



**Okanagan College Board of Governors**  
**Open Session Meeting Agenda**  
 March 11, 2025 at 10:30 AM

<i>Timing</i>		<i>Pages</i>
10:35am	<b>4. REPORTS</b>	
	4.1. Governance Committee Report (A. Alexander)	
10:40am	4.1.1. Academic Year Policy (S. Lenci) <u>Recommended motion:</u> <b><i>"BE IT RESOLVED that the Okanagan College Board of Governors approve the Academic Year Policy as recommended by the Governance Committee."</i></b>	44-50
10:55am	4.2. Finance, Audit and Risk Committee Report (D. Baulkham)	
11:00am	4.2.1. Forgiveness of Foundation Receivable (C. Morcom / H. Jackman) <u>Recommended motion:</u> <b><i>"BE IT RESOLVED THAT the Okanagan College Board of Governors forgive the receivable of the Okanagan College Foundation for actual capital campaign expenses up to \$415,000, pending Okanagan College's year-end financial position as recommended by the Finance, Audit and Risk Committee."</i></b>	51-52
11:05am	4.2.2. Return on Investment Presentation (H. Jackman)	verbal
11:20am	4.2.3. Integrated Resource Plan (C. Morcom / N. Fassina) <u>Recommended motions:</u> <b><i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2025-26 Integrated Resource Plan with an operating budget of \$150,576,444, resulting in a \$8.3M deficit, as recommended by the Finance, Audit and Risk Committee and as presented."</i></b>  <b><i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2025/2026 Integrated Resource Plan with a capital budget of \$36,452,150 as recommended by the Finance, Audit and Risk Committee and as presented."</i></b>	47-87
11:50am	4.2.4. Risk Management Report and Summary (C. Morcom / N. Fassina) <u>Recommended motion:</u> <b><i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2025/26 Risk Register Summary as recommended by the Finance, Audit and Risk Committee."</i></b>	88-92
12:00pm	Recess	

## Okanagan College Board of Governors

### Open Session Meeting Agenda

March 11, 2025 at 10:30 AM

Timing		Pages
12:40pm	4.2.5. Fraud Policy (C. Morcom) <u>Recommended motion</u> <b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Fraud Policy as recommended by the Finance, Audit and Risk Committee.”</i></b>	93-99
12:50pm	4.2.6. Safe Disclosure Policy (C. Morcom) <u>Recommended motion:</u> <b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Safe Disclosure Policy as recommended by the Finance, Audit &amp; Risk Committee.”</i></b>	
1:00pm	4.3. Human Resource and Compensation Report (A. Alexander)	
1:05pm	4.4. President’s Report and Analysis (N. Fassina)	100-107
	4.4.1. Third Quarter (Q3) Financial Statement	108-118
	4.5. Education Council	verbal
1:20pm	4.5.1. New Programs (J. Garrett) <u>Recommended Motions:</u> <b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Office Basics Microcredential as recommended by Education Council and as presented.”</i></b>  <b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Community Administrator Microcredential as recommended by Education Council and as presented.”</i></b>	119-123
1:30pm	4.5.2. Program Revisions (J. Garrett) <u>Recommended Motion:</u> <b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the following program revisions as recommended by Education Council and as presented:</i></b> <ul style="list-style-type: none"> <li>• <b><i>Bachelor of Business Administration</i></b></li> <li>• <b><i>Bachelor of Business Administration: Entrepreneurship Specialty</i></b></li> <li>• <b><i>Bachelor of Business Administration: Finance Specialty</i></b></li> <li>• <b><i>Business Administration Diploma</i></b></li> <li>• <b><i>Business Studies Certificate</i></b></li> <li>• <b><i>Business Studies Certificate: Small Business Computer Accounting Option</i></b></li> <li>• <b><i>Business Studies Certificate: Small Business Development Option</i></b></li> </ul>	129-160

**Okanagan College Board of Governors****Open Session Meeting Agenda**

March 11, 2025 at 10:30 AM

<i>Timing</i>		<i>Pages</i>
	<ul style="list-style-type: none"> <li>• <b><i>Bachelor of Computer Information Systems Degree</i></b></li> <li>• <b><i>Computer Information Systems Diploma</i></b></li> <li>• <b><i>Pharmacy Technician Certificate</i></b></li> </ul>	
1:45pm	<b>5. OTHER BUSINESS AND BUSINESS ARISING FROM CONSENT AGENDA</b>	
1:50pm	<b>6. ADJOURNMENT</b>	

**NEXT MEETING DATES****Tuesday May 13, 2025***via Zoom*

Finance, Audit and Risk Committee  
 Campus Planning Committee  
 Governance Committee  
 Human Resource and Compensation Committee  
 Executive Committee

**Wednesday, May 21, 2025***Kelowna Campus*

Regular Open Session  
 Regular Closed Session

**Tuesday June 10, 2025***via Zoom*

Finance, Audit and Risk Committee  
 Executive Committee

**Tuesday, June 17, 2024***Salmon Arm / Revelstoke*

Strategy and Assessment



**Okanagan College Board of Governors**  
**Regular Open Session**

**Tuesday, December 10, 2024**  
 Room S103B, Kelowna Campus

*Draft Minutes for approval March 11, 2025*

**IN ATTENDANCE**

**Board Members**

- Dale Safinuk, Chair
- Neil Fassina, President and Ex-officio
- Cindy Battersby
- Dustyn Baulkham
- Gurjit Chand
- Sheri Hamilton
- JoAnn Fowler
- Kevin Fukushima
- Ben Harris
- Jillian Garrett
- Roger Wheeler

**Administration**

- Curtis Morcom, CFO and Vice President, Corporate Services
- Samantha Lenci, Provost & Vice President Academic
- Jenn Goodwin, Associate Vice President, College Relations
- Gill Henderson, Associate Vice President, People Services
- Joanna Campbell, Manager, Executive Office
- Helen Jackman, Executive Director, Okanagan College Foundation
- Kristen Wiebe, Governance and Privacy Coordinator

