



# CANADIAN INTERNATIONAL MATRICULATION PROGRAMME (CIMP)

**STUDENT GUIDE 2023**



# MESSAGE FROM THE DIRECTOR



Welcome to the Canadian International Matriculation programme (CIMP) at Sunway College. For over thirty years, CIMP has provided Pre-University students with an outstanding education that uses the Ontario (Canada) Ministry of Education curriculum, leading to the internationally recognised and coveted Ontario Secondary School Diploma (OSSD).

The CIMP is a caring school with an international reach. Our diverse and expert teaching staff, most trained in Ontario and holding Ontario College of Teachers (OCT) accreditation, take great care and pride in designing and delivering excellent lessons and assessments. With students from over 45 countries and all of our teachers bringing a Canadian based focus to learning, the CIMP offers each student a truly global educational experience. Academic rigour and high expectations combined with a sense of social responsibility and global awareness is a major emphasis for learning in the CIMP. In addition, contemporary competencies such as collaboration, communication, critical thinking, creativity, character development, and cultivating citizenship, are integrated into instruction. This approach, along with an emphasis on developing independence, curiosity and adaptability is intended to help the CIMP students thrive in a changing world.

Over 10,000 CIMP graduates have entered more than 140 universities worldwide. Our graduates have studied Engineering, Medicine, Law, Technology, Business, Finance, Public Relations, Politics, and many other professional programmes in prestigious universities and other destinations. Just as significantly, they have been equipped to adapt and to persist when facing challenges in a changing workforce and world.

At the CIMP we offer a broad range of courses including the arts, sciences, mathematics, business, social studies, communications technology and English. In a variety of different learning settings and using various instructional tools, CIMP students are encouraged to develop strong communication skills and to collaborate with their peers. From the drama studio to the laboratory, students are challenged to take risks and explore how technology can support their learning now and in navigating an unpredictable future. Our goal is to instil a love of learning and to provide students with the tools to succeed in life and multiple careers.

The CIMP stands out due to our continuous assessment practices. Regular assessment and evaluation activities provide our teachers with an informed analysis of how each student is progressing. Frequent and comprehensive feedback from teachers provides each student with a clear understanding of how well they are doing and what they need to focus on for improvement. Term work contributes 70% of a student's total grade, with the other 30% coming from final evaluations, including final exams and Course Culminating Tasks (CCTs). Students who actively participate in their own learning, prepare and work hard, on a daily basis, can achieve their academic goals.

CIMP is a community of students, teachers, support staff and families working together. We are united in the pursuit of personal growth and educational excellence. Our students are encouraged to acquire the knowledge, skills and attitudes that will allow them to become well-adjusted and productive adults. They will develop an appreciation for a variety of perspectives. CIMP students will gain much more from a Canadian-based education if they become actively involved in it. Our staff facilitate meaningful activities both in the classroom and through a variety of co-curricular activities. We expect our students to embrace all that we have to offer by bringing enthusiasm with them when they arrive every day.

We look forward to each school year as an exciting time. It is the beginning of new learning, friendships, events and activities. The staff and students at CIMP, and the broader Sunway Education community, are excited to have you join us on your next step to a brighter future.

Sincerely,

**Heath Owen Kondro**  
Director of Programme  
Canadian International Matriculation Programme

# INTRODUCTION

The Canadian International Matriculation Programme (CIMP) is designed to meet the needs of all students, not just those wishing to attend a Canadian University. Our programme is designed to prepare students to attend universities anywhere in the world. 50% of CIMP graduates attend university in Malaysia; majority remain here at Sunway University & Monash University. The others enrol in Canada, Australia, UK and US.

Over the years, many scholarship students have chosen to attend CIMP to help them prepare for entry into universities. CIMP is approved by the Malaysian Ministry of Education, and we are inspected annually by the Ontario (Canada) Ministry of Education.

This is a guide to the programme and subjects offered through the Sunway Canadian International Matriculation Programme. The guide is designed to assist students and parents in selecting a programme of studies that will best suit the particular abilities, interests and educational goals of each student.

The ultimate responsibility for selecting a student's programme rests with the students and/or parents and sponsors; however we are prepared to assist in this decision-making process through advice from the Sunway College CIMP administrative team and programme counsellors.

## OUTCOMES

To students in pursuit of their post-secondary ambitions, CIMP will strive to assist them to:

- Develop effective communication skills in English
- Prepare for the transition from secondary education to tertiary education
- Experience a learning culture that reflects an international community of scholars
- Develop academically and socially to their full potential
- Learn how to apply knowledge and skills, and to think analytically and critically



# PROGRAMME STRUCTURE

Classes are conducted on regular basis for a total of 6 hours per week per subject - 110 hours per subject in total. Students are in constant contact with their teachers. Each class is designed so that there is sufficient time for students to study or debate topics and issues in detail. Teachers are available to provide extra help after classes. The majority of teachers are experienced Canadian-trained educators. Teachers are guides to learning and they will assist students in becoming independent learners and thinkers.

A student's progress is measured through continuous assessments in which a student's areas of need are identified and addressed quickly. A benefit of continuous assessment is that one poor result will not have a detrimental effect on the final grade, and because student weaknesses are addressed quickly, student performance will improve throughout the term.

Students can expect a number of major tests per semester, depending on the subject, plus numerous quizzes and assignments. Subject term work comprises 70% of the final mark. There are final evaluations each semester that contribute 30% towards each final mark.

## CREDITS

A credit is granted to a student by the Programme Director in recognition of the successful completion of a subject that has been scheduled for a minimum of 110 hours.

