted by the Justice Institute of British Columbia for a Bachelor of Public Safety Administration degree has now completed all stages of quality assessment required by the *College and Institute Act* (the Act).

The Degree Quality Assessment Board reviewed the proposal at its meeting on July 16, 2012, found that the program met the degree program criteria, and recommended the Minister's approval. As you know, the Act requires the Minister's approval for a degree program to be offered in British Columbia.

I am pleased to approve the Justice Institute of British Columbia's request to make the substantive revisions the institution proposed to the Bachelor of Fire and Safety Studies degree to change it to the Bachelor of Public Safety Administration degree.

I wish you every success in implementing this degree program.

Sincerely,

Naomi Yamamoto
Minister

pc: Dr. Michel Tarko
Vice President Academic
Justice Institute of British Columbia

Ministry of
Advanced Education

Office of the
Minister

Mailing Address:
PO Box 9080 Stn Prov Govt
Victoria BC V8W 9E2

Location:
Parliament Buildings
Victoria

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Education Quality Assurance (EQA) Applicant Suitability of Global Village Victoria

BACKGROUND:

Global Village Victoria is a private language training institution that is accredited by Languages Canada. The institution was approved for Education Quality Assurance (EQA) designation in October 2010. EQA is assessed on an annual basis to ensure institutions are continuing to meet the requirements for EQA designation. In order to ensure that the integrity of the EQA brand is maintained, Ministry staff are conducting thorough reviews of all institutions upon their application for renewal of the EQA designation.

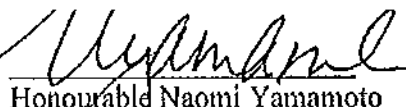
The annual renewal process requires confirmation that an institution is in good standing with the Ministry of Advanced Education before the EQA is renewed for another year. Confirmation of good standing also considers applicant suitability as set out in the Eligibility Requirements section of the EQA Policy and Procedures Manual (see Attachment 1). The Minister of Advanced Education has discretion to deny EQA to an institution if concerns with applicant suitability are found – even if all other EQA eligibility requirements have been met.

DISCUSSION:

s.13

s.13


Approved / Not Approved


Honourable Naomi Yamamoto

Date: August 14/12

Attachments:

1. EQA Applicant Suitability Requirements
2. Ministry Applicant Suitability letter and the institution's response

Prepared by:	Vicki Simmons, Policy Analyst Governance and Quality Assurance	Reviewed by:	
Phone #:	250-356-2067	Director	DR
		Assistant Deputy Minister	IR
		Deputy Minister	

Ministry Good Standing and Applicant Suitability requirements from the EQA Policy and Procedures Manual (Eligibility Requirements Section)

Good Standing

Ministry Good Standing (General)

Institutions must be in good standing with the Ministry in order to meet EQA eligibility requirements and to maintain their EQA designation. An EQA institution will be considered "Not in Good Standing" with the Ministry if the institution is:

- found to be misusing the EQA brand;
- in contravention of EQA Brand - Use for the brand as set out in the Policy and Procedures Manual; and/or
- in contravention of the Certification Marks Terms of Use.

Ministry Good Standing (StudentAid BC Designation)

An institution with StudentAid BC (SABC) Designation will be considered "Not in Good Standing" with the Ministry if:

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- its SABC Designation has been rescinded or not renewed for any reason other than:
 - voluntarily letting it lapse
 - no longer having programs meeting the required program length
 - no students from that institution having applied for loan funding in the last 3 years

Applicant Suitability

In addition to the Eligibility Requirements set out above, the Minister will determine, on an individual case basis, whether the applicant* is considered suitable to hold the EQA designation. In assessing applicant suitability, the Minister is looking for anything that might indicate the applicant may fail to comply with the terms and conditions of the EQA designation. The Minister will give consideration to several factors, which may include, but are not limited to, the following:

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- association with any person or entity involved in criminal activities or activities that contravene a statute;
- the financial integrity of the applicant, including the sources of funding for the institution;
- any outstanding, related, civil judgments against the applicant;
- any ongoing legal proceedings involving the applicant;
- any false or misleading statements made by the applicant during the EQA designation process; and/or
- such other factors as may be relevant in the public interest.

* For the purposes of this section, in the case of a private institution, the word "applicant" means the applicant institution and/or its owner(s).

Pages 272 through 273 redacted for the following reasons:

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Page 179 to/à Page 186

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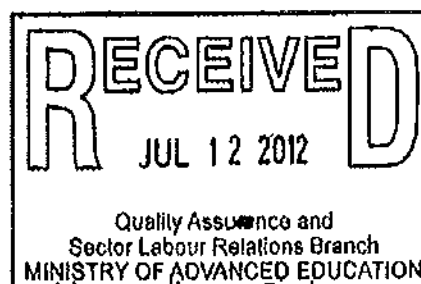


ENGLISH CENTRES

July 08, 2012

Ms. Dorothy Rogers, Director
Government and Quality Assurance Branch
Ministry of Advanced Education
PO Box 9883 Stn Prov Govt
Victoria, BC V8W 9T6

File #: 60100-70/EQA/GVVI



Dear Ms. Rogers,

I am in receipt of your letter dated June 6th, 2012.

I have read the concerns outlined in your letter and, along with my colleague Paul Maher at Global Village Vancouver, I have prepared the following response:

I wish to confirm that all courses offered by Global Village Victoria are designed and intended to be for English language training purposes. The mandate of the school is to provide instruction in English language acquisition and in preparation of English proficiency examinations. Global Village Victoria issues certificates and diplomas which give recognition to language proficiency and no other skills.

After reviewing the sample literature you sent me, I understand how the wording of specific program descriptions on the Global Village English Centres website could have appeared misleading and/or to be career-training in nature. In consultation with Global Village English Centres Inc., our marketing services entity, I have made a point to clarify the wording of Global Village Victoria program descriptions to ensure there is no ambiguity. Additional measures have been taken to ensure that the description of programs offered at other distinct Global Village schools in Canada cannot be misconstrued as Global Village Victoria offerings (and vice versa).

Please find attached copies of web pages which show the clarifications made on programs which offer language training related to Global Village Victoria's Business English and Language COOP programs. I trust the clarification in the language will address your concern.

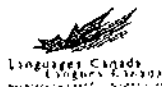
As for programs which provide teacher training to aspiring ESL Instructors (CELTA, DELTA, CELTA-YL, GV TESOL), I wish to note that Global Village Victoria does NOT offer any such programs. To make this clear in our advertising, we have replaced the word "Canada" with "Vancouver & Calgary" on all advertisements for teacher training, as these programs are only offered by GV-affiliated training centres in these two Canadian cities.

In the case of Vancouver, teacher training programs are offered by Global Village Teacher Training & Services Inc (GVVTTSI), dba Global Village Career Training Centre which is a separate corporate entity from Global Village Vancouver. The entity is registered with the PCTIA and is in good standing. Global Village Vancouver has edited the wording on the Global Village Vancouver webpage to make it clear that these programs are offered by GVVTTSI by adding hyper-links to that company's website. Please advise if this change will sufficiently eliminate the perception that the programs are offered by the Global Village English schools. If you feel that this change is not

Global Village Victoria - Global Village English Centre Victoria Ltd.

Suite 200, 1290 Broad Street, Victoria, BC, V8W 2A5 Canada

Tel: 250 384-2199 Fax: 250 384-2123 www.gvenglish.com



sufficient, then GV Vancouver will remove mention of the programs entirely from the GVEC website.

I trust that the aforementioned changes have addressed your concerns, however if more changes are required to ensure we are compliant with the requirements of EQA policy and procedures, we would be please to respond.

