



Douglas College

Master Education Plan

A general guide
to course and program directions
at Douglas College

1999 – 2005

18 November 1999

Summary

The Master Education Plan focuses on the general question of “what” fields of study Douglas College will offer. It does not address the pedagogical matters of “how” the offerings will be made available. A special purpose document, this plan is consistent with the College’s strategic and tactical plans. It sets the stage for more detailed educational planning within Faculties and Departments.

Environmental scanning in preparation for the development of this plan began in summer 1998. The planning process was formally launched in October under the direction of a Steering Committee appointed by Education Council and Senior Management Team. Submissions were received from each Faculty and the entire College community was invited to several forums.

Part of the planning was intended to facilitate discussion of the College’s role statement in *Strategic Directions* to strengthen the understanding of:

- Douglas College’s distinctive niche in the postsecondary educational system in the Lower Mainland
- the significance of each component of the role statement.

The Steering Committee recommends further discussion along these lines in the coming year to foster the sense of institutional vision. It also acknowledges the importance of examining such “how” topics as distributed learning, flexible assessment and other aspects of educational change.

Key Points of Reference

Douglas College should build on existing strengths. With the possible exception of visual arts, the planning process did not suggest the College should introduce new fields of study in the near future. Rather, it should elaborate upon, reconfigure, or integrate existing offerings.

Despite strong demographic pressure, funding from government for additional student places is likely to be modest – perhaps 0 to 150 FTEs annually, well below historical levels. Over the next four to six years, Douglas College can anticipate only about 500 additional FTEs, a growth of around two percent a year. These new FTEs will probably be along the lines of the following:

200 – 250 FTEs	Response to high enrollment demand e.g. in Arts and Business
125 – 150 FTEs	Response to social and economic agenda of government e.g. in Adult Basic Education and health care professions
125 – 150 FTEs	All other programs and purposes

In addition, some targeted “envelope” grants may provide additional funds for FTE growth in specific fields such as Health and Computer Technology. (The government is increasingly using targeted funds, and the new program approval process, to steer the college system in certain directions.)

General Strategies

In light of constrained resources available through the “traditional” support mechanisms of government, Douglas College needs to identify alternative ways of achieving its educational plans. The following strategies emerged from the planning process as means for addressing this need in the context of the College’s role as a comprehensive community college.

- Derived curriculum – rather than introducing totally new programs, build on existing offerings, e.g. draw upon courses in two different programs to offer a new credential
- Post-Basic or Advanced Diploma (3rd year) programs – requiring completion of some other postsecondary program for entry

- Specialization – specialties in existing fields of study
- Continuing education – ladder some Continuing Education offerings into credit/funded programs. Use continuing education and contract training as program incubators for offerings that eventually become part of the credit/funded base
- Targeted funds – anticipate and selectively determine which government priorities would help Douglas College achieve its goals, and then respond appropriately when targeted funds become available
- University transfer – the establishment of several degree-granting institutions in the Lower Mainland in the 1990s gives Douglas College more options in designing university transfer courses and programs
- Partnerships – with professional associations, community-based agencies, and other organizations as a source of funding

Curriculum Requiring Government Approval

The following new programs are ones that Douglas College anticipates proposing to government. Whether government is willing to approve and fund them is another matter.

To Be Submitted in the Near Future

- Professional Communications (modified version of a previous proposal)
- Youth Justice Worker
- American Sign Language Instructor Certificate

For Eventual Submission

- Optician's Assistant (may not require governmental approval)
- Specialty Contact Lens Fitting
- Midwifery (joint program with Kwantlen University College)
- Computer Science (joint program with the Technical University of BC)
- Engineering (transfer to SFU and UBC)
- Deaf Futures Support

Potential Submission (some proposals are at the concept stage only.)

- Intervenor Program
- Deaf Can Program
- Foster Parent Training
- Biotechnology
- Film/Television
- Visual Arts
- Clinical Assistant (Psychology)

Curriculum Douglas College Can Implement on its Own

New Programs (Derived)

- Specialties in Sign Language Interpreting
- Derived curriculum involving Child and Youth Care Counsellor and other programs
- Early Childhood Education for ESL Students
- Therapeutic Recreation bridging programs for degree completion
- Therapeutic Recreation – optional citation level exit based on existing Diploma program
- Basic Employment Skills and Experience for undereducated adults
- Secondary school completion for adults (different focus than Developmental Studies)
- Literacy programs: e.g. family literacy and ESL literacy tutor training
- Laboratory Techniques

Modifications to Course Offerings

- Associate Degree specializations: Performing Arts, Women's Studies and Gender Relations, British Columbia Studies, Intercultural Studies, and Science specialties
- Interdisciplinary and Joint Offerings: Women's Studies and Gender Relations, Social Sciences Research Centre (linkage with courses), "schools" or "centres" in Science and Technology, British Columbia Studies, First Nations Studies, expansion of adjunct support courses and combined skills offerings in English as a Second Language, pre-entry combined skills and bridging courses in Developmental Studies

New Directions or Themes

- Business and Commerce: entrepreneurship and self-employment courses, accessible college-wide. Further development of university transfer in Hotel and Restaurant Management
- Child, Family and Community Studies: specialized streams for experienced practitioners, and enhanced offerings in multicultural skills and studies
- Performing Arts: infrastructure for University of Victoria to offer music courses at Douglas College
- Student Development: offerings targeted to particular clienteles
- Habitat Restoration: options within the program
- Criminology: build on existing course to explore restorative justice theme

Continuing Education and Contract Training

Both these areas will provide more opportunities for their students to ladder into credit programs. Continuing professional education will remain important. Initiatives planned in these areas include:

- Child, Family and Community Studies: several proposed new programs could be offered initially through Continuing Education, e.g. Foster Parent Training
- Health Sciences: women's health, mental health, complementary health practices and modalities, health continuing professional education
- Humanities and Social Sciences: more courses towards a Police Science certificate
- Language, Literature and Performing Arts: will introduce continuing education offerings, e.g. Arts Management
- Science and Technology: will introduce continuing education offerings, e.g. laboratory techniques
- Student Development: English as a Second Language, returning to learning, transition to employment, career exploration, psycho-educational assessments on a fee-for-service basis

Offerings at Each Campus

The priority for enrolment growth will be to increase the utilization of the David Lam campus, including a summer opening and the provision of a more complete range of services. Two years of Arts, at least one year of Science, large Business offerings (including specialty programs offered only at this campus), student development (DVST and EASL), a strong contract training presence, and a few specialty programs in Child, Family and Community Studies and in Health will be offered at this campus.