**REGRETS**

- Andrea Alexander, Vice Chair

	<i>ACTION</i>
<p><b>1. CALL TO ORDER</b></p> <p>Quorum was established and the meeting was called to order at 12:31p.m.</p>	
<p><b>2. APPROVAL OF AGENDA</b></p> <p><u>Motion:</u>  <b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the December 10, 2024 Open Session meeting agenda and thereby approves the consent agenda.”</i></b></p>	<i>C. Battersby CARRIED</i>
<p>2.1. Consent Agenda</p> <p>2.1.1 Open Session Minutes – September 24, 2024</p>	

**Okanagan College Board of Governors**  
**Regular Open Session Meeting Minutes**

December 10, 2024

ACTION

2.1.2 Discrimination, Bullying and Harassment Policy Review

2.1.3 Education Council Chair Report

2.1.4 Minister Letter dated September 19, 2024

2.1.5 Pay Transparency Report

### **3. DECLARATION OF CONFLICT**

No conflicts were declared.

### **4. PRESENTATIONS**

#### 4.1. Sustainable Delivery Model

J. Ragsdale introduced the Sustainable Delivery Model Working Group and outlined the model noting how it aligns with the College's mission for inclusion and accessibility. The Working Group provided a presentation.

*H. Jackman joined the meeting at 12:55p.m.*

A member asked about next steps and it was noted that there are engagement sessions underway and planned as well as invitations for pilots programs.

A member asked about consultations with other institutions, and it was noted that research has been done at other institutions in BC and around the world, at that the model is data-driven.

A member asked about the 25-39 age group and it was noted that discrete learning objects and competency-based learning can be developed and that validating competencies can increase the value proposition of learning.

### **5. REPORTS**

#### 5.1. Chair Report

The Chair welcomed new student member, Emmarith Balili, who took the oath of office at the start of the Closed Session. The Chair noted they had the opportunity to connect prior to this meeting on December 6.

The Chair also noted they had a call with the Minister for Infrastructure to discuss project collaboration with the Minister of Post Secondary Education and Future Skills.

The Chair noted the Executive Committee met on December 3, that they attended the OC Foundation meeting on December 5, and had a quarterly call with provincial Board Chairs last week.

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December 10, 2024

ACTION

The Chair thanked members who have attended a number of fall events on behalf of the Board, including:

- The Fall Convocation Ceremonies on October 5 and upcoming ceremonies on January 25.
- Student Awards ceremonies in Kelowna, Penticton and Vernon in November.
- The Student Housing naming ceremony.

## 5.2. Governance Committee Report

The Chair noted that the Governance Committee met last week and reviewed the feedback from the Professional Development Sessions. The Board will have an opportunity to discuss the feedback as part of today's agenda.

- The Governance Committee also reviewed the Distinguished Awards Policy and are recommending its approval.

### 5.2.1 Distinguished Awards Policy

J. Ragsdale gave an overview of the review done by the Tributes Committee over the past two years and award recommendations as a result of their work which resulted in this policy. J. Ragsdale outlined the two awards that will fall under the new policy.

Motion:

***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Distinguished Achievement Awards Policy as recommended by the Governance Committee."***

*B. Harris*  
CARRIED

### 5.2.2 Professional Development Session Feedback

The President gave an overview of the feedback and asked members for feedback that will inform next year's sessions along with the Board Evaluation Survey.

## 5.3. Finance, Audit and Risk Committee Report

The Chair noted the Committee met on December 3 and reviewed International tuition to make a recommendation to the Board.

### 5.3.1 International Tuition

The CFO and Vice President Corporate Services gave an overview of how domestic and international tuition proposals are determined. Additional context around the current tuition environment was provided and it was noted that the proposed proposed tuition reflects the next four years.

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The CFO noted that the College is reviewing its recruitment strategy, and the timing allows us to go to market with the new rates for Fall 2026.

A member suggested that international students expect a certain tuition when they enter their program and transparency. The President noted that regulations have increased our transparency by requiring us to publishing program costs over the next four years. Brand management becomes more straightforward because we disclose education costs for all incoming international students for the length of their program. The College is recommending proposed tuition that reflects the break-even costs versus a revenue stream.

The Board Chair highlighted that the proposed model gives international students cost certainty over the next four years and this is a new and more transparent approach.

A member asked about alternate costing methods, and the President noted an alternate mortgage model has also been considered for the future however this would need to be considered in a few years once tuition is stable.

Motion:

***“BE IT RESOLVED THAT Okanagan College Board of Governors approve the following increases for international tuition rates:***

- a 4.8% increase for all international students effective September 2025;***
- a one-time increase of 40% for new international students effective September 2026; and***
- a 4.8% increase for all returning students in 2026, 2027, and 2028***

***as recommended by the Finance, Audit and Risk Committee.”***

*J. Fowler*  
CARRIED

5.4. President’s Report and Analysis

The President provided the following highlights from the report:

- An overview of Ministry and staffing changes due to the election. The President suggested mandate letters could be expected from the Ministry sometime in the new year and the College may receive a term mandate letter versus previous letters issued annually.
- New meetings between the OCSU and Provost which are expected to continue on an ongoing basis.
- An update on the Integrated Resource Planning process, noting that Finance, Audit and Risk reviews a draft budget in February and final version in March. Quarterly meetings are planned to manage and re-deploy resources more dynamically throughout the year.

Members had no questions on the President’s report.

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#### 5.4.1 Second Quarter Financial Statement

The President noted that a surplus is projected, and that Leadership Council is proposing to allocate some of that surplus toward Inspire projects. The President noted that any funding carried over through surplus requires Ministry approval to spend in a subsequent year so where possible it is best to allocate resources during the current fiscal year.