I look forward your receiving your reply. I can be reached on my direct line at 250 217-4339 if you prefer to discuss over the phone.

Best regards,



Paula Jamleson
Chief Operations Officer
Global Village Victoria

Page 189 to/à Page 199

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Global Village

ENGLISH CENTRES



Serious Learning, Serious Fun!
Vancouver, Toronto, Calgary, Victoria, Hawaii



GV Victoria Business English Program (BEP)

GV Victoria's Business English program is an intensive 12-week course with 25 lessons per week. BEP students have the opportunity to familiarize themselves with Canadian business themes, while improving their language skills (reading, writing, listening, speaking). This enjoyable program includes many group projects and team competitions to simulate the Canadian business world and job market.



SAMPLE 2012 SCHEDULE	SESSION 1	SESSION 2	SESSION 3
	Dec 19, 2011 - Jan 13 Mar 12 - Apr 06 Jun 04 - Jun 29 Aug 27 - Sep 21 Nov 19 - Dec 14	Jan 16 - Feb 10 Apr 10 - May 04 Jul 03 - Jul 27 Sep 24 - Oct 19 Dec 17 - Jan 11	Nov 21 - Dec 16, 2011 Feb 13 - Mar 09 May 07 - Jun 01 Jul 30 - Aug 24 Oct 22 - Nov 16
8:45-10:25 & 10:40-12:20	Marketing, sales and branding	Meeting plans and minutes	Telephoning & client interactions
	Making presentations and negotiating	Participating in, leading, and chairing meetings in English	Interviews and Career Management
	Business plans and proposals to investors	Formal letters & e-mail etiquette	Memos and letters of inquiry
	Facilitations	Facilitations	Facilitations
LUNCH BREAK			
Afternoon Business Program (1:05-2:10)	Project work (Marketing, Team Building)	Project work (Small Business Comparison, Problem-Solving)	Customer Service

GV 360° Serious Learning, Serious Fun!

Global Village

ENGLISH CENTRES



GV Victoria Business English Outline

Business English is an ESL program that uses project-based learning and functional skill development. The emphasis is on business communication skills and business themes, such as entrepreneurship, business projects, vocabulary and jargon and current issues in business.

Discussion, conversation and group work are essential components of the Business English Program. Group projects require strong attendance.

Students must be at a GV5 level of English. Students at the GV4 level who have at least one year of business experience will be considered on a case-by-case basis only. The class is limited to 15 students. The class is subject to availability.

Session One

Students will be developing English language skills for entrepreneurship and branding. In doing this, students start off by pitching a business concept/idea to the class in English, then in small groups, work on developing a business plan for that concept. Next, students create their own English marketing campaigns (voice-recorded commercial). Finally, students must use face-to-face communication and sales techniques to attract potential customers and classmates to a sales booth.

2012 Start Dates: Dec 19, 2011 – Jan 13, Mar 12 – Apr 06, Jun 04 – Jun 29, Aug 27 – Sep 2, Nov 19 – Dec 14

Session Two

Students will be practicing English language skills for the themes of work in the corporate world, including: survival skills for business meetings (agenda planning, minute taking and expressing ideas); formal and informal language in letters and emails; problem solving strategies in English (face to face, via letter and email).

2012 Start Dates: Jan 16 – Feb 10, Apr 10 – May 04, Jul 03 – Jul 27, Sep 24 – Oct 19, Dec 17 – Jan 11

Session Three

This session integrates the themes of telephone English and the language skills that relate to career management, specifically as an interviewer and interviewee. Students learn a functional approach to making a variety of phone calls, they write letters of inquiry and practice speaking through participating in the interview process.

2012 Start Dates: Feb 13 – Mar 09, May 07 – Jun 01, Jul 30 – Aug 24, Oct 22 – Nov 16

GV360° Serious Learning. Serious Fun!



GV Victoria Business English Outline

Session One

The themes of this session are entrepreneurship and branding. Students start off by pitching a business concept/idea to the class. Then, in pairs, students work on developing a business plan for that concept. Next, students create their own marketing campaigns (voice-recorded commercial). Finally, students must use face-to-face sales techniques to attract potential customers and classmates to a sales booth.

2012 Start Dates:

Dec 19, 2011 – Jan 13, Mar 12 – Apr 06, Jun 04 – Jun 29, Aug 27 – Sep 2, Nov 19 – Dec 14

Session Two

This session covers themes of work in the corporate world, including: survival skills for business meetings (agenda planning, minute taking and expressing ideas); formal and informal language in letters and emails; and problem solving (face to face, via letter and email).

2012 Start Dates:

Jan 16 – Feb 10, Apr 10 – May 04, Jul 03 – Jul 27, Sep 24 – Oct 19, Dec 17 – Jan 11

languages skills required
agenda composition
minute-taking

Session Three

This session integrates the themes of telephone skills and career management. Students learn to make cold calls, write letters of inquiry and build interview skills. They also learn how to "stand out" and promote themselves in English.

2012 Start Dates:

Feb 13 – Mar 09, May 07 – Jun 01, Jul 30 – Aug 24, Oct 22 – Nov 16

- Business English is an ESL program that focuses project-based learning and functional skill development. Emphasis is on business communication skills, entrepreneurship, business projects, vocabulary and jargon, and current issues in business.
- Discussion, conversation, and group work are essential components of the Business English Program. Group projects require strong attendance.
- The class is limited to 15 students.
- For a full description see the information on the preceding page.
- The class is subject to availability.
- Students must be at a GV5 level of English to enter program (GV4 level + relevant background).
- Students at the GV4 level who have at least one year of business experience will be considered.

1 year Business exp
may be

considered

Global Village English Centre Victoria
200-1290 Broad St, Victoria, BC V8W 2A5
P: 250-384-2199
victoria@gvenglish.com
www.gvenglish.com/victoria

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Calgary

Toronto

Vancouver

Victoria

Hawaii

Teacher Training Courses

Cambridge Courses

Cambridge CELTA

(four-week full-time or twelve-week part-time courses)

- Calgary (Canada): Visit www.celtacalgary.ca
- Vancouver (Canada): Offered by GVVTS Inc. Please visit www.gvcareer.com

Cambridge DELTA

- Vancouver (Canada): Offered by GVVTS Inc. Please visit www.gvcareer.com

Cambridge Young Learner Extension to CELTA

(two-week course)

- Vancouver (Canada): Offered by GVVTS Inc. Please visit www.gvcareer.com
- TESOL Diploma at GV Vancouver: Offered by GVVTS Inc. Please visit www.gvcareer.com
- GV TESOL Diploma at GV Calgary

Fast Facts

Offered in: Vancouver by GVVTS Inc. and Calgary (courses vary depending on schools)

Length: 4 to 12 weeks

Entry Level: Intermediate/Advanced - see course details

Best Choice for:

- Students who would like to teach English as a Second Language (ESL) or English as a Foreign Language (EFL) in a non-English speaking country.

Page 204

Withheld pursuant to/removal as

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**MINISTRY OF ADVANCED EDUCATION
BRIEFING NOTE**

Date: August 13, 2012
Cliff# 91280
xRef 90483; 91002; 90670
File# 60100-20/LINC/MONI
Version # 1

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Legal Notice on Behalf of s.13
s.13

BACKGROUND:


University Canada West (UCW) is the operating name of LearningWise Education Inc. (LINC). UCW was originally established in Victoria in 2004. LINC is a private company under the BC *Business Corporations Act*. In 2008, controlling shares in LINC were purchased by Peter Chung (Eminata Group) who owns and operates a large number of private colleges, including CDI and Vancouver Career College. In 2011, UCW moved its main campus to Vancouver and UCW's consent was amended accordingly.