To offer more sections in a program or discipline at New Westminster, sections from other areas will have to be moved to David Lam to free up space in New Westminster. The goal is to reduce slightly the overall FTE enrolment at New Westminster in the Fall and Winter, through reallocation either to Lam or to summer semester.

A small presence (around 200 FTEs) will be maintained at the Thomas Haney Campus, mainly in first year Arts and Developmental Studies. Some Continuing Education and Centre 2000 courses will also be offered.

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Appendices (published separately and available upon request. Seven pages in total.)

A. Population and Labour Market Trends (Highlights)	
B. Postsecondary Options for Lower Mainland Residents (Highlights)	
C. Resources: Douglas College's Internal Environment (List of Key References)	
D. FTE Enrolment, 1997/98 (Details for Figure 4)	

Process

Scope and Purpose of the Master Education Plan

The Master Education Plan (MEP) is one of a series of interconnected planning documents guiding the development of Douglas College (Figure 1). It is not intended to address every educational issue facing the College. Rather, it is a special purpose document, focussing on general curricular matters regarding “what” fields of study the College will offer.

The Master Education Plan does not discuss pedagogical matters as to “how” the College’s offerings will be made available to learners. Thus, topics such as the development of co-operative education, writing across the curriculum, flexible assessment or fast-track programs to serve qualified applicants lie outside its scope. Although “what” and “how” are partially interdependent, e.g. the use of educational technology permits students to enroll at great distance to create the critical mass needed to offer specialized programs, the MEP focussed on “what” to offer simply to keep the scope of the planning manageable. The “how” questions are, of course, of great significance and are being addressed in other forums.

The Master Education Plan identifies the general curricular directions Douglas College intends to take over the medium term, i.e. the next 4 - 6 years. It paints a broad picture, providing neither details nor year-by-year scenarios. It sets the stage for more detailed educational planning annually, both at a college-wide level and within Faculties and Departments.

Relationship with Other Planning Processes

The development of the MEP occurred within the context of the Ministry of Advanced Education, Training and Technology’s strategic plan for the college and institute system, *Charting a New Course*, and Douglas College’s own strategic plan, *Strategic Directions*. Just as the environmental scans described below provide information which the College ignores at its peril, these other plans provide helpful information about local and provincial values and priorities, and about what the future might reasonably be expected to bring us.

The MEP was developed with a conscious attempt to ensure that everything it says is consistent with college-wide strategic and tactical plans. Although it would be cumbersome to make explicit linkages between this document and other documents, the MEP should be viewed as one of a set of inter-related plans for Douglas College.

The MEP will be rewritten when needed, with minor updates made annually in the interim. One source of information for the annual updates is the new program approval process through Education Council.

Process for Developing the Master Education Plan

The Steering Committee for the MEP defined its role not as decision-making, but rather as one of consolidating the advice of groups and individuals from throughout the College. It approached its task from the point of view that it was taking stock of local planning that was already well underway throughout the institution. It synthesized information about the internal and external environments in which the College operates, and then sought input from each of the seven Faculties.

The process began early in autumn 1998, after Senior Management Team and Education Council had each named members to the MEP Steering Committee:

- Al Atkinson (Vice President, Educational Services)
- Bob Cowin (Director, Institutional Research and Planning) – Steering Committee chair

Figure 1
Douglas College Planning Framework

General to specific →

<i>Type of Planning</i>	BC College System	Douglas College		
		College-Wide		Faculty/Department/ Unit Specific
		General	Thematic	
Strategic Long-term “What”	Charting a New Course 1996	Strategic Directions 1997	Master Education Plan 1999	Various, e.g. Faculty of Science and Technology’s Strategic Academic Plan 1999
Tactical Medium-term “How”		College Tactical Plan 1998 Institutional Self Study Implementation Plan 1999	Educational Technology Plan 1998 Proposed new Programs	Various, e.g. Faculty Education plans Implementation plans from Unit Reviews, accreditation, and other evaluations.
Operational Short-term “Who” will do this year’s work	Funded FTEs (Profile) Envelope funding Special projects Management letters	Expenditure Plan	FTE Profile Request 5 Year Capital Plan Operating Capital Budget	Various, e.g. Dept/Discipline Education plans

General to specific

- Dawn McDonald (Member, Standing Committee on Planning and Priorities, Education Council)
- John McKendry (Vice President, Instruction)
- Meg Stainsby (Chair, Education Council)
- Susan Witter (President)

During summer 1998, the Office of Institutional Research and Planning gathered background information that describes the broader context within which the College functions (see Context section below). The Steering Committee began work in September, formulating some planning assumptions as to opportunities and constraints facing the College.

The background information was presented in draft form at a college-wide forum on October 19, at which time the purpose and process for developing the MEP was described. A second forum on November 23 launched discussion about the role of Douglas College in the Lower Mainland post-secondary system. Input from Faculties on these matters, and then more specifically about their own plans, was requested in the December to February period. Each Faculty was explicitly asked to address:

- Disciplines/programs that have the best potential for expansion
- New programs for Douglas College to consider offering
- Modifications of existing offerings
 - e.g. to award new credentials, such as advanced diplomas
- Interdisciplinary or joint offerings across departments
- Areas for expanding transfer and articulation arrangements
 - e.g. laddering into new degree programs at Kwantlen or BCIT
- Opportunities for continuing education and contract training, including commentary on how to ensure the relationship with credit/funded offerings is mutually supportive

The responses to this request were presented at a forum on February 22, 1999.

The draft Master Education Plan was prepared in March and forums held in April for feedback. A revised document entered the formal review and approval process in May.

Context

Environmental Scans

Environmental scans describe current and anticipated factors which need to be taken into account in planning. In addition to a presentation prepared by the Centre for Education Information Standards and Services (CEISS) at the October forum, three scans (summarized in Appendices A and B) were prepared by the Institutional Research Office. The economic scan revealed little that had not been previously known. The demographic scan confirmed that demographics are favourable for Douglas College, due to strong growth in the school-age population and in the overall population. The striking demographic change is the increasingly diverse nature of the population, particularly with respect to ethnicity and language.

The most revealing of the scans turned out to be the examination of the post-secondary education system in the Lower Mainland. While every individual development was previously known, this was the first time all the providers of post-secondary education were inventoried in a single document. It revealed a rapidly changing and complex landscape, emphasizing the need for

Douglas College to be explicit about its role and niche – to develop what sometimes is referred to as an institutional signature. The economic and demographic scans confirmed that the high demand for the type of educational services Douglas College provides is likely to continue. The educational scan reveals, however, that learners have a great deal of choice as to where they can go to pursue their education; Douglas College does not have a captive audience.