## COURSES

All courses offered at CIMP have been developed according to the Ontario (Canada) Ministry of Education requirements. CIMP is inspected annually for the purpose of granting credits toward the Ontario Secondary School Diploma (OSSD).

## COURSE CODES

The first three letters of the course code are assigned by the Ministry of Education and represent the discipline and the course (e.g. MDM4U - Mathematics of Data Management).

The fourth character refers to grade: 4 - grade 12 (Form 6). The fifth character refers to the course - type: O - Open, C - College Preparation, U - University Preparation and M - University/ College Preparation.

Although no mark is assigned for attendance, attendance is monitored very closely. Students are counselled if problems are apparent, and if necessary, parents will be contacted by letter (Please see the Attendance Policy). This procedure ensures that students attend their classes and reap the benefits of the daily educational experience; also, parents can rest assured that their sons and daughters are attending classes on a regular basis.

The importance of attendance cannot be overstated. Since assessment is ongoing and a student must be present to be assessed, if a student is not present he/she cannot be assessed and is in jeopardy of failing.



## COURSES OFFERED

The courses typically offered are listed below and a more detailed description of each subject appears later in this guide. Details on all curriculum courses, some which are offered by the CIMP, are found at: <http://www.edu.gov.on.ca/eng/curriculum/secondary/grade12.html>

University Preparation Courses (U) are designed to equip students with the knowledge and skills they need to meet entrance requirements for university programmes anywhere in the world. All university preparation subjects will be based on rigorous Ontario, Canada curriculum expectations and will emphasise the development of both independent research skills and independent learning skills.

University/College Preparation Courses (M) include content that is relevant for both university and college programmes. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programmes. All university/college preparation courses will be based on rigorous Ontario, Canada curriculum expectations and will emphasise the development of both independent research skills and independent learning skills.

College Preparation Courses (C) are designed to equip students with the knowledge and skills they need to meet the entrance requirements of college courses. All college preparation courses will be based on rigorous Ontario, Canada curriculum expectations and will emphasise the development of both independent research skills and independent learning skills.

Open Courses (O) are general courses designed to meet the needs of all students, regardless of whether they intend to enter the workplace, or proceed to further study at the college or university level.

Most Canadian universities and several other universities throughout the world require ENG4U. However, many universities in Asia and Australia will accept ENG4C as the English credit for admission. It is most important that students find out the entry requirements for the university(ies) they wish to attend.

## COURSE LISTING

### PERFORMING ARTS .....

**ADA4M** Drama

**AMU4M** Music

### ENGLISH .....

**ENG4C** English for College

**ENG4U** English for University

**EWC4U** The Writer's Craft

**OLC4O** Ontario Secondary School Literacy Course

### BUSINESS STUDIES .....

**BAT4M** Financial Accounting Principles

**BBB4M** International Business Fundamentals

**BOH4M** Business Leadership: Management Fundamentals

### COMPUTER STUDIES .....

**TGJ4M** Communications Technology

**ICS4U** Computer Science

### SOCIAL SCIENCES .....

**CGW4U** World Issues: A Geographic Analysis

**CHY4U** World History since the Fifteenth Century

**HHS4U** Families in Canada

**HSB4U** Challenge and Change in Society

**CIA4U** Analysing Current Economic Issues

**PSK4U** Introductory Kinesiology

### MATHEMATICS .....

**MDM4U** Mathematics of Data Management

**MHF4U** Advanced Functions

**MCV4U** Calculus and Vectors

### SCIENCE .....

**SBI4U** Biology

**SCH4U** Chemistry

**SPH4U** Physics



## COMPULSORY COURSES

For Diploma purposes, one of ENG4C/ENG4U/OLC4O must be successfully completed as the Compulsory English Credit. A range of course offerings are available for students to earn the required compulsory and optional credits to graduate with an Ontario Secondary School Diploma.

NOTE: OLC4O may be used for Diploma purposes but is not considered a pre-university course by many universities.

## COURSE SELECTION & CHANGES

Course selections are made just before the commencement of classes. Prepare for course selection in advance by carefully checking destination requirements posted by universities or others. Consult with guidance staff if you are unsure about your course selections. Once a semester has begun, students are allowed to make course changes within a specified period in the semester only. Changes may be advised for going from one type of course to another or when a course is a pre-requisite or may better prepare a student for success in a subsequent course or destination.

## SEMESTER/INTAKE DATES

One semester runs from January to June; the other from July to December. Students normally take three (3) courses including English in the first semester and three (3) courses in the second semester. Students may extend into a third semester by spreading out their course selections.

CIMP also offers a third and fourth intake starting September. September students will start with two (2) courses. These students will write their final exams with the July intake students in December.

## ASSESSMENT AND EVALUATION

All assessments of student's achievement (coursework, projects, tests, assignments, group work, learning processes, final examinations) are set internally by the academic staff of CIMP. Evaluation is not an end in itself, but rather is part of the learning process to judge a student's achievement in relation to the stated expectations of each subject. As noted under the "Programme Structure" section, 70% of the final grade is a result of coursework, while 30% is based on the final examination/course culminating task.

Procedures for evaluating students' progress may vary from course to course, and will be outlined in detail by the teacher(s) at the beginning of the course. The procedures will also be posted on a digital classroom.

Some accommodations are made to support students with different learning preferences and strengths. Credit recovery opportunities are provided towards the end of a semester for students who may have struggled with course work.

## CODE OF BEHAVIOUR FOR STUDENTS

### Students shall:

- Be diligent in attempting to master their studies;
- Exercise self-discipline;
- Accept such discipline as would be exercised by a kind, firm and judicious parent;
- Attend classes punctually and regularly;
- Be courteous to fellow students, and obedient and courteous to teachers;
- Be clean in person and habits; and
- Show respect for Sunway College property and staff.