DISCUSSION:

s.13

Page 301 redacted for the following reason:

s.13

Prepared by:	Vicki Simmons, Policy Analyst	Reviewed by:	
	Governance and Quality Assurance	Director	DR
Phone #:	356-2067	Assistant Deputy Minister	JS for IR
		Deputy Minister	

Pages 303 through 326 redacted for the following reasons:

s.13

s.13

Date:	March 29, 2012
Cliff#	90391
File#	125-20/DAA/CONTR 60100-20/LINC/MONI
Version #	1

MINISTRY OF ADVANCED EDUCATION DECISION NOTE

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

s.13

BACKGROUND:

The *Degree Authorization Act* (DAA) provides a mechanism for private institutions (and public institutions from outside of British Columbia) to apply for Minister's consent to advertise, offer and grant degrees or to use the word "university" in British Columbia. The DAA requires degree programs proposed by institutions to go through a degree quality assessment process overseen by the Degree Quality Assessment Board before the Minister grants consent, with a similar process for the use of the word "university."

University Canada West (UCW) is the operating name of LearningWise Education Inc. (LINC). UCW was originally established in Victoria in 2004. LINC is a private company under the *BC Business Corporations Act*. In 2008, controlling shares in LINC were purchased by Peter Chung (Eminata Group) who owns and operates a large number of private colleges, including CDI and Vancouver Career College. In 2011, UCW moved its main campus to Vancouver and UCW's consent was amended accordingly.

UCW is governed by a Board of Directors that delegates the responsibility for the operation of the university to the President. On March 8, 2012, a letter was sent to the Ministry and Chair of the Degree Quality Assessment Board formally announcing the resignation of UCW's President and the appointment of Leslie (Skip) Triplett as Board Steward to oversee the operations of UCW until a search was completed for a new President. Skip Triplett is a member of UCW's Board of Governance and former President of Kwantlen.


DISCUSSION:

s.13


Page 328 redacted for the following reason:

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

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 Approved Not Approved

Option 3


 Honourable Naomi Yamamoto
 Minister of Advanced Education

Date: March 29/12

Prepared by:	Vicki Simmons, Policy Analyst	Reviewed by:	
	Dorothy Rogers, Director		
	Quality Assurance and Sector Labour Relations	Director	
Phone #:	250-356-2067	Executive Director	
		Assistant Deputy Minister	
		Deputy Minister	

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**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: New degree proposal –Adler School of Professional Psychology
Doctor of Clinical Psychology

BACKGROUND:

The *Degree Authorization Act* requires private and out-of-province public institutions to undergo a quality assessment process and meet the established criteria before the institution can receive consent from the Minister to offer, advertise or grant degrees in British Columbia.

The Adler School of Professional Psychology is a private, not-for-profit institution based in Chicago Illinois, offering a variety of master and doctoral level educational programs in psychology. The institution has operated in British Columbia since 2005 and the Vancouver campus currently has consent under the *Degree Authorization Act* to offer four masters level degrees in psychology.

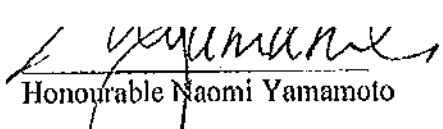
DISCUSSION:

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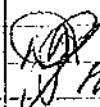

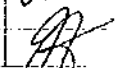
Approved / Not Approved


Honourable Naomi Yamamoto

Date: August 30/12

Attachments:

1. Synopsis of Degree Quality Assessment Board review
2. Board Letter and Terms and Conditions of Consent

Prepared by:	Vicki Simmons, Policy Analyst	Reviewed by:	
	Governance and Quality Assurance	Director	
Phone #:	356-2067	Executive Director	
		Assistant Deputy Minister	
		Deputy Minister	

Pages 333 through 339 redacted for the following reasons:

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AUG 30 2012

Our Ref. 91306
File #: 60100-30/ASPP/
1112ASPP0008

Dr. Wendy Paszkiewicz
Interim Vice President of Academic Affairs
Adler School of Professional Psychology
65 E Wacker Pl, Ste. 2100
Chicago IL 60601-7298
USA

Dear Dr. Paszkiewicz:

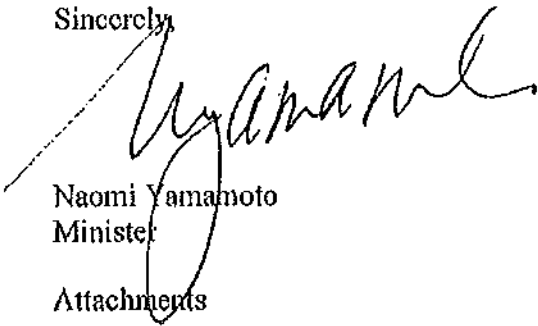
The degree proposal submitted by the Adler School of Professional Psychology for a Doctor of Clinical Psychology has now completed all stages in the degree quality assessment process established under the *Degree Authorization Act* (DAA).

The Degree Quality Assessment Board reviewed the proposal at its meeting on July 16, 2012, and found that it met the established degree program criteria.

As a result, I am pleased to advise that I give consent to Adler School of Professional Psychology to provide, advertise and grant a Doctor of Clinical Psychology under section 3(1) of the DAA for a term of five years with the attached *Standard Terms and Conditions of Consent* which apply to all institutions receiving consent along with the *Special Terms and Conditions of Consent* specific to this degree program.

I wish you every success in implementing this new degree program.

Sincerely,


Naomi Yamamoto
Minister

Attachments

cc: Dr. Larry Axelrod, Vancouver Campus Dean
Adler School of Professional Psychology

Degree Quality Assessment Board

Ministry of
Advanced Education

Office of the
Minister

Mailing Address:
PO Box 9080 Stn Prov Govt
Victoria BC V8W 9E2

Location:
Parliament Buildings
Victoria

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Fraser International College – Location Change

BACKGROUND:

The *Degree Authorization Act* requires private and out-of-province public institutions undergo a quality assessment process and meet the established criteria before the institution can receive consent from the Minister to offer, advertise or grant degrees in British Columbia.

In 2006, Fraser International College entered into a contractual agreement with Simon Fraser University (SFU) to offer first and second year university transfer courses to international students who do not meet the academic requirements for direct entry to SFU. Although Fraser International College was not required to receive authority under the *Degree Authorization Act*, it voluntarily went through the Degree Quality Assessment Board's (the Board) quality assessment process for both the organization and the degree program in 2010 and was granted consent to offer an Associate of Arts degree. Fraser International College also has Education Quality Assurance designation.

Under the *Standard Terms and Conditions of Consent* (see Attachment 1), an institution must inform the Minister before implementation of any material change in circumstance or of substantive changes which may change the scope of consent such as a change in campus location. Under the terms and conditions, consent is site-specific for delivery of degrees. On June 19, 2012, Fraser International College notified the Ministry of a proposed change in location to a new building on the SFU campus in Burnaby (see Attachment 2).

DISCUSSION:

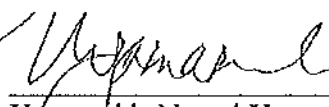
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OPTIONS:

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Approved / Not Approved


Honourable Naomi Yamamoto

Date: August 16/12

Attachments: 1. Terms and Conditions of Consent
2. Letter from Fraser International College
3. Letter from Degree Quality Assessment Board

Prepared by:	Vicki Simmons, Policy Analyst	Reviewed by:	
	Governance and Quality Assurance	Director	
Phone #:	356-2067	Executive Director	
		Assistant Deputy Minister	
		Deputy Minister	

2 of 2

TERMS AND CONDITIONS OF MINISTERIAL CONSENT

The following standard terms and conditions will be attached to all consents. Individual terms and conditions addressing the specifics of each proposal may also be imposed by the Minister of Advanced Education.