Planning Assumptions

The Steering Committee developed some planning assumptions to help avoid spending a lot of time and energy developing proposals that are unlikely to be achievable in the short to medium term. Although they were simply assumptions, and therefore open to challenge, they represent the views of senior management as to the constraints within which the College is currently operating (Figure 2). As a college community, we may or may not like all of them, but they do describe what seems to be our reality for at least the short term.

Figure 2 Planning Assumptions

Role of Douglas College

- Government has affirmed Douglas College's role as a 2-year comprehensive institution
- Can offer post diploma training in niche programs (3rd year programs)
- Can ladder more of our programs into degree completion at other institutions

Resource Availability

- Funding will remain constrained
- Funded FTE growth will be modest, perhaps a total growth of 500 funded FTEs (less than 10%) over the planning period.
- Considerable opportunities for unfunded enrolment growth, e.g. continuing education and contract training
- No funding from government for new facilities or major renovations
- Funding sources will increasingly be sought outside the base operating grant

Campuses

- Maintain existing level of resources for credit enrolment at Thomas Haney. Opportunity for growth in continuing education and contract training at THC.
- Net growth will be directed to David Lam

Programs

- Continued important role for each of the broad fields of study currently offered at Douglas College: Arts, Science, Health, Human Services, Business, and Developmental. The question is the best strategy for growth and redistribution within each of these groupings.
- Unlikely to start providing entry-level trades training (lack of facilities, alternative opportunities at nearby institutions)
- Continuing to partner with a wide range of education providers would be desirable, e.g. government supports initiatives to facilitate transitions from secondary to postsecondary education.
- Growth in continuing education and contract training, with stronger links to credit/funded programs
- College should propose new programs, recognizing educational approval and funding from the government may be slow
- In the new program approval process (as opposed to expansion of existing offerings), government is looking for programs that support the economic development of communities.
- Interdisciplinary offerings should be encouraged.
- Can reconfigure and reallocate existing programs. This could include revitalization, transformation, or reduction of existing programs.

Enrolment

- Demographics are favourable, but students have choices about where to attend. Increasingly competitive educational "market".
- Need to address two client groups: those needing a core of general education (often recent high school-leavers) and those needing targeted, specific learning (often lifelong learners seeking upgrading).

Role of Douglas College

Post-secondary institutions are becoming more intentional about the types of students they are seeking to recruit and serve, the types of programming they will provide, and the desired learning outcomes. This is partly a response to what is perceived as an increasingly competitive post-secondary environment. Partly it is a means of identifying priorities to guide decision-making in an era of constrained resources. Thus Douglas College increasingly needs to have a clear identity and a widely understood purpose.

The College's strategic plan, *Strategic Directions*, contains the role statement that the College Board approved in November, 1997 (Figure 3). It is a brief statement of the types and levels of programming the College should provide. The MEP Steering Committee sought to facilitate discussion of the role statement to strengthen the understanding of:

- Douglas College's distinctive niche in the Lower Mainland, i.e. to facilitate communication of the College's "signature",
- and the significance of each component of the role statement.

While the MEP submissions from throughout the College for new, expanded and revised programs were all consistent with the role statement, the attempt to promote discussion of the statement itself was not fully successful. In order to elaborate and develop a sense of ownership of the role statement, the Steering Committee recommends further discussion of the statement in the coming year (a recommendation prompted by requests from some members of the College community). The following commentary emerged during the development of the MEP and may serve as a useful starting point for further discourse in the near future.

There seems to be general support for Douglas College's identity as a comprehensive community college, including the values associated with the community college mission, and the particular programs offered at Douglas College. The merit of Douglas' current offerings has been affirmed internally and externally as the basis for future development. The prospects of a fundamental change in Douglas' role, e.g. government designating Douglas College as a university-college or as a special purpose provincial institute, currently remote.

With the transformation of two local community colleges into university-colleges, Kwantlen and Fraser Valley, and the separation of Langara from Vancouver Community College, Douglas College has become an exemplar for 1.8 million Lower Mainland residents of the comprehensive, community-oriented values that led to the establishment of the BC college system three decades ago. (A less than comprehensive curriculum, or some apparent imbalance in the role of university transfer offerings relative to other community college functions, characterize three of the four remaining colleges in the Lower Mainland.) If Douglas College so chooses, it could position itself as the pre-eminent subscriber to community college values in Greater Vancouver.

The motto "You can go anywhere from here" currently appears in many Douglas College advertisements. Whereas post-secondary institutions have traditionally streamed students, limiting transfer options, six of seven Douglas College Faculties now provide university-transferable courses. Degree completion options are dramatically greater than a decade ago in what were previously considered to be "employment fields." The seventh faculty, Student Development, has a "preparation for further learning" philosophy that provides the means for students with academic weaknesses eventually to access university transferable courses.

As boundaries are blurring, Continuing Education and Contract Training at Douglas College are being mainstreamed with credit and base-funded programs. Administrative decentralization into Faculties of continuing education and contract offerings is one means of facilitating the integration of offerings, making real the notion of seamlessness that has appeared in strategic plans over the years.

Figure 3

Role of Douglas College (from *Strategic Directions*)

The role of Douglas College is to assist individuals to make life changes, enabling learners to move from where they are to where they would like to be in terms of employment, further education, and participation in society as informed citizens.

The College will ensure the continuing relevance of its programs and courses for meeting changing community needs within the post-secondary system in the Lower Mainland.

Douglas College's contribution to this system will be recognizable because of the *focus on the learner* as the ultimate criterion in all administrative and programming decisions.

This focus will be evident in:

- Excellent student support systems
- Basic preparation and skill development
(e.g. communications, numeracy, learning skills, and computing skills)
- Career preparation, upgrading and retraining
(especially within the growing service sectors)
- First and second year of university degree programs
(including professional programs as well as liberal arts and sciences)
- Advanced certificates and diplomas
- Contract and community response training
- Learning applied to community priorities
- Continuing education

Douglas College is also a leader in laddering courses. What were once short-term, “terminal” programs now provide the learner with the option of either further study or entry to the labour force. Terminology such as “vocational,” “career,” “academic”, and “college preparatory” less and less represent distinct educational paths for students at Douglas College. Their meanings have become ambiguous, e.g. “career” no longer means “not providing any university transfer credits,” nor does “vocational” imply “learning ends after a year or so of formal training.” Hence a number of people in the BC post-secondary system are searching for alternative program categories to describe curricular content without presuming about the types of students who enroll in them. From this perspective, Douglas College’s curriculum is provided by four equal partners – with equality defined qualitatively, not quantitatively in terms of enrolment:

- a core of arts and science (studied either for their own sake or drawn upon by Applied programs),
- applied programs,
- developmental programs that help learners access and succeed in Arts, Science and Applied programs,
- continuing education and contract offerings.