Every student is responsible to the Programme Director and to the Executive Director of Sunway College for his or her conduct, which is governed by Sunway College's Rules and Regulations. The Sunway Rules and Regulations are posted on the Sunway College website.

## ATTENDANCE POLICY

Student success in the programme is very much determined by regular and punctual attendance in all classes because participation is vital to the process of learning. When learning is disrupted by irregular attendance, the student suffers a loss of experience that cannot be entirely regained.

Students who habitually miss class will suffer in the evaluation process because their participation and achievement cannot be fully assessed. This is accentuated in the Assessment Evaluation section.

Our attendance policy is intended to make students aware of the consequences of absenteeism and to encourage students to be openly accountable for their school-related behaviour.

### Mid-Term and Final Reports

CIMP will issue two formal reports to all parents and students during a semester - the Mid - Term and Final Reports. An "Early Letter of Communication" will be sent via email to students not meeting the minimum course expectations. The Mid-Term Reports will be issued in March and September of each semester. Another Letter of Communication will be sent at the 3rd quarter mark to students still at risk. Final Reports will be emailed to the student's email address at the end of the semester.

### Reporting of Attendance

CIMP will officially report achievement to the parents and students twice during the semester - in the middle of the semester and at the end. On each Report Card, along with an evaluation for each subject taken, the number of absences and lates per subject will be indicated.

A 5-10-15 days absenteeism policy is used as an indicator to parents and students that academic success is being limited by poor attendance. Parents will be notified by mail and when possible will be called after 10 absences. Five (5) absences will begin to adversely affect a student's grades.

After ten (10) absences a student's grades will certainly be adversely affected. After fifteen (15) absences a student will be in serious academic jeopardy and may be removed from classes.

### Lateness

Lateness is disruptive in any classroom. Students who are chronically late for class may be counted as absent. No student will be allowed to interfere with the learning of others. Parents will be advised of chronic lateness.

## LANGUAGE POLICY

### Language of Instruction

English is the language of instruction and communication in the Canadian International Matriculation Programme at Sunway College.

### English Language Proficiency

Incoming students will be assessed on the basis of the IELTS or Grade 11 English results to help us determine their ability to read, write, speak, and understand English at the level required for Pre-U studies.

### English as a Second Language (ESL) Programme

The ESL curriculum expectations are designed to assist English language learners develop the skills they need for their everyday usage of English, and in concurrent with academic English language proficiency that allows them to integrate successfully into the mainstream school programme.

There are five progressive levels in the ESL programme:

- English as a Second Language, ESL Level 1
- English as a Second Language, ESL Level 2
- English as a Second Language, ESL Level 3
- English as a Second Language, ESL Level 4
- English as a Second Language, ESL Level 5

### English Support Programme

Students in the ESL programme can enrol in a number of CIMP courses:

- ESL Level 3
- ESL Level 4
- ESL Level 5

Students in the ESL programme are entitled to enrol in CIMP on these conditions:

- ESL Level 4 – a score of at least 65%. Students who pass the Level 4 with a lower score will progress to ESL Level 5.
- ESL Level 5 – a score of at least 50%.

## GRADUATION REQUIREMENTS

### Diploma Requirements

The Ontario (Canada) Ministry of Education policy, Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements (OS), governs all students entering Ontario-inspected private school programmes.

Upon entry, CIMP students will be granted up to twenty-four (24) Prior Learning Assessment Recognition (PLAR) equivalent credits based on their academic backgrounds. An Ontario Secondary School Diploma (OSSD) will be awarded upon the successful completion of:

- Six (6) additional pre-university credits (including English - either ENG4C or ENG4U)
- A literacy requirement which includes the Ontario Secondary School Literacy Test (OSSLT)
- Ten (10) hours of recognised Community Involvement

### Literacy Test (OSSLT)

All students are required to pass an external literacy test in order to graduate.

The date of the test will be confirmed during the commencement of the semester.

Details of the OSSLT will be stressed during orientation.

### Community Involvement (10 hours)

Community Involvement is a requirement of the Ontario (Canada) Ministry of Education.

It is designed to encourage students to develop awareness and understanding of civic responsibility and the role they can play in supporting their communities. Community involvement may take place in a variety of settings including business, non-profit organisations, and public institutions (e.g. hospitals, churches, mosques, or other religious institutions, etc). Students cannot be paid for work, and the work performed cannot include any duty normally performed by a paid employee. International students may complete this requirement in their home community while on break.

Students will provide a record of their community involvement activities on a "CIMP Community Involvement Record".

The person or organisation supervising the activities must confirm the completion of work. A member of the CIMP staff will monitor the community involvement process.

## FEE SETTLEMENT AND REFUND

- The Management reserves the right to exclude students from accessing the campus network, attending classes and using campus facilities until the fees are settled. Any assessment or examination result(s), and academic transcripts shall be withheld if payment remains outstanding, and the students concerned will not be able to enroll in the subsequent semester or to graduate.

Enrolment and General fees are NOT refundable. The proportion of tuition fee refund, upon official withdrawal, is shown below:

- 75% refund (by the 5<sup>th</sup> working day from the commencement of semester)
- 50% refund (by the 6<sup>th</sup>-8<sup>th</sup> working day from the commencement of semester)
- No refund (after the 8<sup>th</sup> working day from the commencement of semester)



# PROGRAMME HIGHLIGHTS

## COUNSELLING SERVICES

Staff of CIMP and Student LIFE Department will offer assistance to students in the areas of educational, academic, and personal counselling.

A guidance counsellor is available to assist CIMP students in choosing courses and provide help with university applications.