- 1) **Consent period:** The consent period will normally be five years.
- 2) **Scope of consent:** Consent will be specific to the activity, program (major and minor, if specified) and site described in the submitted application.

The consent holder must inform the minister before implementation of any material change in circumstance (i.e., ownership change, location change, material change in learning outcomes, the minimum qualifications of faculty), or of substantive changes (i.e., termination or suspension of programs that have consent), which may change the scope of consent.

- 3) **Consent not transferable:** A consent is not transferable.
- 4) **Notice for students and public:** The following must appear in the consent holder's current calendar, and in the student's enrolment contract:

This program is offered under the written consent of the Minister of Advanced Education effective (consent date) having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

- 5) **Advertising:** A consent holder must not use any term or phrase in advertising that refers to approval of the minister or the Government of British Columbia other than that the program is offered under the written consent of the minister.
- 6) **Program Implementation:** The consent holder must enroll students in the degree program within three years from the date of consent. If the degree program is not offered within the three-year time period, consent is automatically revoked.
- 7) **Reporting:** A consent holder must provide the following information to the minister when requested:
 - if accredited in another jurisdiction, proof of continuing legal and accreditation status, and any variation in status;
 - A report on the current academic standards for each degree program for which consent has been granted, including but not limited to:
 - number and percentage of teaching staff/faculty by level of education, professional designations and experience;
 - number of full time equivalent (FTE) degree students per full time equivalent (FTE) teaching staff/faculty;
 - the institution's annual report (including audited financial statement);
 - the institution's most recent calendar;

TERMS AND CONDITIONS OF MINISTERIAL CONSENT

- tuition and related fees for the degree programs for which consent has been granted;
 - student full time equivalent (FTE) enrolment in programs by year, for which consent has been granted;
 - number of degrees granted in the previous year for programs for which consent has been granted;
 - student attrition and retention rates;
 - job placement rates (both direct and indirect);
 - employer satisfaction;
 - student satisfaction;
 - number and nature of transfer agreements entered into the previous year regarding programs for which consent has been granted; and
 - other performance measures requested by the minister.
- 8) **Entitlement of consent holder to government funding:** Ministerial consent does not entitle the consent holder to funding from the government of British Columbia.
- 9) **Revocation and suspension of consent:**
A consent holder's failure to comply with any terms and conditions or any legislative obligation may lead the minister to amend, suspend or revoke consent. The Degree Quality Assessment Board may also recommend that the minister amend, suspend or revoke consent as a result of a comprehensive review which determined that the quality of the degree program had not been maintained.
- 10) **Financial security:** The consent holder must meet conditions established regarding the security of tuition fees. These are outlined in the Degree Authorization Regulations established pursuant to Section 9(1) of the *Degree Authorization Act*.
- 11) **Access to and security of student transcripts:** The consent holder must meet the requirements regarding the access to and security of student transcripts established under Section 4(4) of the *Degree Authorization Act*.
- 12) **Student contracts:** A consent holder must have an enrolment contract for students enrolling in degree programs. The student's obligation under the contract must not exceed a period of 12 consecutive months. The contract must include the following:
- the title of the program and name of degree;
 - the start date and end date;
 - policies on student withdrawal and refund of fees and charges; and
 - the statement required under term and condition #4.
- 13) **Awareness of policies affecting students:** A consent holder must have a calendar or other comparable publication available to students and the public setting forth the following:
- admissions requirements and procedures;
 - programs and courses with indication of when they are offered;
 - rules and regulations for student, faculty and employee conduct;
 - degree completion requirements;
 - method of course delivery;

TERMS AND CONDITIONS OF MINISTERIAL CONSENT

- tuition and other fees;
 - transfer arrangements currently in place. If the consent holder has no credit transfer arrangements in place, the consent holder must indicate that no such arrangements exist.
- 14) **Misrepresentation or malfeasance:** The minister may deny, suspend, or revoke consent, where the following has taken place, or was taking place, at any time during or after the consent process until such time as the minister is satisfied that the situation has been remedied:
- information provided for reviews was not truthful and complete; and/or,
 - misrepresentations, falsehood, fraud, abuse, or charges pending against the institution or its staff members for violations of law had occurred, or was occurring.
- 15) **Written confirmation of understanding of terms and conditions and intent to comply:**
No consent will come into effect until the applicant acknowledges in writing that it understands the terms and conditions attached to consent, that all information provided in the application is true, and that it agrees to comply with all representations made during the course of the application, and with the terms and conditions attached to consent.

Simmons, Vicki AVED:EX

From: Christa Ovenell [Christa.Ovenell@fraseric.ca]
Sent: Tuesday, June 19, 2012 4:06 PM
To: AVED Degree Quality Assessment Board Secretariat AVED:EX
Cc: Simmons, Vicki AVED:EX; Bev Hudson
Subject: Update: Fraser International College relocation
Attachments: SFU Discovery 1.pdf

To whom it may concern,

In September 2012, Fraser International College (FIC) will be moving from the two current buildings it occupies on the SFU campus to a new building on the SFU campus. As per the FIC/SFU agreement, SFU provides suitable teaching and administration space for FIC to operate as well as allow the students to use all the facilities available to students at SFU including but not limited to Library, computer facilities, food services and recreation facilities. The current buildings that FIC uses on the SFU campus are the portable building with five classrooms known as South East Corner Building and the eight classroom/one computer laboratory configuration in the building called the Multi-Tenant Facility. The move will allow FIC to contain all teaching and administrative spaces in one building. The new building will have 17 general-purpose classrooms, one biology lab, one physics lab, and two computer labs. FIC's new teaching space is being outfitted by SFU to standards in line with all other buildings on the campus. It is expected that the move will take place between August 21-September 3, 2012 when the renovation is completed.

Institutions are asked to provide the following information to the DQAB regarding the proposed new campus and indicate how current standards will be maintained during the transition. Please accept this letter as confirmation that all standards will be maintained and enhanced during our transition period to the new building.

Facilities and infrastructure

The new location has better facilities, equipment and technology. All classrooms are outfit with standard SFU equipment, including digital overhead projectors, whiteboards, and jacks for laptops or alternate screen technology. The new building has two computer labs, allowing students access to computers throughout the day even if they are not in a Computing class. It also has classrooms specifically outfitted for teaching Biology, Physics, and Engineering science courses and houses additional Instructor preparation spaces. FIC students continue to have access to all library services on the SFU campuses.

Academic standards

The new location will only enhance the already high academic standards upheld at FIC. The move to the new building will take place during the semester break when no classes are in session and all students will receive orientation to the new building, during the first week of September.

Resources

The new location will allow FIC to enhance services. Students will continue to have access to all the resources available to students at SFU. The administrative staff will move to a new centralized location in the building, providing better service to both students and instructors. All access to current resources will be exactly equivalent in the new building. New instructional staff will undergo the same orientation and training we have always conducted and as per our agreement with SFU, the content of all courses delivered at FIC is overseen by an SFU Course Coordinator who ensures rigorous standards are met at all points through the semester.