The role statement identifies the opportunity for Douglas College to offer advanced certificates and diplomas. These could follow basic certificate and diploma programs at Douglas College, or could be post-baccalaureate programs for degree recipients from other institutions. This type of programming exemplifies the notion of laddering and will be of growing importance for the College.

A sense of movement or development also informs Douglas College’s notion of academic excellence. The College takes a talent development or “value added” perspective. It evaluates itself not on the quality of the entering student, but on the extent to which it helps students learn. Increasingly, it is articulating its standards in terms of student knowledge, skills and abilities upon leaving college.

The open door admissions philosophy means that there is something for every type of learner at Douglas College: those bound for graduate school, those bound for the workforce, those looking for upgrading, and individuals with challenges or from disadvantaged backgrounds. It does not mean that everybody has access to every course and program. To the contrary, the College can be quite restrictive in particular programs – but it provides the means for ineligible applicants to upgrade and become eligible. The item in the Role Statement about “excellent student support systems” has a curricular, and not only a student services, aspect.

It is not clear to the MEP Steering Committee that the College has thought through all the implications of the role statement about “learning applied to community priorities.” Service-learning is one aspect of this role, but further discussion and elaboration would be helpful.

Current Offerings

Douglas College is a midsize institution by British Columbia post-secondary standards, and one of the largest community colleges in the province. It is distinct from other colleges in that it offers no trades (available close by at BCIT, VCC, and Kwantlen) and has a strong health and human services presence. Business programs are large, and provide more university transferable courses than do business programs in many other colleges. Our strength in the Fine Arts lies in the Performing Arts. Physical Education, Criminology, and Adult Special Education are other examples of programming strengths.

Partly as a result of its efforts to ladder programs, relatively few Douglas College students enroll in short duration programs that lead only to a citation or a certificate. Its programming in Adult Basic Education and English as a Second Language is primarily at the intermediate and advanced levels.

Figure 4 summarizes FTE enrolment, as it is reported to government in the College’s audited enrolment statement. More details are available in Appendix D.

The current offerings fall into three categories in terms of the student “catchment” area. Some fields serve learners primarily from the local area. Similar programs may be offered at other institutions in the Lower Mainland, but location, cost, the quality of instruction, high student demand, or any other of a variety of reasons are such that students choose to enroll at Douglas College. Other programs are regional in scope, often providing learning opportunities that are not readily available elsewhere. A few programs are unique in British Columbia, serving a provincial or wider population. A strategic choice facing the College is the extent to which it wishes to vary the balance between local and wider service regions, a choice which will be important as the College considers the role of distributing learning and other issues affecting “how” learning opportunities are made available.

Figure 4 Full-Time Equivalent (FTE) Enrolment 1997/98 Fiscal Year

Summary. Details appear in Appendix D

	Program Profile (Target)	Actual *
Arts and Science	1,965	1,995
Business	1,120	1,130
Health and Human Services	1,020	845
Developmental	730	705
Performing Arts	210	190
Other Programs (Coaching, Criminology, Funded CE, Print Futures, PLAR)	815	825
Subtotal: “Profile” FTE Enrolment (Funded by the Ministry)	5,855	5,695
Programs Funded from Other Sources		
Short-Term Contract Training	135	130
International Education	345	355
General Interest Continuing Education	-	30
Expanded Capacity (special funding for students previously on income assistance)	100	100
Subtotal: Other Funding Sources	580	615
Total FTE Enrolment	6,435	6,305

* Actual FTE enrolment: The internal reallocation of resources is such that some programs and disciplines receive fewer resources to offer sections than is needed to meet their funded FTE enrolment profile. Thus it is possible for programs to be operating at 100 percent of capacity and yet fall short of their funded FTE profile. The data presented in this table are simply descriptive; they are insufficient to permit meaningful judgements as to how well programs are performing from an enrolment point of view.

Source: College FTE enrollment report (audited). Rounded to nearest 5.0 FTE.

Plan

Course and Program Directions

Key Points of Reference

In determining what courses and programs to offer in the future – whether by way of expansion, new offerings, or revision of existing offerings – two overriding considerations need to be kept in mind. The first is that the College should build on its existing strengths. With the possible exception of visual arts, the planning process did not suggest the College should introduce new fields of study. Rather, the strategy should be to elaborate upon, reconfigure, or integrate existing offerings. Conversely, the planning did not reveal any areas where the needs of the community have changed so much that the College should be curtailing or abandoning its offerings, although some small reallocations may be beneficial.

The second consideration is that despite strong demographic pressures, it appears that the provincial government will provide Douglas College with funding for additional FTE students at less than two percent annually. This means that funded enrolment is likely to grow between 0 and 150 FTEs each year – a rate well below what Douglas College has experienced historically. For the purposes of the Master Education Plan, some 500 additional FTEs can be expected over the medium term. Whether this growth occurs over a period of four years or six years does not matter at this point. The point is that funded FTE growth is likely to be minimal. Expanded and revised offerings at Douglas College will have to tap into other sources of funds, e.g. cost-recovery Continuing Education or Contract Training, and/or modifications to existing offerings (modifications to the amount or nature of current offerings).

The MEP Steering Committee is unable to predict exactly how the next 500 FTEs should or will be allocated, especially given the government’s move toward setting conditions on FTE use and the changing context in which Douglas College functions. Nevertheless, it would generally anticipate allocations from government in response to requests from Douglas College along the following lines:

- 200 – 250 FTEs Response to high enrollment demand
(Mainly in Arts and in Business areas, including information technology)
- 125 – 150 FTEs Response to social and economic agenda of government
(Currently expect these would be allocated mainly to Developmental Studies, English as a Second Language, and related studies. Recent changes in government policy regarding tuition fees for Adult Basic Education students illustrate the types of change that modify the educational needs of our community.)
- 125 – 150 FTEs All other programs and purposes
- 500 FTEs + any targeted FTEs

Some targeted “envelope” grants may provide additional funds for FTE growth in specific fields such as Health and Computer Technology. The availability of space at the David Lam campus may encourage the government to direct FTEs towards Douglas College, rather than elsewhere in the Lower Mainland.