#### 5.5. Education Council

##### 5.5.1 New Programs

The Education Council Chair noted that the Aircraft Maintenance Engineer Category "M" program is aligned with and approved by Transport Canada. This program used to be run in collaboration with Northern Lights College and was taught by their instructors.

Motion:

***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Aircraft Maintenance Engineer Category "M" Mechanical Diploma as recommended by Education Council and as presented."***

*B. Harris*  
CARRIED

The Education Council Chair presented the programs, noting that they consist of four stackable micro-credentials that have been repackaged from an existing College program. A member wished to note their appreciation and expressed interest in the program.

*D. Baulkham*  
CARRIED

***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new programs:***

- ***GIS Essentials Micro-Credential***
- ***Advanced GIS Micro-Credential***
- ***3D Modeling and Remote Sensing in GIS Micro-Credential***
- ***GIS Database Management Micro-Credential***
- ***as recommended by Education Council and as presented."***

##### 5.5.1 Program Revision

The Education Council Chair outlined the program revisions as follows:

- The Aircraft Maintenance Engineer Structures was revised to align with the Aircraft Maintenance Engineer Mechanical program. It is Transport Canada approved.

**Okanagan College Board of Governors**  
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ACTION

- Based on industry feedback, the four Trades Foundation Programs were each revised to ensure that graduation requirements enable students to be successful as they move into a work placement.
- The Post Baccalaureate Diplomas revisions consist of re-sequencing of courses for better student workflow and semester break-downs.
- The Supported Access to Modified Education Certificate revisions consist of a department name change, new program and learning outcomes to reflect the needs of student.

Motion:

***“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revisions for the following programs as recommended by Education Council and as presented:***

- ***Aircraft Maintenance Engineer Category “S” Structures Certificate***
- ***Automotive Service Technician Foundation Certificate***
- ***Entry Level Automotive Collision and Refinishing Certificate***
- ***Heavy Mechanical Foundation Certificate***
- ***Recreation Vehicle Service Technician Certificate***
- ***Post Baccalaureate Diploma in Data Analytics and Economics***
- ***Post-Baccalaureate Diploma in Marketing and Data Analytics***
- ***Supported Access to Modified Education Certificate.”***

*D. Baulkham*  
CARRIED

## 6. NEW BUSINESS

### 6.1. Dual Degree Program with JAMK University of Applied Sciences

The Provost noted this agreement represents a standing opportunity for student exchange and dual degrees in the School of Business.

A member noted the importance of having reciprocal agreements and these opportunities for students.

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Motion:

***“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the signing of Affiliation Agreements as follows:***

C. Battersby  
CARRIED

- ***Okanagan College’s Bachelor of Business Administration (BBA) in General Business and JAMK University of Applied Sciences’ BBA in International Business; and***
- ***Okanagan College’s Bachelor of Business Administration (BBA) in Tourism and Hospitality Management and JAMK University of Applied Sciences’ Bachelor of Hospitality Management (BHM).”***

6.2. Okanagan College Foundation Annual Report 2023-24

The Executive Director gave an overview and shared highlights from the report. The gratitude report shares a selection of stories on the impact of giving.

6.3. Annual Elections

6.3.1 Chair

The Chair asked the CFO & Vice President, Corporate Services to conduct elections.

*The Board Chair vacated the role of Chair.*

The CFO and Vice President, Corporate Services called for nominations for the position of Chair.

- D. Safinuk was nominated for the role of Chair and accepted the nomination.
- A second and third call was issued. No additional nominations were received.

D. Safinuk was acclaimed to the position of Chair.

6.3.2 Vice Chair

The CFO & Vice President, Corporate Services called for nominations for the position of Vice Chair.

- A. Alexander was nominated for the role of Vice Chair. In A. Alexander’s absence, D. Safinuk affirmed her willingness to accept the nomination.
- A second and third call was issued. No additional nominations were received.

A. Alexander was acclaimed to the position of Vice Chair.

*The Chair resumed the role of Chair.*

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The Chair thanked members and noted that he is honored to be re-elected and is looking forward to working with the Board over the next year. The Board Chair thanked members for their support over the past year.

*ACTION*

**7. OTHER BUSINESS AND BUSINESS ARISING FROM CONSENT AGENDA**

No other business was raised.

**8. ADJOURNMENT**

Motion to adjourn at 2:27p.m.

*CARRIED*

# Okanagan College Board of Governors

## Chair Report



March 2025

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The March Board of Governors Chair Report provides an update on Board Chair activities from December 2024 to February 2025.

- In December, I had an introductory meeting with the new Minister of Post-Secondary Education and Future Skills.
- The President and I met with the Crown Agencies Board Resourcing Office to discuss Board appointments in January.
- In January, I hosted a new member orientation with the President, Governance Coordinator, and student Board member, Emmarith Balili.

I would like to extend a special thanks to members who represented the Board at the Winter 2025 Convocation ceremonies at the Kelowna campus on January 25.

I look forward to connecting again in person at our next regular meetings in May 2025.

Respectfully submitted,

Dale Safinuk  
Board Chair



## BOARD OF GOVERNORS EDUCATION COUNCIL CHAIR REPORT

March 11, 2025  
Agenda #: 3.1.3

### Report

#### Governance Review

I am pleased to report that the Education Council governance review and restructuring is on track for completion by or before June 2025.