Information for students, staff and faculty

Students, staff and faculty have been informed of the upcoming change in location, and have expressed considerable excitement at the prospect. The new building is visible from our current location, just across a small road. Students, staff and faculty have all been watching the renovations with interest, and we continue to use standard methods of communication—email, twitter, portal notifications and written notices—to ensure all students, staff and faculty are aware of the upcoming move. The move will allow us to offer appropriate standard of care for students, staff or instructors with disabilities, and provide access to better classroom and non-instructional space for the entire community.

Policies, procedures and organizational culture

Operations at the new location will be managed in accordance with the formally stated policies of the central administration. The additional space will allow us to offer more and better student success initiatives which will further enhance the student experience at FIC.

We can provide access to the building before our scheduled move-in date in late August, but only after 4 p.m. In the meantime, I have attached architectural drawings for your perusal. If I can be of any further assistance please don't hesitate to contact me.

Christa Ovenell
Academic Director

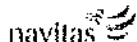


Fraser International College (FIC)
Simon Fraser University
Suite 100, 8900 Nelson Way
Burnaby BC
Canada V5A 4W9

P: +1 778 782 5947
F: +1 778 782 5101
W: www.fraserfc.ca

FIC is your direct pathway to SFU

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**** When replying to this message for the first time, leave the entire message intact - just hit reply, and add your comments at the top. ****

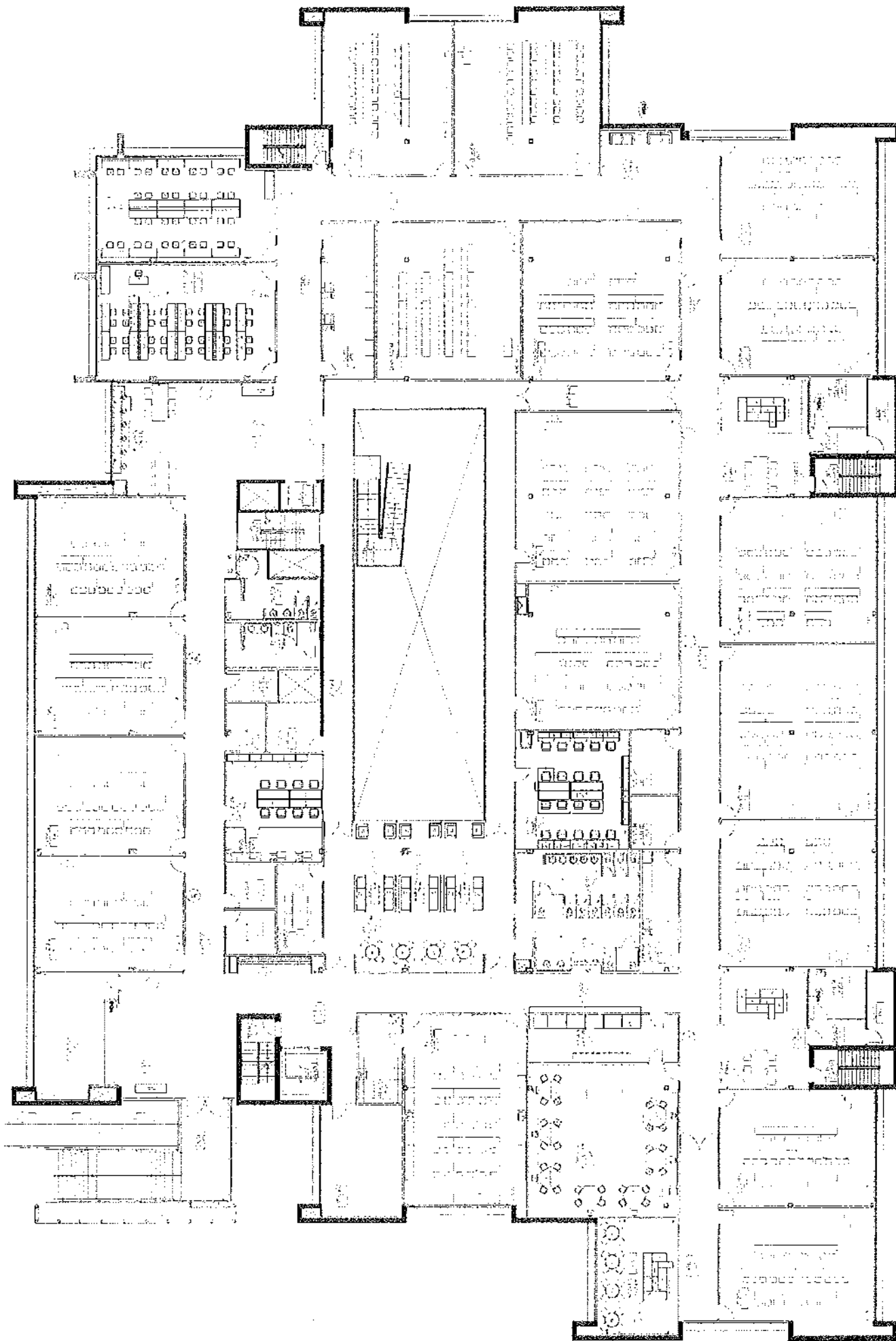
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Discovery 1 Furniture Plan - Second Floor RFP required new furniture shown in red



DEGREE QUALITY ASSESSMENT BOARD

July 31, 2012

File#: 60120-20/FIC

Ms. Beverly Hudson
College Director and Principal
Fraser International College
Discovery Park Suite 100, 8900 Nelson Way
Burnaby BC V5A 4W9

Dear Ms. Hudson:

My purpose in writing is to share with you the outcome of the Degree Quality Assessment Board (the Board) meeting held on July 16, 2012.

At its meeting, the Board considered Fraser International College's proposed location change. The Board will be recommending the Minister grant a change of consent for Fraser International College to relocate its campus to 8999 Nelson Way with the understanding that students, faculty and staff will have equivalent access to and availability of resources of those that were available at the current location and the College will provide assistance and support for students and faculty with respect to any issues that may arise with moving to the new location.

If you have questions regarding this letter or the degree quality assessment process, please do not hesitate to contact the Secretariat at DQABsecretariat@gov.bc.ca.

The Board would like to wish you continued success.

Sincerely,

Dr. Nicholas Rubidge
Chair

pc: Ms. Christa Ovenell, Academic Director
Fraser International College

Degree Quality Assessment Board
PO Box 9883 Stn Prov Govt
Victoria BC V8W 9T6

Telephone: (250) 387-5406
Facsimile: (250) 356-8851

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Education Quality Assurance Applicant Suitability of Tamwood International College

BACKGROUND:

Tamwood International College is a private language training institution that is accredited by Languages Canada. The institution was approved for Education Quality Assurance (EQA) designation in March 2011. EQA is assessed on an annual basis to ensure institutions are continuing to meet the requirements for EQA designation. In order to ensure that the integrity of the EQA brand is maintained, Ministry staff are conducting thorough reviews of all institutions upon their application for renewal of the EQA designation.

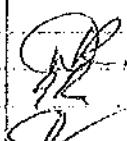
The annual renewal process requires confirmation that an institution is in good standing with the Ministry of Advanced Education before the EQA is renewed for another year. Confirmation of good standing also considers applicant suitability as set out in the Eligibility Requirements section of the EQA Policy and Procedures Manual (see Attachment 1). The Minister of Advanced Education has discretion to deny EQA to an institution if concerns with applicant suitability are found – even if all other EQA eligibility requirements have been met.

DISCUSSION:

Ministry staff have confirmed that the language in Tamwood International College's promotional materials and on its website is no longer misleading in nature and clearly articulates that the program offerings are strictly language training. Ministry staff note that although the institution has triggered an applicant suitability review twice, they were for unrelated and fairly minor issues and are recommending renewal of Tamwood International College's EQA designation. Should any further issues arise in subsequent annual reviews or during the coming year that would trigger a suitability review, Ministry staff will reassess.