Other services include:

- Helping students improve or learn new skills to enhance their academic achievement; and regarding personal matters,
- Providing advisory service on study options abroad through the International Office University Placement.

The administrative team and teaching staff will provide general assistance but should an extraordinary need arise, other more specialised counselling services by Student Welfare Counsellors and Bereavement Counsellors as well as other resources from the Sunway Education Group are available to assist students.

## EXTRACURRICULAR ACTIVITIES

CIMP has its own Student Council elected by the students to organise and run many extracurricular activities throughout a semester. Teachers act as staff advisors to the Council, and students who are members of the Council gain valuable experience in leadership and teamwork.

Some of the activities organised at CIMP include:

- Student Council Activities
- Orientation Day
- Prom
- Theme Days
- Talent Night
- Charity Activities
- Fund Raising Activities
- Sustainability Club
- Film Club
- Fitness Club
- Media Club

Students are not required to participate in extracurricular activities, but doing so helps them get to know people outside of regular classes and provides a pleasant break from the academic routines. Extracurricular leadership involvement may also enhance a reference or testimonial, especially if coupled with strong academic results. There are many campus-wide activities available under the Sunway Student LIFE Department.

## Giving back to the community



## RESOURCES & REQUIREMENTS

A variety of resources and settings such as computer labs, specialised lab simulation software, the library, and related educational resources are available to support student learning.

Students taking pre-university mathematics subjects are required to have a graphing calculator. Details will be given during orientation concerning the maker and model currently in use. Calculators will be available for purchase at Sunway College.

## THE ONTARIO STUDENT TRANSCRIPT

The Ontario Student Transcript (OST) is a student's individual record of all successful and unsuccessful attempts at completing credit courses while at CIMP (or any other Ontario Governed School). Credit courses gained toward diploma requirements are recorded and maintained on the OST. Credit courses are shown using the Common Course Codes and designations issued by the Ontario (Canada) Ministry of Education.

## FULL DISCLOSURE

There is full disclosure for all courses taken. A percentage grade will be recorded for courses successfully completed, courses repeated, courses failed, and courses from which students have withdrawn. If a course is taken a second time to improve a mark, both attempts will be recorded with the marks, but students will receive only one credit. If a student withdraws from the course later than five days after the Mid-Term Report, the course will be recorded with the mark received up to that time.

Note: If the transcript is lost or damaged, a replacement may be obtained from the programme office. Certified true copies of transcripts and diplomas should be submitted when applying to universities. Originals should be retained. Originals cannot be replaced.

## PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: “equivalency” and “challenge”. At CIMP, both components are used.

## PLAR EQUIVALENCY

When a student enters CIMP, he/she has successfully completed an equivalent of Grade 11 in Canada (SPM, O-Level etc). In Ontario, he/she would earn eight credits per year in each of Grade 9, 10 and 11, for total of 24 credits.



The “equivalency” process is the manner in which we presently grant credits from previous jurisdictions. In most cases, CIMP awards 24 equivalent credits to a student who has completed Grade 11 in another jurisdiction. The student will then be required to complete an additional 6 University or University/College or College credits to earn the Ontario Secondary School Diploma (OSSD). Additional requirements include successful completion of the OSSLT and 10 hours of community service.

## PLAR CHALLENGE

In some limited International Language courses, students in CIMP will be afforded the opportunity to “challenge” for the granting of an additional credit. For instance, a student from Middle East may “challenge” for a pre-university credit in the International Language Arabic course. The student would be required to make an application to challenge for the course. Students would have to provide reasonable evidence that they would likely be successful in the challenge process. Assessment and evaluation through the PLAR process will be based on curriculum expectations and will consist of formal tests, written assignments, quizzes, observation of student work, demonstrations/performances, etc.

Students will only be permitted to earn one credit through the “challenge” process. There will be an additional course fee charged for anyone applying to enter the “challenge” process.

# COURSE DESCRIPTIONS

The Ontario (Canada) Ministry of Education identifies prerequisites.

The Programme Director may waive prerequisites under certain circumstances.

## ADA4M DRAMA, GRADE 12

**CREDIT VALUE:** 1.0

**PREREQUISITE:**

Drama Grade 11, University/College

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

## AMU4M MUSIC, GRADE 12

**CREDIT VALUE:** 1.0

**PREREQUISITE:**

Music Grade 11, University/College

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

## ENG4C ENGLISH, GRADE 12

**CREDIT VALUE:** 1.0

**PREREQUISITE:**

English Grade 11, College Preparation

This course emphasises the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

## ENG4U ENGLISH, GRADE 12

**CREDIT VALUE:** 1.0

**PREREQUISITE:**

English Grade 11, University Preparation

This course emphasises the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

## EW4U THE WRITER'S CRAFT

**CREDIT VALUE:** 1.0

**PREREQUISITE:**

Grade 11 English,  
University Preparation

This course emphasises knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialised forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.



## OLC4O ONTARIO SECONDARY SCHOOL LITERACY COURSE

**CREDIT VALUE:** 1.0

**PREREQUISITE:**

Unsuccessful completion of the OSSLT

Note: This course may be used as the compulsory English credit or the OSSD; however, university access is limited.

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, poetic and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. These texts are selected to optimise the chance for students to engage in oral interaction with their peers. Activities are also designed to help students develop their oral presentation skills, including note-taking and summarising thus reinforcing their cross-curricular experience. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

## BAT4M FINANCIAL ACCOUNTING PRINCIPLES

**CREDIT VALUE:** 1.0

**PREREQUISITE:**

Introduction to Financial Accounting  
Grade 11, University/College

This course introduces students to advanced accounting principles that will prepare them for post-secondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

## BBB4M INTERNATIONAL BUSINESS FUNDAMENTALS

**CREDIT VALUE:** 1.0

**PREREQUISITE:**

Any university or university/college  
preparation course in business studies  
or Canadian and World Studies

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for post-secondary programmes in business, including international business, marketing and management.