It is in the context of these two points of reference – build on existing strengths and constrained growth in FTE funding – that the following general strategies for curricular development are being adopted throughout the College. (The third consideration, that government is increasingly using targeted funding and the new program approval process to steer the college system in certain directions, is of less significance. Nevertheless, it is important to recognize that government is taking a more active role and is

no longer simply responding to new programs that institutions propose.) So, while the past approach of College-driven choices and new FTEs for introducing new programs is not going to disappear, it could well become less prominent with the limited number of FTEs available for this purpose. In order to implement new programs and develop existing programs without being solely dependent on the limited resources available through the “traditional” support of government, Douglas College needs to identify alternative ways of achieving its educational plans. The following strategies address this need in the context of the role of Douglas College as a comprehensive community college.

General Strategies

- **Derived Programs**

A number of Faculties are adopting a “derived programs” strategy to work around the problem of limited funding for new programs. Rather than introducing totally new programs, they seek ways to build on existing offerings, e.g. perhaps combining some new courses with existing courses to offer a new credential. In some cases, new programs are derived from two or more programs in different Faculties.

- **Post-Basic programs**

The introduction of post diploma (3rd year) or post baccalaureate programs can be easier than starting entirely new programs, since facilities and faculty expertise are often already in place. Advanced programs can draw upon existing courses, as well as introduce new ones. This approach is consistent with the use of continuing education certificates for the ongoing professional development of graduates.

- **Specialization**

For many of the same reasons that make post-basic programs feasible, specializations in existing programs can be developed. In some cases, student enrolment demand is a critical consideration. In other instances, such as a new specialization for an Associate Degree drawing entirely upon existing courses, demonstrated student demand is a minor consideration.

- **Using Continuing Education as a Springboard**

A cost-recovery program in Continuing Education can be ladderred, or challenged through Prior Learning Assessment and Recognition, into credit/funded programs. Continuing Education can also be used to demonstrate the need and student demand for the program, and to fund development costs for a program. The role of both Continuing Education and Contract Training (Centres 2000) as program incubators will become more common as these areas are more closely integrated administratively with Faculties.

- **Strategic Use of Targeted Funding from Government**

As evidenced by welfare-to-work policies that have already had a big effect on Douglas College enrolment patterns, government is becoming more selective in its funding practices through the use of targeted, or envelope, funding. The government sees Douglas College as an important provider of access and developmental programming (in conjunction with Skill Centres that send students to Douglas College after having provided them with life skills and readiness-for-learning instruction). The government is placing a high priority on developing technology programs in the province. By anticipating these policy and funding directions, Douglas College can selectively determine which government priorities would help it achieve its goals and objectives, and then respond appropriately to government initiatives.

- **Expansion of University Transfer Destinations**

Douglas College has historically directed its university transfer courses towards SFU and UBC. Recently, it has broadened transfer destinations, with certain programs explicitly geared towards the Open University, the University of Victoria and the University College of the Fraser Valley. The College should continue this diversification, adding the Technical University of BC, Kwantlen University College, and perhaps Malaspina University College among the possible transfer destinations. (Particular Douglas College programs would not attempt to facilitate transfer to all these institutions – just to logical destinations in terms of curriculum compatibility and student needs.)

The increased number of transfer destinations gives Douglas College more freedom in designing curriculum – it is not constrained to meeting the requirements of only one or two institutions – and it gives learners degree completion options in more programs.

- **Partnerships with Professional Associations and Community-Based Agencies**

Partnerships with other organizations can lead to new sources of funding. Douglas College has already received donations of laboratory equipment through its cooperative work with suppliers in the opticianary field, and has worked closely with Riverview Hospital on contracts and partnerships that lay the foundation for future development in mental health programs.

Curriculum Requiring Government Approval

New programs, as opposed to new variations of existing programs at an institution, require approval from government. The programs that are implemented thus represent the intersection of what a college wants to offer and what the government is willing to approve. Because we do not see program areas that need curtailing, Douglas College has limited ability to reallocate resources to introduce approved programs. In short, few new programs will be introduced unless the government provides both educational approval and additional funding through FTE allocations. Fortunately, the derived program strategy provides Douglas College with greater scope for introducing new offerings.

This section of the Master Education Plan identifies proposals for new programs that Faculties are currently developing. Not all of them will necessarily receive internal College approval in their present form, nor will they necessarily be supported by government. Nevertheless, the following listing describes the directions the College is seeking to take and ensures that the entire college community is aware of developments.

Other suggestions will likely emerge over time. Part of the annual minor updating of the MEP will be to incorporate any additional new program proposals, e.g. from the College's new program approval process for credit programs.

In the following listing, a diploma refers to a program that is generally of two years' (four semesters of full-time study) duration, regardless of the level of previous education required to enter the program. A certificate recognizes one year of successful study, while a citation involves about a semester of study.

To Be Submitted for Approval in the Near Future (next year or two)

- Professional Communications (diploma program in Language, Literature and Performing Arts). Modified version of a previous new program proposal
- Youth Justice Worker (diploma program. Collaboration between Child and Youth Care Counsellor and Criminology)

- American Sign Language Instructor Certificate (existing Continuing Education program to be offered as a base funded program in Child, Family and Community Studies)

For Eventual Submission (within three years)

- Optician's Assistant (citation program in Health Sciences)
There is some question whether government approval is needed because this program would be derived from the existing Dispensing Optician program
- Specialty Contact Lens Fitting (advanced diploma in Health Sciences)
- Midwifery (degree transfer program in Health Sciences)
Joint baccalaureate program with Kwantlen University-College
- Computer Science (degree transfer program in Science and Technology)
Joint baccalaureate program with the Technical University of BC, involving dual admission
- Engineering (degree transfer program in Science and Technology)
Completion of a two-year program to Simon Fraser University and UBC
- Deaf Futures Support Program (short program and services in Student Development)

Potential Submissions

Some of the following are only at the concept stage and are listed here for information only. It is premature to determine whether the College will eventually submit them to government for approval. Some, such as the Intervenor, Deaf Can, and Foster Parent Training, could be offered initially through Continuing Education.