OPTIONS:

s.13

Prepared by:	Vicki Simmons, Policy Analyst	Reviewed by:	
	Governance and Quality Assurance	Director	
Phone #:	356-2067	Assistant Deputy Minister Deputy Minister	

**Ministry Good Standing and Applicant Suitability requirements from the
EQA Policy and Procedures Manual (Eligibility Requirements Section)**

Good Standing

Ministry Good Standing (General)

Institutions must be in good standing with the Ministry in order to meet EQA eligibility requirements and to maintain their EQA designation. An EQA institution will be considered "Not in Good Standing" with the Ministry if the institution is:

- found to be misusing the EQA brand;
- in contravention of EQA Brand - Use for the brand as set out in the Policy and Procedures Manual;
- in contravention of the Certification Marks Terms of Use.

Ministry Good Standing (StudentAid BC Designation)

An institution with StudentAid BC (SABC) Designation will be considered "Not in Good Standing" with the Ministry if:

- its SABC Designation is suspended because it is under criminal investigation and/or is prohibited from accepting new applications for student loan funding; or
- its SABC Designation has been rescinded or not renewed for any reason other than:
 - voluntarily letting it lapse
 - no longer having programs meeting the required program length
 - no students from that institution having applied for loan funding in the last 3 years

Applicant Suitability

In addition to the Eligibility Requirements set out above, the Minister will determine, on an individual case basis, whether the applicant* is considered suitable to hold the EQA designation. In assessing applicant suitability, the Minister is looking for anything that might indicate the applicant may fail to comply with the terms and conditions of the EQA designation. The Minister will give consideration to several factors, which may include, but are not limited to, the following:

- the reputation and character of the applicant;
- involvement in any criminal activities;
- association with any person or entity involved in criminal activities or activities that contravene a statute;
- the financial integrity of the applicant, including the sources of funding for the institution;
- any outstanding, related, civil judgments against the applicant;
- any ongoing legal proceedings involving the applicant;
- any false or misleading statements made by the applicant during the EQA designation process;
- such other factors as may be relevant in the public interest.

* For the purposes of this section, in the case of a private institution, the word "applicant" means the applicant institution and/or its owner(s).

Pages 353 through 357 redacted for the following reasons:

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Attachment A

Tamwood International College INTERNATIONAL BUSINESS ENGLISH PROGRAM

Locations offered	Lessons/ Week	Course Duration
Vancouver only	25 lessons/ Week	4 weeks

Entry Requirements

- Upper Intermediate to High Advanced English (Tamwood levels 5-7)
- Business Experience or prior university level business studies
- Minimum age: 20

Class Size:

Maximum 10 students and minimum 4 in Business English classes

Dates Offered

Fixed start dates. See current price sheet for dates and fees.

Description

Combines specialized classes in International Business English communication skills with optional general English language skill workshops. This course is designed to give students the English skills they need to work effectively in today's global market place. Business English writing and communication skills and technical business vocabulary are developed through exercises, case studies, role plays and research on business topics including: I.T., finance, accounting, marketing, advertising, sales, negotiation, business practices, and cultural comparisons in business operations and appropriate grammar. Visits to businesses may be arranged during the course. Students should be ready for a significant amount of reading and assignments in the course.

Curriculum topic areas – Business vocabulary and technical business English skills will be taught through the study of these topics:

- International Business Styles and Cultural Comparisons
- Corporate Structures
- Business Strategies and Planning
- The Stock Market and Company Performance
- Business Finance and Accounting
- Management and Negotiation
- Marketing, Sales and Promotion

Methods of Instruction within each topic area

- Lecture with question/answer sessions
- Guest speakers

- Role-play exercises → Individual and team
- Business computer software (PowerPoint, Excel, Word)
- Internet and business journal research
- Peer critiques (of presentations)
- Vocabulary/grammar exams (each week)

CORE CLASSES

Business Writing Skills

Focuses on teaching appropriate grammar, vocabulary and writing skills and on the important application of these skills through reading, writing and communicative grammar exercises based on business themes. You learn how to write accurate and effective business correspondence, such as letters, faxes, memos, email, resumes, reports, etc.

Business Communication Skills

Focuses on language usage through discussions, role-plays, presentations, debates, interviews, listening, speaking and pronunciation exercises. You will work individually and in small groups.

Business Concepts

Practice and develop all of your specific business English vocabulary as you look at different business concepts through discussion and reading of business journals, articles, newspapers, documents and reports. You will work individually and in small groups. Class work includes discussions, projects, presentations, case studies and field trips.

OPTIONAL EXTRA CLASSES

Electives and Practice Makes Perfect (1 or 2 lessons) (optional)

Classes in Periods 3 and 4 are part of the General English Program and give students the opportunity to focus on one skill area or intensive practice and correction of their English skills. Students can choose from a variety of electives in Period 3 (Pronunciation, Vocabulary in Context, Conversation, etc) to focus on an area where they need to see fast and effective results. Practice Makes Perfect in Period 4 gives students the opportunities to produce large samples of English and receive feedback on their strengths and corrective advice on areas for improvement.

Tamwood International College
ENGLISH FOR LAWYERS IN VANCOUVER

Purpose

More and more lawyers use English to communicate with other lawyers and with their clients. In addition to basic language skills, lawyers also need to know specific legal vocabulary and terminology in order to communicate clearly, accurately and unambiguously in their work. Lawyers need to know how to speak, write and understand English with a high degree of fluency in order to accomplish their clients' objectives and meet their clients' needs.

This course teaches lawyers to:

- Interpret and understand legal documents in English
- Write better letters, opinions, contracts and other legal documents in English
- Expand their legal English vocabulary
- Speak effectively in English about legal matters
- How to make effective arguments and presentations in English
- Improve their social English skills

Participants

Participants in this course must be at least 21 years of age and must be working in the field of law or intending to work in the field of law and have completed at least 50% of their legal studies (can be lawyers, solicitors, law students, advocates or judges).

Participants must have studied English or learned it through practical experience and be at an upper-intermediate to advanced level in terms of their general English. Participants will use English on a fairly frequent basis in reading or drafting written text, in verbal conversation both face to face and on the telephone and in listening to spoken English at meetings and seminars. This course can be combined with one or more weeks of the general English program if students need extra English instruction to be ready for this course. Contact Tamwood for an assessment test.

Course Objectives

This course is very short so participants must have realistic expectations. The degree to which a participant's English will improve as a result of this course will depend on the time and work that a student puts into the course both in and out of the classroom and the student's motivation to learn. Participants will expand their vocabulary, especially in the legal field, improve their pronunciation and fluency, develop their confidence in using English, develop legal writing and drafting skills,

learn North American negotiation techniques and become better acquainted with North American legal systems.

Features of the Course

This course focuses on developing the participants' English skills in a legal context. Although English will be taught in part through legal examples, exercises and case studies, ~~this is not a law course~~. The goals of this course are achieved through a combination of legal skills seminars, legal vocabulary classes, general English classes and activities/visits.

1. Legal Vocabulary Classes: 5 lessons per week

2. Legal English Skills Seminars: This course includes seminars designed to improve the participants' legal English. All seminars are taught by an English instructor who is also a lawyer and may be supplemented by guest lectures from local experts in the field. Seminar topics may vary from course to course depending on the interests of the participating students. Typical seminar topics include:

- Negotiation Techniques
- Common Law Courts & Court Visit
- Advocacy Skills
- Legal Ethics
- Legal English in Commercial Agreements
- Standard Agreements in the Common Law
- Reviewing and Drafting Letters, Opinions and Commercial Agreements
- Commercial Arbitration & Mediation

3. General English Classes: 10 lessons per week

On the first day, Tamwood tests the students to determine their current English level and to assess their language needs. Based on this assessment, students are assigned to a English class appropriate to their needs and level.