## BOH4M BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS

**CREDIT VALUE:** 1.0

**PREREQUISITE:**

Any university or university/college  
preparation course in business studies  
or Canadian and World Studies

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasised.

## TGJ4M COMMUNICATIONS TECHNOLOGY

**CREDIT VALUE:** 1.0

**PREREQUISITE:**

Grade 11, Communication Technology,  
University/College

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

# COURSE DESCRIPTIONS

## ICS4U COMPUTER SCIENCE

**CREDIT VALUE:** 1.0

**PREREQUISITE:**

Introduction to Computer Science,  
Grade 11, University Preparation

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

## CGW4U WORLD ISSUES: A GEOGRAPHIC ANALYSIS

**CREDIT VALUE:** 1.0

**PREREQUISITE:**

Any university or university/college  
preparation course in Canadian and  
World Studies, English or Social  
Science and Humanities.

This course examines the global challenges of creating a sustainable and equitable future, by focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing a world that is interdependent and constantly changing.

## CHY4U WORLD HISTORY SINCE THE FIFTEENTH CENTURY

**CREDIT VALUE:** 1.0

**PREREQUISITE:**

Any university or university/college  
preparation course in Canadian and  
World Studies, English or Social  
Science and Humanities.

This course investigates the major trends in Western civilisation and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

## HHS4U FAMILIES IN CANADA

**CREDIT VALUE:** 1.0

**PREREQUISITE:**

Any university or university/college  
preparation course in Canadian and  
World Studies, English or Social  
Science and Humanities.

This course enables students to draw on sociological, psychological and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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|---|---|
| <b>HSB4U CHALLENGE AND CHANGE IN SOCIETY</b>  | <p>This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.</p>  |
| <b>CREDIT VALUE:</b> 1.0  |   |
| <b>PREREQUISITE:</b><br>Any university or university/college or college preparation course in social sciences and humanities, English, or Canadian and world studies. |   |
| <b>CIA4U ANALYSING CURRENT ECONOMIC ISSUES</b>  | <p>This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalisation, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.</p>  |
| <b>CREDIT VALUE:</b> 1.0  |   |
| <b>PREREQUISITE:</b><br>Any university or university/college preparation course in Canadian and World Studies, English or Social Science and Humanities.              |   |
| <b>PSK4U INTRODUCTORY KINESIOLOGY</b>   | <p>This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programmes in physical education, kinesiology, health sciences recreation, and sports administration.</p>  |
| <b>CREDIT VALUE:</b> 1.0  |   |
| <b>PREREQUISITE:</b><br>Any Grade 11 university or any Grade 11 or 12 open course in health and physical education.   |   |
| <b>MDM4U MATHEMATICS OF DATA MANAGEMENT</b>   | <p>This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organising large amounts of information; apply counting techniques, probability and statistics in modelling and solving problems; and carry out a culminating project that integrates the expectation of the course and encourages perseverance and independence. Students planning to pursue university programmes in business, the social sciences, or the humanities will find this course of particular interest.</p>   |
| <b>CREDIT VALUE:</b> 1.0  |   |
| <b>PREREQUISITE:</b><br>Grade 11 Functions, University Preparation, or Grade 11 Functions and Applications, University/College Preparation                            |   |
| <b>MHF4U ADVANCED FUNCTIONS</b>   | <p>This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in more advanced mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university programme and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programmes.</p> |
| <b>CREDIT VALUE:</b> 1.0  |   |
| <b>PREREQUISITE:</b><br>Grade 11 Functions, University Preparation  |   |

# COURSE DESCRIPTIONS

## MCV4U CALCULUS AND VECTORS

**CREDIT VALUE:** 1.0

**PREREQUISITE:**

Grade 12 Advanced Functions, University Preparation, must be taken prior to or concurrently with Calculus and Vectors

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in more advanced mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics.

## SBI4U BIOLOGY

**CREDIT VALUE:** 1.0

**PREREQUISITE:**

Grade 11 Biology, University Preparation

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

## SCH4U CHEMISTRY

**CREDIT VALUE:** 1.0

**PREREQUISITE:**

Grade 11 Chemistry, University Preparation

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

## SPH4U PHYSICS

**CREDIT VALUE:** 1.0

**PREREQUISITE:**

Grade 11 Physics, University Preparation

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.



# THE OSSD - A PASSPORT TO SUCCESS



## UNIVERSITY PLACEMENTS

Our graduates have obtained places in the following overseas universities and colleges. An Ontario Secondary School Diploma (OSSD) gained through the Sunway College Canadian International Matriculation Programme (CIMP) is truly a Passport to International Education.