- Intervenor Program (Child, Family and Community Studies)
To meet the needs of the deaf/blind and those with other disabilities.
- Deaf Can program (Child, Family and Community Studies)
To upgrade the American Sign Language, computer and literacy skills of the Deaf
- Foster Parent Training (Child, Family and Community Studies)
- Biotechnology (Science)
- Film/Television niche programs (Language, Literature and Performing Arts)
Possibility of funding from such sources as Industrial Training and Apprenticeship Commission.
- Visual Arts (Language, Literature and Performing Arts)
Visual Arts were planned for Phase II building at the David Lam campus. In 1995, recommendations called for a foundation year leading either to transfer to another institution or entry to a specialized year at Douglas College (potential specialties included creativity and wellness, graphic art, and art education). Professional studies, presumably through continuing education, were also envisioned in such area as marketing and communication and curatorial studies. Further planning is needed in light of what now seems like a long delay until Phase II is constructed. If the College is able to proceed with some sort of Visual Arts, e.g. in conjunction with the Evergreen Cultural Centre in the Coquitlam Town Centre, it needs also to explore how the Visual Arts offerings could complement any new offerings in film and television (animation or multimedia studies, for example).
- Clinical Assistant (post baccalaureate certificate in Psychology)

Curriculum Douglas College Can Implement on its Own

New Programs

A number of new programs do not require government approval because they are derived from existing curriculum at Douglas College. Once internal approvals are received, including approvals for programs that award a Continuing Education certificate, the constraint is the availability of funding. In some cases, the funds could be obtained through the reallocation of resources. In other cases, implementation would depend on the receipt of new FTE funding through the program profile process.

- Specialties in Sign Language Interpreting (Child, Family and Community Studies)
Examples of specialties include medical, legal and educational. Could be base funded or offered through CE.
- Derived curriculum involving Child and Youth Care Counsellor and other programs (Child, Family and Community Studies)
Such as interpreting, Psychiatric Nursing, or Classroom and Community Support Worker
- Early Childhood Education for students learning English as Second Language (Child, Family and Community Studies with Student Development)
- Therapeutic Recreation bridging program for Leisure and Recreation programs at Malaspina University College. (Child, Family and Community Studies with Student Development)
- Therapeutic Recreation – optional citation level exit, based on existing diploma program (Child, Family and Community Studies with Student Development)
- Basic Employment Skills and Experience for undereducated adults (Student Development)
- Secondary school completion for adults (Student Development)
Broader range of courses and different philosophy than currently provided in Developmental Studies.
- Literacy programs (Student Development)
Family literacy, EASL literacy tutor training, EASL immigrant settlement training (formerly Language Instruction for New Canadians)
- Laboratory Techniques (Science)
Citation or certificate level instruction

Modifications to Course Offerings

Douglas College can make a number of changes of its own volition in courses and clusters of courses – bearing in mind the limited number of new FTEs anticipated over the next few years. Some of the following changes result from the continual revision and updating of curriculum that occurs at Douglas College. A number of specific suggestions for individual courses came forward in the MEP planning, but were too detailed to be included in the MEP, e.g. Criminology proposed a new course in Restorative Justice which would serve as a catalyst to implementing a philosophy permeating a number of existing courses, Performing Arts suggested some new courses of general appeal, and the Library continues to promote information literacy through new partnerships with disciplines and programs. The omission of course level detail from the MEP does not mean they have been rejected.

Associate Degree Specializations

The associate degree, a credential with provincially-determined curricular requirements, is becoming more significant within Douglas College and throughout British Columbia. Several specializations could be developed at Douglas College:

Associate of Arts Degree:

- Performing Arts
- Women's Studies and Gender Relations
- British Columbia Studies
- Intercultural Studies
- Creative Writing

Associate of Science Degree:

- Such as Biochemistry or Geophysics

Interdisciplinary and Joint Offerings

Douglas College has said for some time that it wants to promote interdisciplinary offerings, whether in the form of learning communities or through other vehicles. A number of structural barriers within the institution have hindered the achievement of this goal. The MEP is not the place to address the obstacles, but it can suggest some fields of study where attention should first be devoted to promoting interdisciplinary study. These are fields which involve linking two or more courses, not merely incorporating perspectives from multiple disciplines in a single course.

- Women's Studies and Gender Relations
- Social Sciences Research Centre
The linkage with courses would be one component of the Centre's activities.
- Concept of "schools" or "centres" in Science and Technology
Centres for Infomatics and for Sport have been proposed for further consideration.
- British Columbia Studies
- First Nations Studies
- English as a Second Language
Expansion of adjunct support courses and combined skills offerings, e.g. Early Childhood Education program for non-English speaking students, or ESL Health Care offered through Continuing Education
- Developmental Studies
Pre-entry combined skills and bridging courses, combined skills with Office Administration, qualifying semester to bridge transition to post-secondary business education (with Commerce and Business)

New Directions or Themes within Disciplines and Programs

Business and Commerce:

Entrepreneurship and self-employment courses, accessible on a college-wide basis.
Further development of university transfer in Hotel and Restaurant Management.

Child, Family and Community Studies:

Specialized streams that provide access and fast-tracking for experienced practitioners.
Course options to prepare graduates with enhanced multicultural skills.

Performing Arts

Develop infrastructure to permit the University of Victoria to offer a music degree completion on the Douglas College campus.
Stagecraft and Theatre to focus more on film/television.

Student Development

Offerings targeted to particular clientele, such as income assistance and employment insurance recipients.

Habitat Restoration

Options within the program, e.g. environmental policy or First Nations perspectives.

Criminology

Build on existing course to explore the theme of restorative justice, with the possibility of introducing some certificate programming.

Continuing Education and Contract Training

Continuing Education offers a wide variety of educational experiences from individual classes to certificate programs. These offerings are developed to meet needs defined by the community, professional organizations, government agencies and college Faculties. CE offerings are currently designed mostly for professionals, emerging professionals, and para-professionals, rather than for the general public.

Contract Training (Centre 2000) operates on a cost-recovery basis, as does Continuing Education. Some CE offerings generate base funding through the FTE Profile in the “part-time vocational” category. (Part-time vocational is the government’s term for Continuing Education courses that it will fund because it perceives them to be relevant to the labour market.)

Contract Training is typically arranged through a specific contract with a client, often an organization or governmental agency. Individual learners do not generally enroll as the result of public advertisements, nor pay individual tuition fees. The instruction is often oriented to the workplace, with clients consisting of employers, associations, and government agencies preparing individuals for entry to the labour force.