4. Activities:

Tamwood organizes between 3 and 5 afternoon/evening activities each week for its entire student body. These activities and tours, including museum and gallery visits, tourist attractions, dinners, parties, sports games and other events, allow students to meet other Tamwood students and staff and to practice their English in real life situations. Tamwood also offers a number of optional weekend excursions every week to places such as Whistler Resort (for skiing in the winter and golf, hiking... in the summer), Victoria and Seattle. Students can book their weekend excursions at Tamwood on their first day.

Group Size

The maximum number of participants is 8 for the legal skills and vocabulary classes and 15 for the general English classes.

Dates and Fees

- Two week sessions
- Offered at various times throughout the year. See Tamwood Dates and Fees sheet for current fees and upcoming course dates
- Can be customized and offered on demand for groups of 4 or more.
- Registration deadline is 4 weeks before course start date.
- Tuition includes teaching materials, all lessons, seminars and workshops

Accommodation Options

Students have the option of staying in a hotel, an apartment, or in the home of a Canadian family. Tamwood can arrange accommodation for students and their families. Contact Tamwood for current options and prices.

Sample Schedule *(Course content will depend on the interests of the students in course and the availability of the instructors)*

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
8:45-12:30 Orientation, testing, city tour	9:00-12:00 Seminar: Drafting Commercial Agreements	10:00-12:00 (approximate times) Legal Visit / Guest Speaker	9:00-12:00 Seminar: Advocacy Skills	8:45-9:45 Legal English Class
12:30-14:00 Break	12:00-12:50 Break	12:00-12:50 Break	12:00-12:50 Break	10:00-12:00 Court House Tour
14:00-16:00 (2 Jassons) Introductions and Legal English	12:50-13:50 Legal English	12:50-13:50 Legal English	12:50-13:50 Legal English	12:00-14:00 Lunch at Court House
	14:10-16:10 Elective English Class	14:10-16:10 Elective English Class	14:10-16:10 Elective English Class	14:10-16:10 Elective English Class
	16:20-18:20 Language Workshop Class	16:20-18:20 Language Workshop Class	16:20-18:20 Language Workshop Class	16:20-18:20 Language Workshop Class

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
8:45-10:00 Prep time for Mock Trial	9:00-12:00 Seminar: Contracts and Plain English Writing Skills	10:00-12:00 (Approximate times) Legal Visit / Guest Speaker	9:00-12:00 Seminar: Legal Opinions and Letters	9:00-12:00 Seminar: Negotiation Techniques
10:00-12:00 MOCK TRIAL				
12:00-13:00 Break	12:00-12:50 Break	12:00-12:50 Break	12:00-12:50 Break	12:00-12:50 Break
13:00-14:00 Legal English	12:50-13:50 Legal English	12:50-13:50 Legal English	12:50-13:50 Legal English	12:50-13:50 Legal English
14:10-16:10 Elective English Class	14:10-16:10 Elective English Class	14:10-16:10 Elective English Class	14:10-16:10 Elective English Class	14:10-16:10 Elective English Class
16:20-18:20 Real English	16:20-18:20 Real English	16:20-18:20 Real English	16:20-18:20 Real English	16:20-18:20 Real English



TAMWOOD INTERNATIONAL COLLEGE LANGUAGE SCHOOL PROGRAMS

English Co-op Program

This English program offers you the opportunity to learn English through a combination of English classes and a work practicum in a Canadian company. The work experience component of this cooperative education program allows you to take the English skills and theory you learn in the classroom and practice it in a "real world" situation with native English speakers thus enhancing your language learning. The work practicum component of the course is an important and integral part of the program and makes up 50% of the program duration. This program is designed to give you the English skills you need to work and live effectively in today's global market place.

Requirements for Admission into Program:

- Intermediate to Advanced English (Tamwood levels 4-7)
- Minimum age: 19
- You do NOT have to be a student in your home country to do this program.
- Applicants should understand that the job they get for their practicum is intended to help them learn English. These jobs are not career jobs and they should not expect to be managers, sales reps... They should be prepared to take any job we assign them including food service, ticket selling, jobs in hotels, kitchen work... The practicum placement we assign them to will depend on factors such as when they apply, when they can start, how long a program they can do, their English level, any prior work experience, and how they do on their interview. While they may not get placed in a position that meets all of their preferences, students will get a placement that allows them to meet their English learning goals.

English Classes

You will start by taking English classes at Tamwood's English schools in either Toronto, Vancouver or Whistler. Your classes will cover all the skills you need to speak, write and function effectively in English. If you take the General English course you will take an integrated language class called Essential English Skills, followed by elective classes allowing you to specialize in skill areas in which you need extra work. Depending on which school you choose to study at and when you want to start the program you may have the option to take a Business English course, IELTS or one of the Cambridge Exam Preparation courses as your English class component of the program.

Job Skills Seminar

While you are taking your English classes you will also take part in a Job Skills Seminar to prepare you for your English Learning Practicum.

Work Practicum

Employers include lodges, ski resorts, major hotels, restaurants, shops, restaurants, cafes, bars, tour operators, sports providers, and much more.

The jobs for students in this program include: environmental teamwork, food serving, cleaners, ticket sellers, front desk, drivers, concierge, retail... These jobs offer students an excellent opportunity to use and improve their English skills. If you opted for the full service option, you will be assigned to a position and location by the program coordinator. When making your work assignment, we will consider your stated preferences but ultimately your placement will be made based on available practicum placements for your program dates, your skills, your attitude and our assessment of your suitability to a position. Basic service applicants get involved in selecting their placement by working with the coordinator to identify the placement options they are most interested in and making their own applications. A practicum cannot be arranged until the practicum plan including the dates, job description and hours of work have been approved by the program coordinator.

Program Options and Program Dates:

- ❖ The ECP is offered year round and students can start any Monday but since most of the jobs available to students in this program are seasonal positions that happen in the summer or winter seasons, we recommend that students start with English classes in the spring (start classes between February to May) and do their job in the summer or they can start with English classes in the summer/fall (start classes in July to September) and work in the winter.
- ❖ Students must study as many weeks/hours as they work

- ❖ Students can get jobs for their work practicum in Vancouver, Toronto, Whistler or in other locations in Canada.
- ❖ Students can do all their study first and then do their work term (Classic Structure) or they can split the study into two terms and do them before and after the work term (Sandwich Structure) or they can study and work at the same time (Integrated Structure)
- ❖ Minimum stay depends on when students want to come: usually minimum stay is 8 months (4 months English + 4 months work) but a few employers will hire students for just 3 months and sometimes just 2 months in the summer (July and August). Minimum program duration is 5 months if the student follows the integrated structure and does the study and work at the same time.

Requirements to Graduate

In order to graduate from this program and receive their Tamwood Certificate, all students must:

1. Complete all scheduled English classes (only absences for medical reasons are allowed) and get a minimum grade on all English assessments tests of 60%
2. Complete assigned work practicum
3. Submit all weekly reports during the work practicum period
4. Submit a completed Program Graduation Report

Application Procedure

Contact Tamwood for the program application package. After we receive your completed application package our program manager will speak to you on the phone to check your English level and discuss your program goals and expectations. A decision on your application will be made after the telephone interview.