# UNIVERSITY PLACEMENTS

## CANADA

Acadia University  
Bishops University  
BCIT - British Columbia  
Institute of Technology  
Brock University  
Carleton University - scholarship  
Columbia College  
Concordia University  
Dalhousie University  
Guelph University  
Lakehead University  
Langara College  
Malaspina College  
McGill University  
Mc Master University  
Memorial University  
Mount Allison University  
Mount Royal College  
Nova Scotia College of Art & Design  
Queen's University  
Redeemer University College  
Ryerson University  
St. Mary University  
Seneca College  
Simon Fraser University  
Trent University - scholarship  
Trinity-Western University  
University of Alberta  
University of Brandon  
University of British Columbia  
University of Calgary  
University of Lethbridge  
University of Manitoba  
University of New Brunswick  
University of Northern British Columbia  
University of Prince Edward Island  
University of Ottawa  
University of the Cariboo  
University of Toronto  
University of Victoria  
University of Waterloo  
University of Western Ontario  
University of Windsor  
University of Winnipeg  
Wilfrid Laurier University - scholarship  
York University

## AUSTRALIA

Australian National University  
Bond University  
Charles Sturt University  
Curtin University of Technology  
Deakin University  
Edith Cowan University  
Flinders University of South Australia  
James Cook University  
La Trobe University  
Macquarie University

Monash University - scholarship  
Murdoch University  
Queensland University of Technology  
RMIT University  
Swinburne University  
Torrens University  
University of Adelaide  
University of Ballarat  
University of Melbourne - scholarship  
University of Newcastle  
University of New South Wales  
University of Queensland  
University of South Australia  
University of Southern Queensland  
University of Sydney  
University of Tasmania  
University Technology Sydney  
University of Western Australia  
Victoria University

## BANGLADESH

University of Chittagong

## CHINA

The University of Nottingham  
Zhejiang University of Technology

## DENMARK

Aarhus University

## FRANCE

University De Provence

## GERMANY

Aachen University of Technology  
Technische Universitat Berlin

## HONG KONG

Hong Kong Baptist University  
Hong Kong University of  
Science and Technology  
Li Po Chun United World College

## HUNGARY

Szerged University

## INDIA

Bapuji Dental College  
Jawaharlal Nehru Medical College  
Manipal University  
M S Ramaiah Medical College  
Sri Ramachand University  
University of Nehru

## INDONESIA

Gajah Mada Universitas  
Institut Teknologi Bandung  
Methodist University  
University Andalas, Sumatra  
Universitas Indonesia  
University Padjadjaran  
Universitas Pelita Harapan  
University of Sumatera Utara

## IRAN

Tehran University

## IRELAND

University of Ireland

## JAPAN

Gakushuin University  
Waseda University  
KEIO University

## JORDAN

Jordan University of Science and  
Technology  
University of Jordan

## KOREA

Hanyang University  
Sungshin Women's University  
Yonsei University

## MALAYSIA

Asia Pacific University  
International College of Music  
International Islamic University  
International Medical University  
KDU University College  
MAHSA University  
Manipal Medical College  
Monash University Sunway  
campus - scholarship  
Multimedia University  
Penang Medical College  
Raffles University  
Sunway University - scholarship  
Taylor's University  
UCSI University  
Universiti Institut Teknologi MARA  
Universiti Tenaga Nasional  
University of Reading, Malaysia  
Victoria University Sunway College

## NEW ZEALAND

Auckland Institute of Technology  
Lincoln University  
Massey University  
University of Auckland  
University of Canterbury  
University of Otago  
Victoria University, Wellington  
Waikato University

## PAKISTAN

Fatima Jinnah Medical College  
University of Karachi

## RUSSIA

Kursk State Medical University  
Moscow Medical Academy (MMA)  
Russian State Medical University

## SINGAPORE

LaSalle College of the Arts  
Nanyang Technological University  
National University of Singapore  
- scholarship  
Singapore Management University  
The Tourism Academy @ Sentosa

## SPAIN

San Pablo University

## SRI LANKA

University of Peradeniya

## SWEDEN

University of Gothenburg

## SWITZERLAND

Hotel Management School, Luzern

## TAIWAN

Wen Hua University

## THE NETHERLANDS

Arnhem Business School  
Stenden University of Applied Sciences  
University of Groningen

## TURKEY

Altinbas Universitesi

## UNITED KINGDOM

Lancaster University  
Leeds University  
Leicester University  
Liverpool John Moores  
London, Imperial College  
London, Kings College  
London School of Business and Finance  
Nottingham-Trent University  
Oxford Brookes University  
Regent Business School of London  
Sheffield Hallam University  
University of Bath  
University of Birmingham - scholarship  
University of Bradford  
University of Brighton  
University of Bristol  
University of Cardiff  
University of Chichester  
University of Coventry  
University of Durham  
University of East Anglia  
University of East London  
University of Essex  
University of Exeter  
University of Glamorgan  
University of Greenwich  
University of Humber  
University of Kent  
University of Liverpool  
University of London  
University of Loughborough  
University of Manchester  
University of Middlesex  
University of Nottingham  
University of Reading  
University of Sheffield  
University of Southampton  
University of St Andrews  
University of Sunderland  
University of Surrey  
University of Sussex  
University of Wales - scholarship  
University of Warwick  
University of Westminster  
University of West England

## USA

Azusa Pacific University  
Abilene Christian University  
Buffalo State University  
California State University  
Carnegie Mellon University  
Central Methodist College  
Christian Brothers University  
Cumberland College, Kentucky  
Drexel University  
Fort Hays State University, Kansas  
George Washington University

Grinnell College  
Hawaii Pacific University  
Harvard University  
New York University  
Oklahoma State University  
Oral Roberts University  
S.U.N.Y. (Oswego)  
SW. Louisiana University  
Tufts University  
Tulsa Junior College  
University of Bridgeport, Conn.  
University of California, Los Angeles  
University of Colorado  
University of the District of Columbia  
University of Kentucky  
University of Maryland  
University of Michigan  
University of Nevada, Las Vegas  
University of Oklahoma  
University of Oregon  
University of Pennsylvania  
University of South Alabama  
University of Southern California  
University of Texas  
University of Virginia  
University of Western Illinois  
Vanderbilt University  
Washington University - scholarship  
Western Michigan University  
Wichita State University