To date Education Council has approved and adopted the following documents as part of our governance framework:

- Education Council Bylaws
- Code of Conduct for Okanagan College Education Council Members
- Procedures for Disclosure by Okanagan College Education Council Members
- Meeting Protocols

At the March 6<sup>th</sup> Education Council meeting, we will conduct a first reading of the following documents:

- Education Council Agenda Development Guidelines
- Education Council Terms of Reference
- Council Standing Committee Terms of Reference
  - Academic Governance Committee
  - Integrated Curriculum Proposal Review Committee
  - Operations Committee
  - Provisional Approvals Committee
- Role of the Education Council Chair

Under the proposed governance framework, the five current Curriculum Proposal Review Committees (one per portfolio) will be replaced by a single Integrated Curriculum Proposal Review Committee (ICPRC). To ensure that proposals coming to the ICPRC are of the highest quality, Education Council is requesting that Deans establish appropriate processes and committees in their areas to ensure the following items are addressed in each proposal:

- Alignment with institutional goals
- Thorough needs Assessment
- Appropriate consultation with required and interested parties
- Rigorous course and program learning outcomes
- Comprehensive curriculum design
- Alignment with accreditation standards and regulatory requirements
- Robust assessment plan

- Implementation timeline
- Complete and through supporting documentation
- Resource availability
- Budget and financial plan (to facilitate Board approval of new and revised programs)

Currently, most of this work is completed at the Education Council table, with the CPRCs focusing largely on low-level work such as wordsmithing and copy editing. This will facilitate the ICPRC to support the efficiency of Education Council and free up time for EdCo to consider “big picture” matters related to academic policy, institutional goals and strategies, and overall college alignment with teaching and learning best practices that fall under the authority of Education Council under the College and Institute Act (sole, joint, or advisory).

### **Identification of Policy Gaps**

Upon recent review of the College and Institute Act to ensure Education Council is adequately and effectively performing its legislated duties, I have identified several policy gaps, including:

- 23(1)(c): reports after implementation by the institution without prior review by the education council of
  - (i) new non-credit programs, or
  - (ii) programs offered under service contract
- 23(1)(d): priorities for implementation of new programs and courses leading to certificates, diplomas or degrees
- 23(1)(e): cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution
- 23(1)(f): evaluation of programs and educational services
- 23(1)(i): policies on faculty member qualifications

This is not to say that OC lacks processes that guide decisions around these items, but we lack specific policies that ensure transparency and consistency. I will highlight that in the instance of 23(1)(e), we have collective agreement language that outlines processes related to program cancellation, but there is no policy to guide the process through our systems of academic governance.

I have raised these points with the Provost (Sam), and we will discuss further at our next meeting on March 6<sup>th</sup>. She has indicated that work is already underway on policy development related to 23(1)(i), and I look forward to further collaboration between the Provost’s office and Education Council to prioritize development of policies to address the other gaps.

### **Other Items of Note**

Finally, I want to give a shout out to Paul Martin, the new Dean of Teaching and Learning Innovations, for the support that his area is providing Education Council to ensure that Council is making informed and data-driven decisions around matters of academic policy. His office is currently engaged in research that will inform the Final Assessment Policy revision currently underway, and the development of a new policy related to course and program learning outcomes, which will assist Education Council in effectively assessing the academic rigour of each course and program proposal we consider.

**Reference Materials**

N/A

**Prepared by**

Jillian Garrett, Education Council Chair  
February 26, 2025



# BOARD OF GOVERNORS – BRIEFING NOTE

March 11, 2025  
 Agenda #: 3.1.4

<b>Title</b>	2024 Employee Experience Survey Results		
<b>Action and/or Recommendation</b>	For Information		
<b>Meets OC's Inspire Plan...</b>	<b>Values</b> <input type="checkbox"/> Students First <input type="checkbox"/> Community <input checked="" type="checkbox"/> Respect <input type="checkbox"/> Courage <input checked="" type="checkbox"/> Relationships <input type="checkbox"/> Distinction	<b>Responsibilities</b> <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input checked="" type="checkbox"/> Resilience <input type="checkbox"/> Effective and Efficient	<b>Commitments</b> <input type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

## Background Statement

Okanagan College’s Employee Experience Survey sets out to gauge employee work satisfaction and engagement which supports employee retention, work quality, delivery of the student experience and delivery of the Inspire Strategic Plan.

The Employee Experience Survey is divided into 10 experience areas:

1. Engagement and Satisfaction;
2. Employee Impact;
3. Immediate Supervisor;
4. Senior Leadership: President, VP & Provost, VPs, AVPs, Deans, and Directors;
5. Development Opportunities;
6. Health and Wellbeing;
7. Inclusion and Respect;
8. Collaboration and Innovation;
9. Student Focus; and
10. Work Environment.

Each area has positive work experience statements to which employees select if they “strongly agree”; “agree”; “disagree”; and “strongly disagree.” The survey also provides a comments section for employees to provide additional information.

2024 Overall Employee Engagement is 70%, meaning Employees remain overall satisfied with their experience as an OC employee (75% agree/strongly agree). This is in line with the average employee engagement score in Canada which hovers around 65-70% (Gallup 2023, “State of Global Workplace: 2024 Report”; and Mercer 2023, “2023-2024 Inside Employees Minds Study”).

## Reference Materials

- 2024 OC Employee Experience Survey Results

## Supporting Analysis

The 2024 survey responses indicate that the College should continue its efforts in communication of strategic updates, sharing of department priorities and looking for ways to collaborate across the institution, increasing health and wellness supports, staff development and appreciation, as well as initiatives to enhance inclusion and respect at the College. OC has conducted three formal employee experience surveys within the last eight years which has provided the College with a foundational understanding of employee feedback on work satisfaction and the work environment. Going forward, OC will monitor employee satisfaction and engagement through employee engagement pulse surveys to gather more real-time insights, track trends, and monitor and adjust initiatives in current and future action plan(s), leading to a more agile and responsive work environment.

## Alignment to the Strategic Plan Roadmap

The Employee Experience Survey aligns with *Employee Resiliency* and *Employee Engagement*.