Visa Requirements for Work and Study Programs

Students who take a course of study in Canada that includes a work term are entitled to obtain a work permit as long as the work they will do is a necessary part of their course and the work does not make up more than 50% of their program duration. To apply for the work permit, students must have or apply for a Study Permit and must submit with their application a letter from Tamwood verifying that their program includes a work term and the dates and details of their program.

TAMWOOD INTERNATIONAL COLLEGE LANGUAGE SCHOOL PROGRAMS

English Internship Program

This English program offers you the opportunity to develop your technical and general English skills related to your career field by combining English classes with an *English learning Internship* in a Canadian company. The work experience component of this cooperative education program allows you to take the English skills and theory you learn in the classroom and practice it in a real world situation with native English speakers working in your career field thus enhancing your language learning by allowing you to develop the specific vocabulary and technical English skills used by people working in that field. The work practicum component of the course is an important and integral part of the program and makes up 50% of the program duration. This program is designed to give you the English skills you need to work and live effectively in today's global market place.

Requirements for Admission into Program:

- Intermediate to Advanced English (Tamwood levels 4-7)
- Minimum age: 20
- You do NOT have to be a student in your home country to do this program.
- Education and or relevant work experience in your preferred English internship field

Program Aims

1. The aim of the English Internship Program is to provide students with a means to improve their existing English skills in a work place environment.
2. The program also aims to provide students with a means of increasing their awareness of Canadian business culture.
3. The program should not be considered as a means of career training. Students may be placed in a position and/or field of work that is not their first choice or that is not as challenging as work they have done in the past. However, the work they are assigned will allow them to use their English, meet Canadians, and observe Canadian business practices and will thereby ensure that they achieve the goal of this program, which is to improve their technical English skills for use in their career field.

English Classes

You will start by taking English classes at Tamwood's English schools in either Toronto, Vancouver or Whistler. Your classes will cover all the skills you need to speak, write and function effectively in English. If you take the General English

course you will take an integrated language class called Essential English Skills, followed by elective classes allowing you to specialize in skill areas in which you need extra work. Depending on which school you choose to study at and when you want to start the program you may have the option to take a Business English course, IELTS or one of the Cambridge Exam Preparation courses as your English class component of the program.

Job Skills Seminar

While you are taking your English classes you will also take part in the Job Skills Seminar to prepare you for your English learning Practicum.

Work Practicum

These jobs offer students an excellent opportunity to use and improve their English skills. You will be assigned to a position and location by the program coordinator. When making your work assignment, we will consider your stated preferences but ultimately your placement will be made based on available practicum placements for your program dates, your skills, your attitude and our assessment of your suitability to a position.

Program Options and Program Dates:

- ❖ The EIP is offered year round and students can start any Monday.
- ❖ Students must study as many weeks/hours as they work
- ❖ Students usually do their work practicum in Vancouver or Toronto, in some field there are placements available in other locations in Canada.
- ❖ Students can do all their study first and then do their work term (Classic Structure) or they can split the study into two terms and do them before and after the work term (Sandwich Structure) or they can study and work at the same time (Integrated Structure)
- ❖ Minimum stay depends on when students want to come: usually minimum stay is 8 months (4 months English + 4 months work) but a few employers will hire students for just 3 months and sometimes just 2 months in the summer (July and August). Minimum program duration is 5 months if the student follows the integrated structure and does the study and work at the same time.

Requirements to Graduate

In order to graduate from this program and receive their Tamwood Certificate, all students must:

1. Complete all scheduled English classes (only absences for medical reasons are allowed) and get a minimum grade on all English assessments tests of 60%
2. Complete assigned work practicum
3. Submit all weekly reports during the work practicum period
4. Submit a completed Program Graduation Report

Internship Practicum Options

Students must apply to do a program with at least the minimum work placement duration listed for the field they are seeking an Internship placement in.

The aim of the Internship practicum is to provide students with a means to improve their existing English skills in a work place environment. It is not considered as a means of career training and a student may be placed in a position and/or field of work that is not as technically challenging as work they have done in the past, but the position they will be given will allow the student to develop his/her English skills in the work place, meet Canadians and observe Canadian business practices.

Students will be assigned to a field of work and a position in the company based on their work experience, their education, the amount of time they are available to work, the state of the industry at the time the student is in Canada, the student's level of English and the student's enthusiasm and presentation. Often the work students do will consist of observation and assistance to host company employees. Some project work may be assigned but this is not guaranteed.

All placements are UNPAID as the student is not filling a vacant position but is being accepted as an intern by the company more for the student's own benefit - to give the student exposure to their industry in Canada and the chance to develop their technical English skills - than for the benefit of the company.

Unpaid Internship Fields	Min. Duration* (in months)	Min. English Level	Min. Relevant Experience/Education
Technical and Engineering			
IT	3	High Intermediate	2 years+ of relevant college and/or 1 year experience
Electrical Engineering	3	High Intermediate	2 years+ of relevant college and/or 1 year experience
Manufacturing	3	High Intermediate	2 years+ of relevant college and/or 1 year experience
Electronic game design and animation (only with experience)	3	High Intermediate	2 years+ of relevant college and/or 1 year experience
Architecture and Engineering			
Architecture and Drafting	3	High Intermediate	2 years+ of relevant college
Construction Administration	3	High Intermediate	2 years+ of relevant college and 1 year experience
Civil Engineering	3	High Intermediate	2 years+ of relevant college and 1 year

			experience
Business			
Administration/Management			
Clerical/Business Administration	3	Intermediate	1 year+ of relevant college
Finance/Accounting	3	Intermediate	2 years+ of relevant college
International Trade	3	High Intermediate	2 years+ of relevant college
Marketing/Sales			
Sales Assistant	3	High Intermediate	1 year+ of relevant college and/or 1 year experience
Marketing Assistant	3	High Intermediate	1 year+ of relevant college
Advertising	3	High Intermediate	1 year+ of relevant college
Arts/Design/Entertainment			
Printing	3	Intermediate	2 years+ of relevant college and/or 1 year experience
Interior Design	3	Intermediate	2 years+ of relevant college and/or 1 year experience
Event Management	2-3	High Intermediate	2 years+ of relevant college and/or 1 year experience
Tourism and Leisure			
Tourism/Travel	3	High Intermediate	1 year+ of relevant college
Leisure/Sports	3	High Intermediate	1 year+ of relevant college
Social Services			
Community Services/Not-for-profit	3	High Intermediate	1 year+ of relevant college
Childcare	3	High Intermediate	1 year+ of relevant college
Public Legal Aid/Advocacy	3	High Intermediate	2 year+ of relevant college
Animal and Wildlife			
Veterinary Assistant	3	High Intermediate	2 year+ of relevant college
Animal Training	3	High intermediate	2 year + of relevant college
Fisheries Research	3	High Intermediate	2 year + of relevant college
Conservation and Wildlife Rescue	1-3	Intermediate	1 year+ of relevant education or experience

* This is the minimum duration for the work placement but students who can do a longer practicum will have better placement options. Minimum Program duration is double the minimum work duration because students must study as many weeks as they work.

Application Procedure

Contact Tamwood for the program application package. After we receive your completed application package our program manager will speak to you on the

phone to check your English level and discuss your program goals and expectations. A decision on your application will be made after the telephone interview.

Visa Requirements for Work and Study Programs

Students who take a course of study in Canada that includes a work term are entitled to obtain a work permit as long as the work they will do is a necessary part of their course and the work does not make up more than 50% of their program duration. To apply for the work permit, students must have or apply for a Study Permit and must submit with their application a letter from Tamwood verifying that their program includes a work term and the dates and details of their program.