There is increasing dialogue about the importance of providing opportunities for students who start their Douglas College learning experience in Continuing Education, or through Contract Training, to ladder their learning into credit programs through transfer arrangements or Prior Learning Assessment and Recognition (PLAR). CE and Centre 2000 programs may complement and draw upon faculty expertise in base-funded programs. These units provide opportunities to pilot programs using new or “derived” curriculum, testing their viability through non-credit offerings. Students who have completed credit programs at Douglas College or elsewhere can also, in turn, come to Continuing Education for continuing professional development.

A number of initiatives in the fields of continuing education and contract training were identified in submissions to the Steering Committee from Faculties.

Child, Family, and Community Studies

As described earlier, several of the proposed new programs could be offered initially through Continuing Education.

Health Sciences

Four thematic groupings will be developed in Continuing Education:

- Women’s Health Studies
- Mental Health Studies, e.g. a certificate in Community Mental Health for use throughout the province
- Complementary Health Practices and Modalities
- Health Continuing Professional Education.

Humanities and Social Sciences

Five of ten courses for a Police Sciences Certificate are already in place.

Language, Literature and Performing Arts

The Department will introduce Continuing Education offerings. It is examining the feasibility of Arts Management (in conjunction with Business) and is implementing a CE certificate in audio engineering.

Science and Technology

Plans are at the market research stage, e.g. workshops in laboratory techniques.

Student Development

International immersion contracts in EASL, modularized EASL program for health care workers, assessment of language and basic workplace skills (utilizing specialized funding envelopes).

Returning to learning offerings, transition to employment offerings to assist students to prepare to enter or return to the workforce, career planning and exploration for displaced workers, low income and income-assistance recipients, and people with disabilities.

Psycho-educational assessments on a fee-for-service basis.

Distribution of Offerings Across Campuses

Some fields of study will be available at each campus, e.g. Arts and Developmental Studies. Other offerings will be available at only a single campus, perhaps due to facility considerations or student enrolment demand. This section describes the general strategies that will guide the allocation of courses and sections among campuses.

David Lam Campus

The priority for allocating new sections will be to increase the utilization of the David Lam campus, which is currently operating at about half capacity. This will permit a summer opening and the provision of a more complete range of courses and services.

Since completion of the Phase II building is going to come much later than the decade after Phase I that was originally planned, the College needs to rethink how comprehensive a range of offerings it can provide in the medium term at Lam. It will offer two years of Arts, at least one year of Science, large Business offerings (including specialty programs offered only at this campus), student development (DVST and EASL), a strong contract training presence (partly because space available), and a few specialty programs in Health Sciences and in Child, Family and Community Studies.

New Westminster Campus

The New Westminster campus is full. To offer more sections in a program or discipline at New Westminster, e.g. in Performing Arts, sections from other areas would have to be moved to David Lam to free up space in New Westminster. Some programs will remain at New Westminster because of facility requirements, access to practicum or clinical sites, geographic access for students, or access to associated studies ("service") courses. The goal is to reduce overall FTE enrolment slightly in the Fall/Winter semester, either through reallocation to Lam or to summer semester.

Thomas Haney Campus

As the result of an operational review in 1997/98, Douglas College is firmly committed to maintaining a small presence (about 200 FTEs) in Maple Ridge. Core offerings will consist of first year Arts and Developmental Studies. Some Continuing Education and Contract Training will be offered, as opportunities permit, and perhaps a few business and mathematics courses.

Appendices:

Master Education Plan

- A. Population and Labour Market Trends (Highlights)
- B. Postsecondary Options for Lower Mainland Residents (Highlights)
- C. Resources: Douglas College's Internal Environment (List of Key References)
- D. FTE Enrolment, 1997/98 (Details for Figure 4)

June 1999

Appendix A

Highlights: Population and Labour Market Trends

(Full reports are available from the Institutional Research Office.)

POPULATION

Demographic changes are favourable for Douglas College

Projections indicate growth in the local and regional population, including growth in the school age population. Three quarters of the existing workforce will still be in the workforce 15 years from now, suggesting a large need for upgrading and lifelong education.

Unless the provincial funding outlook changes, public institutions will be hard pressed to accommodate enrolment demand if they provide only traditional approaches. Thus pressures for private education, distributed learning, and other delivery methods are likely to increase in the future.

The most noteworthy demographic change is the greater ethnic and multicultural diversity of the Lower Mainland

Douglas College has already experienced this impact.

Conclusion about population:

Potential students for Douglas College are there. The challenge is to demonstrate to them why Douglas College is a good choice in light of all their other postsecondary options.

LABOUR MARKET

The sub-baccalaureate labour market is a large source of jobs

While 25 percent of job openings in the coming years will require a degree, another 40 percent will need some form of non-university, postsecondary education or workforce training. The sub-baccalaureate labour market has different characteristics than the baccalaureate labour market.

Youth will continue to be at risk in the labour market

As the educational attainment of the workforce rises – and it is doing so rapidly – the competitive advantage young people gained from using their education as a substitute for work experience is declining. Anything that helps students gain “real world” experience (such as co-operative education, service-learning, or a practicum) will help them compete in a labour market where it is increasingly difficult to obtain fulltime, permanent employment.

Current occupational forecasts contain no surprises

A number of occupational forecasts, of varying consistency, are available. There are no big changes from the forecasts of recent years, e.g. continued growth in the service sector, declines in governmental employment, and growth in applied sciences. Perhaps rather than devoting too much energy to predicting future labour market conditions, Douglas College would be better off improving its understanding of the current labour market and how it differs from ten or twenty years ago.

Employers want their recruits to have everything

The skills necessary in the short term to obtain a job may obscure the often more general skills necessary for promotion and mobility in the long run. Individuals need both general academic education and specialized skill training over the course of their working years. The challenge is to determine how much of each is needed in initial education, prior to career entry, and then to decide how to provide the remainder by way of lifelong education that is accessible to people with a variety of responsibilities at home, at work, and in the community.

Self employment and small business continue to increase in importance

Small organizations typically require individuals with a wide set of skills and knowledge.

Conclusion about the labour market

The type of labour market Douglas College will encounter in the future is likely to differ not so much in terms of occupations as in terms of career paths. Education may be necessary for labour market success, but, by itself, it is not a guarantee of employment.

Appendix B

Highlights: Postsecondary Options for Lower Mainland Residents

(Full report is available from the Institutional Research Office.)

Residents have a wide range of choices

With so many alternatives for accessing postsecondary education in the Lower Mainland, Douglas College needs to have a compelling response to the question, “Why should I come to Douglas College rather than to some other local institution?”