## Risk Implication & Mitigation Steps

**Operational:** Sustaining a satisfied and engaged workforce is important for OC to deliver on its Inspire Strategic Plan. Focusing on addressing key engagement areas through an Employee Experience Action Plan helps mitigate the risks.

**Retention:** Understanding employee engagement allows the College identify areas of opportunity for action and potential areas of retention risk.

### Proposed and Prepared by

Gillian Henderson, Associate Vice President, People Services  
 Jacqui Noftall, Associate Director, Talent Management

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OC Executive Team	2/24/2025
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Human Resource & Compensation Committee	3/4/2025
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.



# 2024 OC Employee Experience Results

[www.TalentMap.com](http://www.TalentMap.com)

## Survey Background and Objectives

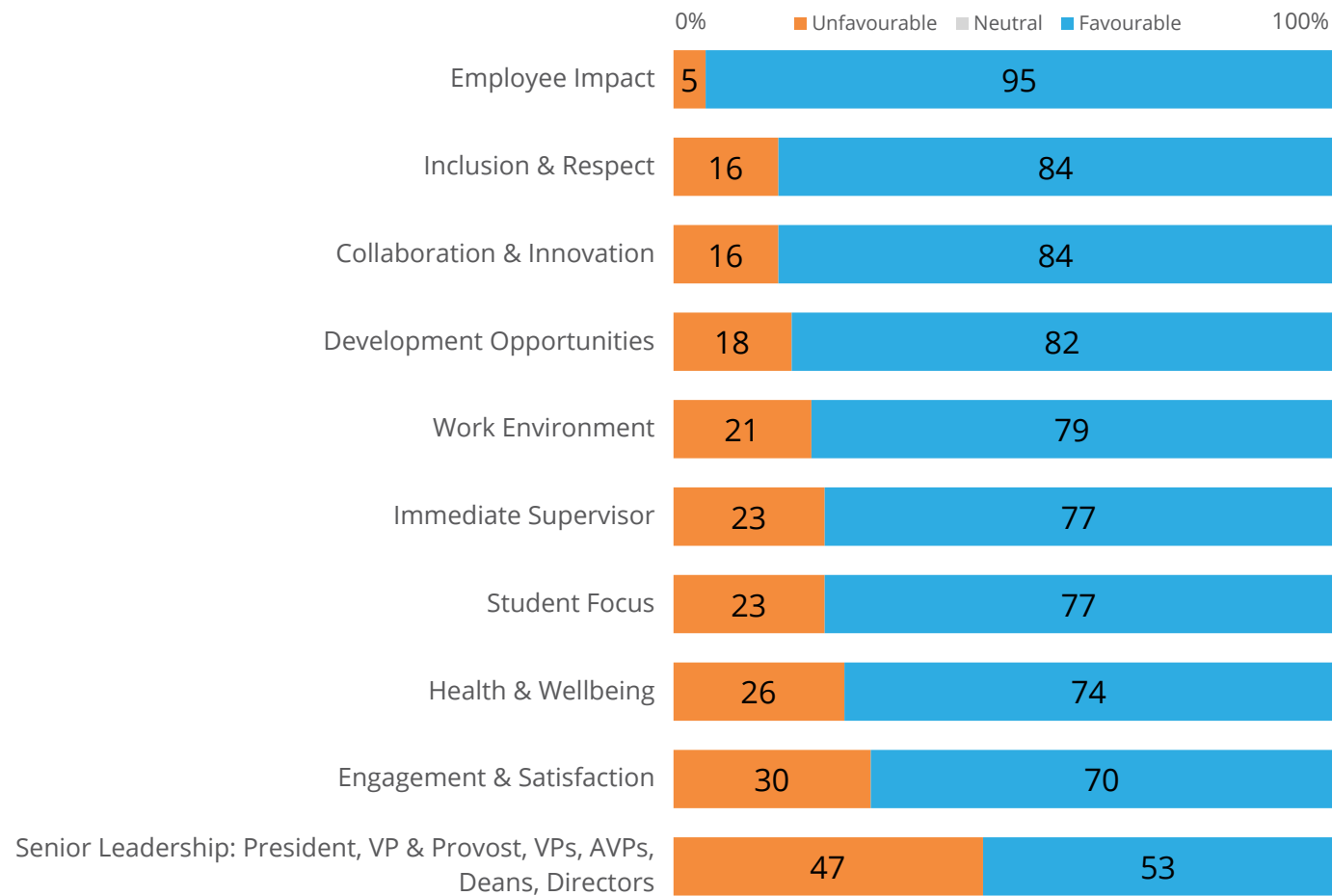
- Okanagan College's Inspire Strategic Plan recognizes resilient employees in support of a resilient College as its responsibility. The Employee Experience survey helps assess the current state of employee engagement and areas of focus.
- The 2024 Employee Experience Survey was conducted by Talent Map, a third-party vendor who included comparisons to the last Employee Experience survey.
- The survey was conducted between November 4 to 29, 2024
- The survey participation was voluntary, and the employees could skip any question they did not want to answer.
- The response rate for the survey was 52%.