## WEST INDIES

University of the West Indies

### International Office University Placement (IOUP)



IOUP supports students in their application to universities abroad

- Advice on which universities fit best
- Workshops on writing personal statements, interview skills, universities' entrance tests
- Processing of university applications
- Assistance in accepting offers
- Guidance on visa applications

# ALUMNI & TESTIMONIALS

## HOH SUM YEE

### CIMP INTAKE & DURATION

July 2021 (1 year)

### SECONDARY SCHOOL

Maple Leaf Kingsley  
International School

### CURRENT PROGRAMME/UNIVERSITY

B.A (Hons) Psychology  
B.A Criminology  
Huron University College@Western University

### AWARDS & ACCOMPLISHMENTS AT CIMP

- Jeffrey Cheah Entrance Scholarship
- Member of CIMP Student Council
- President of CIMP Music Club
- Student of the Month (October 2021)
- Ontario Scholar - Overall average above 90%
- Top Student in Music (AMU4M)
- Maple Leaf Award - Overall academic & curricular achievement
- ECA Certificate of Recognition - CIMP Music Club

### OTHER ACHIEVEMENTS

- Public Relations Manager for Sunway University Choir
- Composer/Arranger for Sunway University Ensemble

### TESTIMONIAL

Through CIMP, I was able to realize my potential through the help of lecturers and teacher advisors. It is a programme that equips its students with the various soft skills-communication, critical-thinking, creativity- that they will require in life. The programme structure allows for a perfect academic-to-curriculum balance, providing students with many opportunities to gather experiences and build their resume. The lecturers are always supportive-and in my experience, my teacher advisors have always been extremely supportive of my ventures and ideas for the CIMP Music Club, providing help and constructive criticism where they can, in order to see my plans to fruition. Overall, it is a life-changing programme with a great balance in both academics and extracurriculars— a programme I would definitely recommend.



## SAMANTHA MEI LIN GILL

### CIMP INTAKE & DURATION

July 2021 (1 year)

### SECONDARY SCHOOL

Prince of Wales Island  
International School

### CURRENT PROGRAMME/UNIVERSITY

BSc (Hons) Physiotherapy,  
United Kingdom

### AWARDS & ACCOMPLISHMENTS AT CIMP

- Valedictorian of the June 2021 cohort
- Ontario Scholar Award
- Student of the Month - November 2021
- Gold Community Service Award
- Director of the Sports and Games team in January 2022 student council team

### TESTIMONIAL

My time in CIMP proved to not only be fruitful, but also helped me to develop necessary skills for my future academic endeavors. Throughout my time in the course, I've noticed that my problem-solving, time management and critical thinking skills have improved immensely along with my sense of confidence in approaching my further studies. The courses are structured to build up our confidence with a focus on coursework and assignments instead of examinations. To familiarise ourselves with university guidelines and expectations. The group work that we were subjected to allowed me to work with a diverse pool of students, all from different backgrounds and lifestyles. An open and friendly educational environment never made me feel overwhelmed and instead motivated me to explore areas of study that used to intimidate me. The skills I learned and the experiences I had ultimately led to me being selected as the valedictorian of my cohort! I do not regret my decision on taking CIMP as a program and I urge anyone who wants to improve their self-growth, create a more positive relationship with learning and prepare themselves for higher education to do so as well.



## SARAH SIM

### CIMP INTAKE & DURATION

January 2020 (1 year)

### SECONDARY SCHOOL

SMJK Katholik PJ

### CURRENT PROGRAMME/UNIVERSITY

BSc (Hons) Psychology,  
Sunway University

### AWARDS & ACCOMPLISHMENTS AT CIMP

- Maple Leaf Award
- Ontario Scholar Award
- ECA Certificate of Recognition (June & Dec 2020) - student council
- Diamond Community Service Award
- Jeffrey Cheah Entrance Scholarship

### TESTIMONIAL

The one year I spent in CIMP holds a special place in my heart. Within that year, I was not only exposed to an excellent academic programme that equipped me with knowledge, creativity, critical thinking, and collaboration skills, I also encountered lecturers and staff who selflessly supported my academic and personal growth. CIMP inspired me to constantly challenge myself to enrich my life and has led me to discover the importance of serving my community through community service and extracurricular activities. It's amazing how the diverse and fun CIMP community embodies a strong sense of community whilst embracing individuality. The year of growth, experience, and friendships is one that I will cherish forever. All the best to you, dear reader.



## SHAARVIN KUMARAN

### CIMP INTAKE & DURATION

July 2020 (1 year)

### SECONDARY SCHOOL

Sunway International School (SIS)

### CURRENT PROGRAMME/UNIVERSITY

Applying to London School of  
Economics for 2022 intake

### AWARDS & ACCOMPLISHMENTS AT CIMP

- Ontario Scholar - Overall average above 90%
- Subject Award - Calculus and Vectors (MCV4U)
- Subject Award - Financial Accounting Principles (BAT4M)
- Student of the Month (Oct 2020)
- Jeffrey Cheah Entrance Scholarship (July 2020)

### TESTIMONIAL

Choosing CIMP was an excellent pre-university study decision as it prepared me for university and life beyond that. All the courses offered are student-centred with real-world applications and it also gave way for an ideal work-life balance. One of the greatest aspects of CIMP is the teachers as they create an open and friendly learning environment. CIMP also enabled me to engage with people from diverse backgrounds and countries. The balance between coursework and assessments is an exceptional approach as it provides students with opportunities to improve themselves. CIMP has allowed me to grow academically and has reshaped me into a better individual. My experience at CIMP was amazing and I will always cherish the memories created here.