Local providers of postsecondary education

Credit programs

Community colleges:	Capilano, Langara, Vancouver
Institutes:	BCIT, Emily Carr, Justice
University colleges:	Kwantlen, Fraser Valley
Universities:	SFU, UBC, TechBC, Trinity Western, University of Phoenix
Private, non-university:	800 registered in Lower Mainland. Apprenticeship (has public component).
Distributed learning:	Open Learning , Western Governors University (pending) 100 virtual universities worldwide. Over 15,000 courses on web.

Non-credit programs

Continuing education:	Colleges, school districts, and universities
Contract training:	Growth in public institutions. Many private providers.

The number of degree-granting institutions in BC is growing

Douglas can articulate its programs with any number of the dozen degree-granting institutions, but articulating every program with every degree-granting institution is difficult. Douglas needs to make strategic choices about the focus of transferable courses and programs.

Opportunities for transfer to technical degrees will grow rapidly as BCIT, the Technical University, and Kwantlen introduce new programs.

Private institutions have grown in importance

The government is receptive to private institutions, and is encouraging better articulation to and from private institutions. Despite high tuition fees, private providers have competed well with public institutions in some fields of study on the basis of access and delivery methods.

On-line and distance education opportunities are growing rapidly

Although a bit chaotic at present, the number of distributed learning opportunities is exploding. Residents are realizing they have many choices, e.g. they can register in courses from world leaders in distributed learning or in courses that are closely tailored to their circumstances. Douglas College needs to make strategic choices about its involvement in distributed learning, e.g. the conditions, if any, under which it will develop its own courses or broker courses from others.

The more successful providers seem to be the ones who attend to the importance of the social and other environmental influences on learning, and not just to technology and the curriculum.

Lifelong and continuing education are growing – but public institutions do not have a monopoly

“Perpetual learning” is one of the buzzwords to describe the growth in lifelong education and upgrading. Continuing education and contract training cannot remain on the periphery, poorly linked to the rest of an institution, if public institutions want to respond adequately to this growing educational need in the community.

Lifelong learners tend to want “bits and pieces” of learning delivered “just in time” to meet specific needs, often built around a core of general education which they acquired in quite a different fashion.

The need for general education and specific skills is changing

The educational debate is sometimes framed in terms of which programs should provide general education (including critical thinking, teamwork, communication and other generic skills) and which should focus on career skills and narrow disciplinary content. This leads to an “either-or” mentality at a time when individuals are needing both over the course of their adult life (as evidenced by enrolment trends in academic, applied, and continuing education offerings). Perhaps a more useful question is how Douglas College might provide better access to both types of learning for individuals at any stage of their adult life – and how to capitalize on the fact that Douglas is not restricted to one type of curriculum.

Students are increasingly exposed to outcomes information

A number of institutions are moving towards publishing learning outcomes. Many provide information about what happens to their former students in terms of further study and labour market success. Students may come to expect Douglas College to provide comparable information to inform their decision about whether to enroll here.

Conclusion

Douglas College is just one component in a rich and complex system of providers of postsecondary education. Linkages to facilitate the flow of students in and out of the college are important. With so many alternatives available to prospective students, Douglas College needs to have a clear sense of its niche and to be able to communicate it effectively. Traditional patterns of postsecondary education are not suffering, but new areas are growing rapidly.

Appendix C

Resources: Douglas College's Internal Environment

The Steering Committee for the Master Education Plan has not commissioned the preparation of a single document describing the internal conditions at Douglas College that are relevant to determining the mix of programs and general levels of enrolment over the medium term. A number of college-wide sources of such information are already available, in addition to information from Faculty-level planning processes and unit reviews. The college-wide documents include the following (some of which are available on the Institutional Research website at www.douglas.bc.ca/instres).

- Douglas College Fact Book – a compendium of summary data about Douglas College
- Fall 98 Registration Survey – a profile of the student body and their perceptions of the College
- 97/98 Institutional Self Study: *Reality Check: to what extent is Douglas College a learning and learner centred organization?*
- Profile of college transfers at SFU and UVic (UBC report is forthcoming) – contains Douglas data www.bccat.bc.ca/pubs/pubsf.htm
- Former student follow-up survey (conducted by the BC Outcomes Working Group)
Results by program for the 1996 survey of 1995 leavers are available in Institutional Research. The results of the 1998 will probably not be available until early in the New Year.
- High demand courses and enrolment trends – forthcoming report from the Registrar's Office and Financial Services

*Environmental scanning for developing a College-wide Master Education Plan
Institutional Research Office, Douglas College
Fall 1998*

Appendix D

Full-Time Equivalent (FTE) Enrolment 1997/98 Fiscal Year

	Program Profile (Target)	Actual *
Business		
Business	695	745
Computer Systems	155	165
Hotel and Restaurant Management	60	75
Office Administration	215	150
	1,120	1,130
Health and Human Services		
Dental Auxiliary	30	30
Dispensing Optician	50	45
General Nursing	235	220
Health Information Services	55	20
Home Support Worker	10	10
Integrated Human Services programs	335	285
Psychiatric Nursing	205	125
Resident Care Attendant	25	35
Therapeutic Recreation	70	75
	1,020	845
Performing Arts		
Music	115	110
Stagecraft	50	40
Theatre	45	45
	210	190
Arts and Science		
Arts	1,635	1,730
Science	325	270
	1,965	1,995
Developmental		
College Preparatory	270	290
Educational Upgrading	160	95
Employment Preparation	105	90
English Language Training	200	235
	730	705
Other Programs		
Coaching	30	20
Criminology	550	545
Funded Continuing Education ("Part-Time Vocational")	175	215
Print Futures	60	40
Prior Learning Assessment	-	10
	815	825
Total "Profile" FTE Enrolment Funded by the Ministry		
	5,855	5,695
Programs Funded from Other Sources		
Short-Term Contract Training	135	130
International Education	345	355
General Interest Continuing Education	-	30
Expanded Capacity (special funding for students previously on income assistance)	100	100
	580	615
Total FTE Enrolment		
	6,435	6,305

* Actual FTE enrolment: The internal reallocation of resources is such that some programs and disciplines receive fewer resources to offer sections than is needed to meet their funded FTE enrolment profile. Thus it is possible for programs to be operating at 100 percent of capacity and yet fall short of their funded FTE profile. The data presented in this table are simply descriptive; they are insufficient to permit meaningful judgements as to how well programs are performing from an enrolment point of view.

Source: College FTE enrollment report (audited). Rounded to nearest 5.0 FTE.