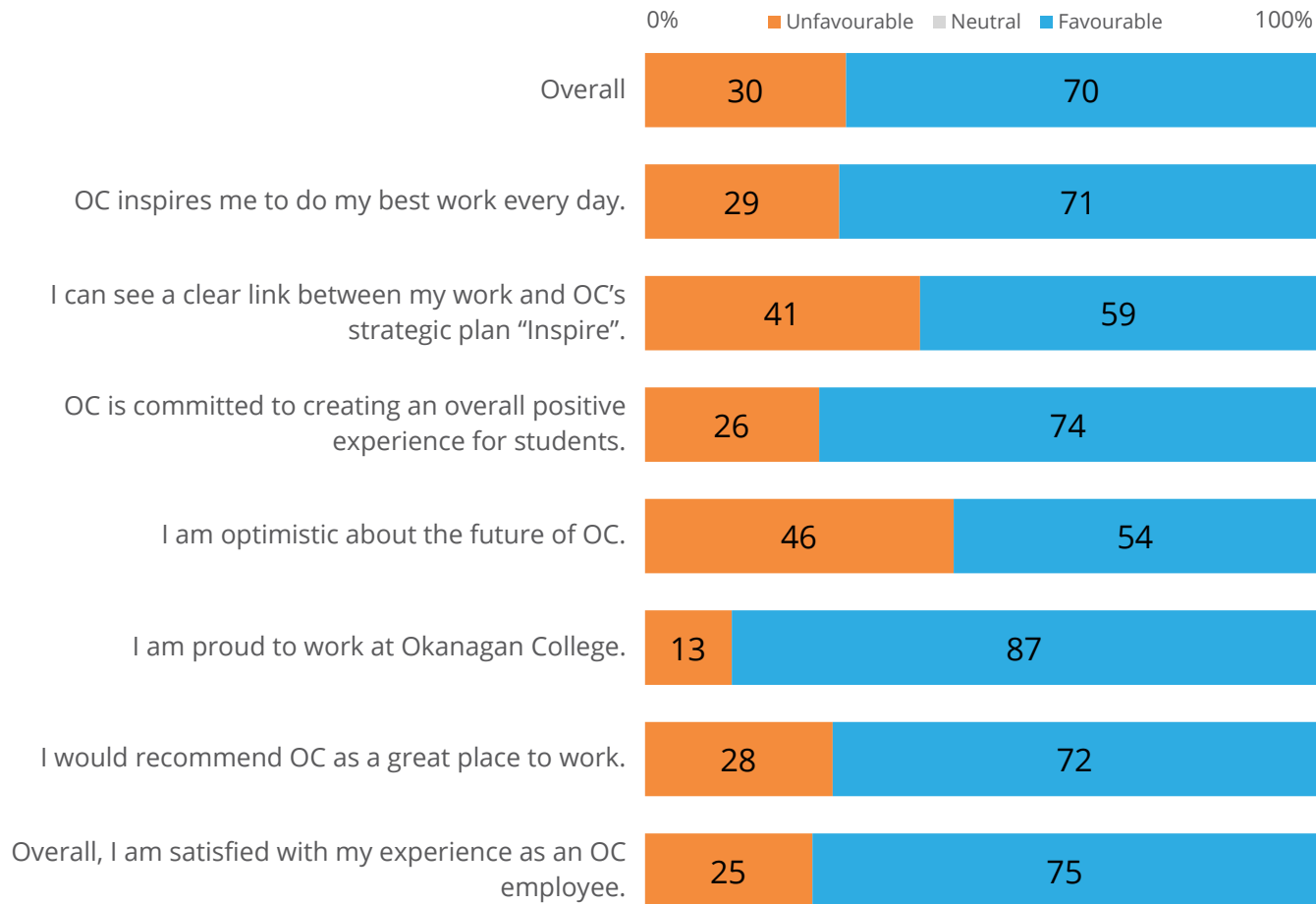
# Survey Results



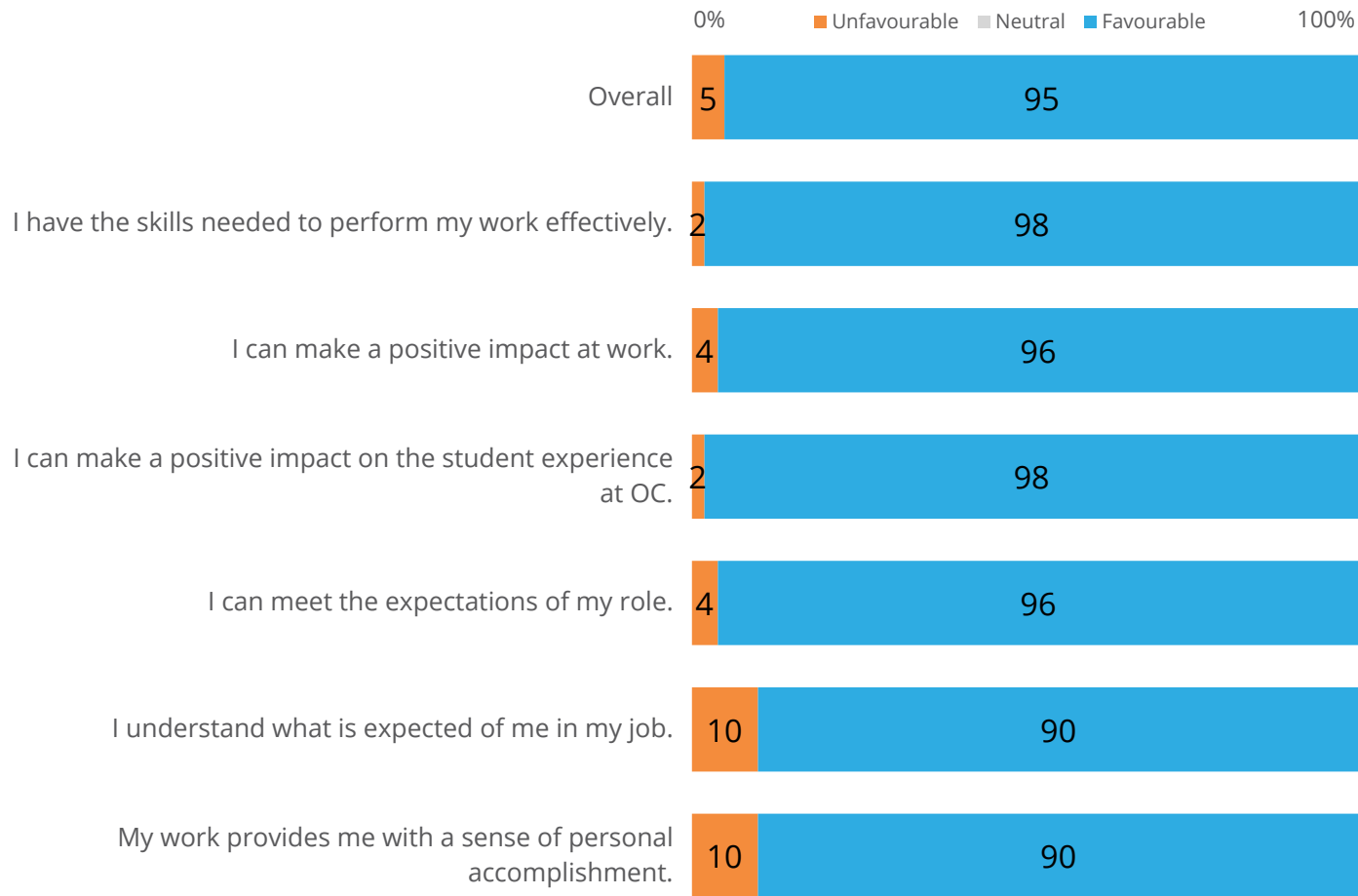
# Overall Dimension Scores



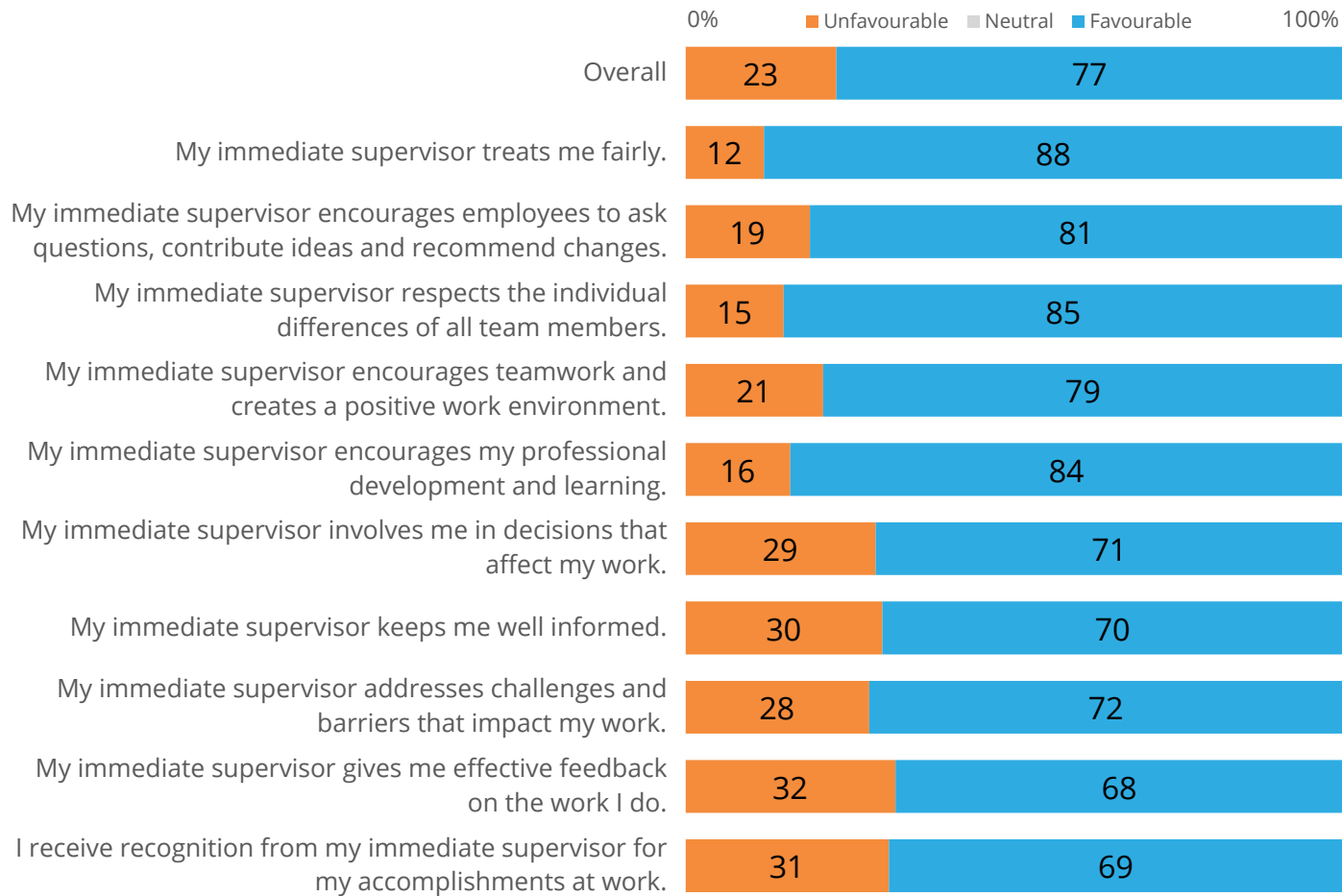