# CANADIAN INTERNATIONAL MATRICULATION PROGRAMME

## 2023 SCHOOL YEAR CALENDAR



| MONTH     | S | S  | M | T | W | T | F | S | S  | M  | T  | W  | T   | F  | S  | S  | M  | T  | W  | T  | F  | S   | S  |
|-----------|---|----|---|---|---|---|---|---|----|----|----|----|-----|----|----|----|----|----|----|----|----|-----|----|
| JANUARY   |   | NY | 1 | 2 | 3 | 4 | 5 | 6 | 7  | 8  | 9  | 10 | 11  | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  | 21 |
|           |   |    |   |   |   |   |   |   |    | PD | 9  | 10 | JNI |    |    |    |    |    |    |    |    | CNY |    |
| FEBRUARY  |   |    |   |   | 1 | 2 | 3 | 4 | 5  | 6  | 7  | 8  | 9   | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18  | 19 |
|           |   |    |   |   |   |   |   |   | TD |    |    |    |     |    |    |    |    |    |    |    |    |     |    |
| MARCH     |   |    |   |   | 1 | 2 | 3 | 4 | 5  | 6  | 7  | 8  | 9   | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18  | 19 |
|           |   |    |   |   |   |   |   |   |    | SH |    |    |     |    |    |    |    |    |    |    |    |     |    |
| APRIL     |   |    |   |   |   |   |   |   |    |    |    |    |     |    |    |    |    |    |    |    |    |     |    |
|           |   |    |   |   |   |   |   |   |    |    |    |    |     |    |    |    |    |    |    |    |    |     |    |
| MAY       |   |    |   |   |   |   |   |   |    |    |    |    |     |    |    |    |    |    |    |    |    |     |    |
|           |   |    |   |   |   |   |   |   |    |    |    |    |     |    |    |    |    |    |    |    |    |     |    |
| JUNE      |   |    |   |   |   |   |   |   |    |    |    |    |     |    |    |    |    |    |    |    |    |     |    |
|           |   |    |   |   |   |   |   |   |    |    |    |    |     |    |    |    |    |    |    |    |    |     |    |
| JULY      | 1 | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 | 13  | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22  | 23 |
|           |   |    |   |   |   |   |   |   |    |    |    |    |     |    |    |    |    |    |    |    |    |     |    |
| AUGUST    |   |    |   |   |   |   |   |   |    |    |    |    |     |    |    |    |    |    |    |    |    |     |    |
|           |   |    |   |   |   |   |   |   |    |    |    |    |     |    |    |    |    |    |    |    |    |     |    |
| SEPTEMBER |   |    |   |   |   |   |   |   |    |    |    |    |     |    |    |    |    |    |    |    |    |     |    |
|           |   |    |   |   |   |   |   |   |    |    |    |    |     |    |    |    |    |    |    |    |    |     |    |
| OCTOBER   |   |    |   |   |   |   |   |   |    |    |    |    |     |    |    |    |    |    |    |    |    |     |    |
|           |   |    |   |   |   |   |   |   |    |    |    |    |     |    |    |    |    |    |    |    |    |     |    |
| NOVEMBER  |   |    |   |   |   |   |   |   |    |    |    |    |     |    |    |    |    |    |    |    |    |     |    |
|           |   |    |   |   |   |   |   |   |    |    |    |    |     |    |    |    |    |    |    |    |    |     |    |
| DECEMBER  |   |    |   |   |   |   |   |   |    |    |    |    |     |    |    |    |    |    |    |    |    |     |    |
|           |   |    |   |   |   |   |   |   |    |    |    |    |     |    |    |    |    |    |    |    |    |     |    |

**JNI** : January Intake  
**JLI** : July Intake  
**SI** : September Intake  
**AM** : Awal Muharam  
**CD** : Christmas  
**CNY** : Chinese New Year  
**CR** : Credit Rescue  
**DV** : Deepavali  
**EX** : Exam Day  
**GD** : Graduation  
**HRH** : Hari Raya Haji  
**HRP** : Hari Raya Puasa  
**KB** : King's Birthday  
**LD** : Labour Day  
**LT** : Literacy Test(TBC)  
**MD** : Malaysia Day  
**MR** : Maulidur Rasul  
**ND** : National Day  
**NQ** : Nuzul Al-Quran  
**NY** : New Year  
**PD** : Staff Professional Development Day  
**SB** : Sultan's Birthday  
**SH** : School Holiday  
**TD** : Thaipusam Day  
**WD** : Wesak Day

## QUALITY POLICY

Sunway College (KL) is committed to providing quality education through efficient and effective practices in compliance with statutory and regulatory requirements including the requirements of our external partners.

We are committed to continual improvement of our Quality Management System by focusing on the competency of our academic and administration staff; continually reviewing our key processes, and responding to our stakeholders in a timely manner.

## QUALITY OBJECTIVES


1. Promote and establish a culture of quality at all levels of the college community.
2. Continuously improve our Quality Management System in compliance with statutory and regulatory requirements including the requirements of external partners.
3. Enhance customer satisfaction by providing a learning environment conducive for quality teaching and learning.

**SUNWAY COLLEGE** DK265-01 (W)  
**Owned and governed by the**  
**Jeffrey Cheah Foundation** Registration no: 200701042913 (800946-T)

 No. 2, Jalan Universiti, Bandar Sunway,  
47500 Selangor Darul Ehsan, Malaysia.

 [college.sunway.edu.my](http://college.sunway.edu.my)

 [info@sunway.edu.my](mailto:info@sunway.edu.my)

 +6 (03) 5638 7176

 [SunwayCollegeKL](https://www.facebook.com/SunwayCollegeKL)

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Foundation**   
*Nurturing the Seeds of Wisdom*

This brochure is valid for our 2023 intakes.  
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JPT/BPP(K)(R3/010/3/0056/A7535)7/26