# Engagement & Satisfaction



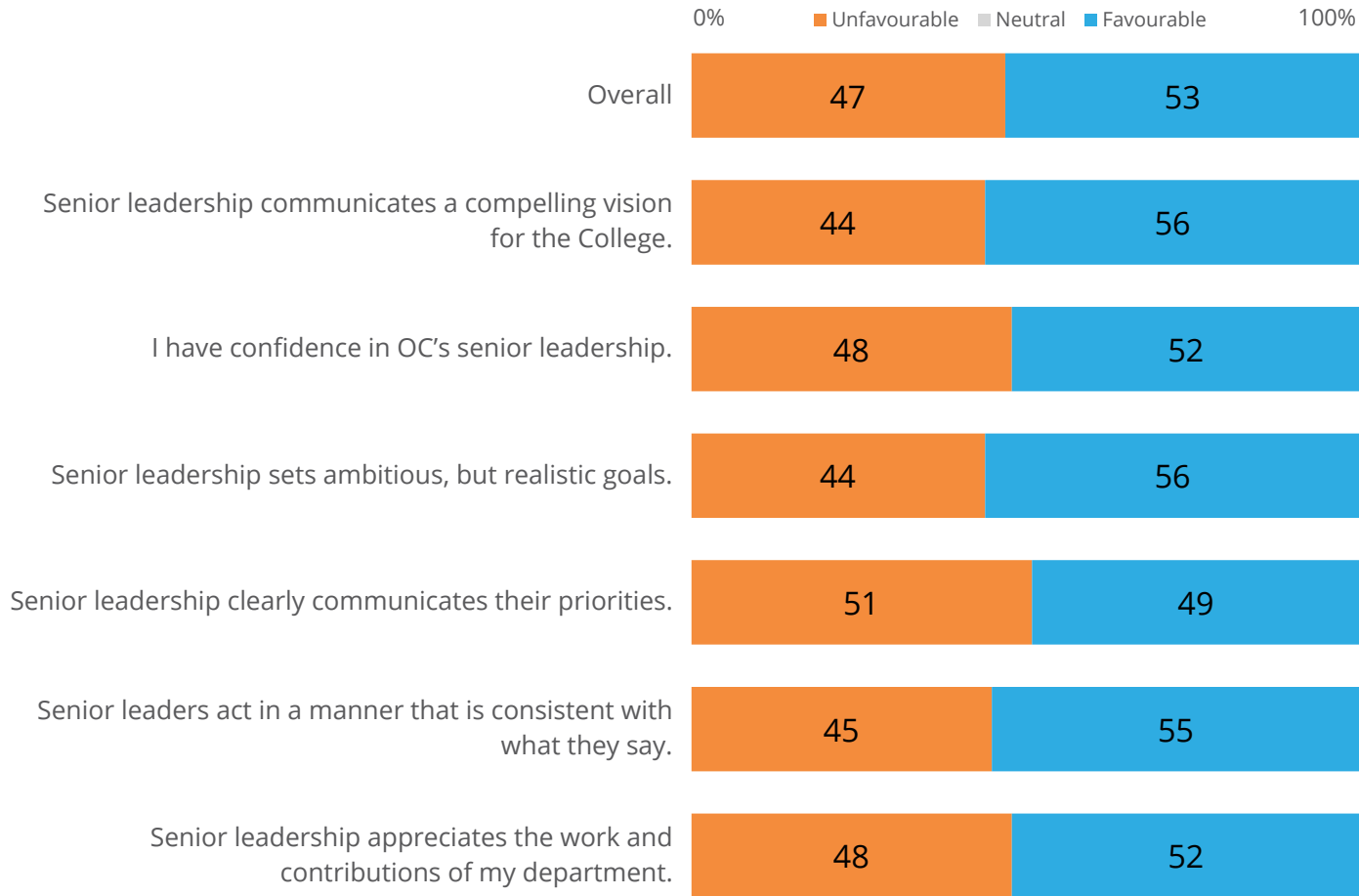
# Employee Impact



# Immediate Supervisor

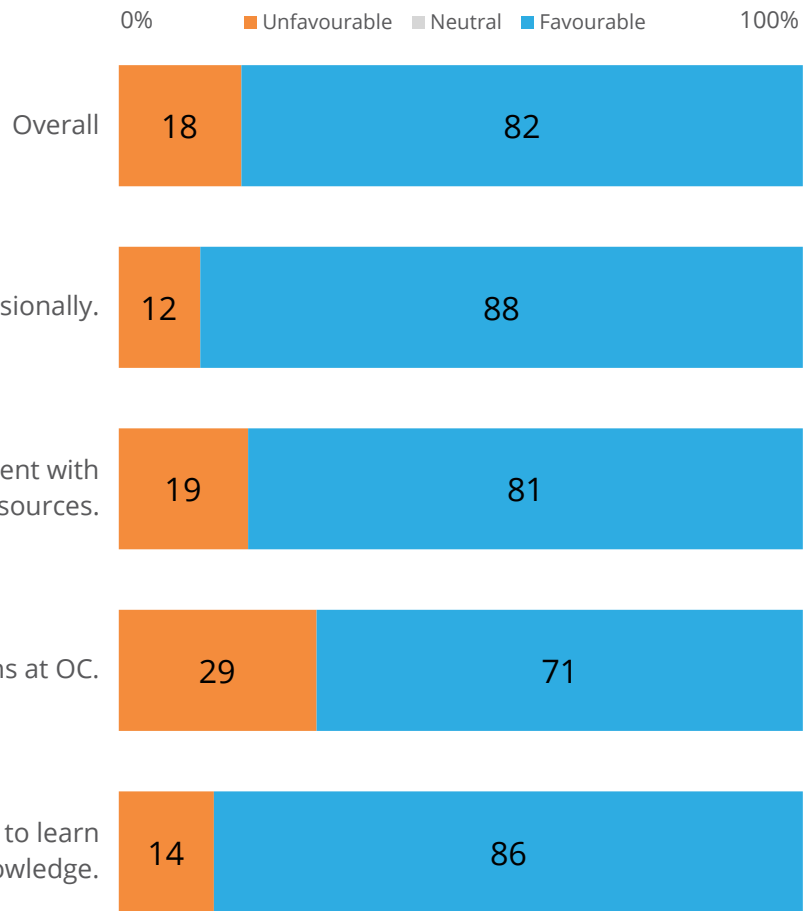


# Senior Leadership: President, VP & Provost, VPs, AVPs, Deans, Directors



n = 655 / Response Rate: 52% / filters:  
Data is rounded to the nearest whole number

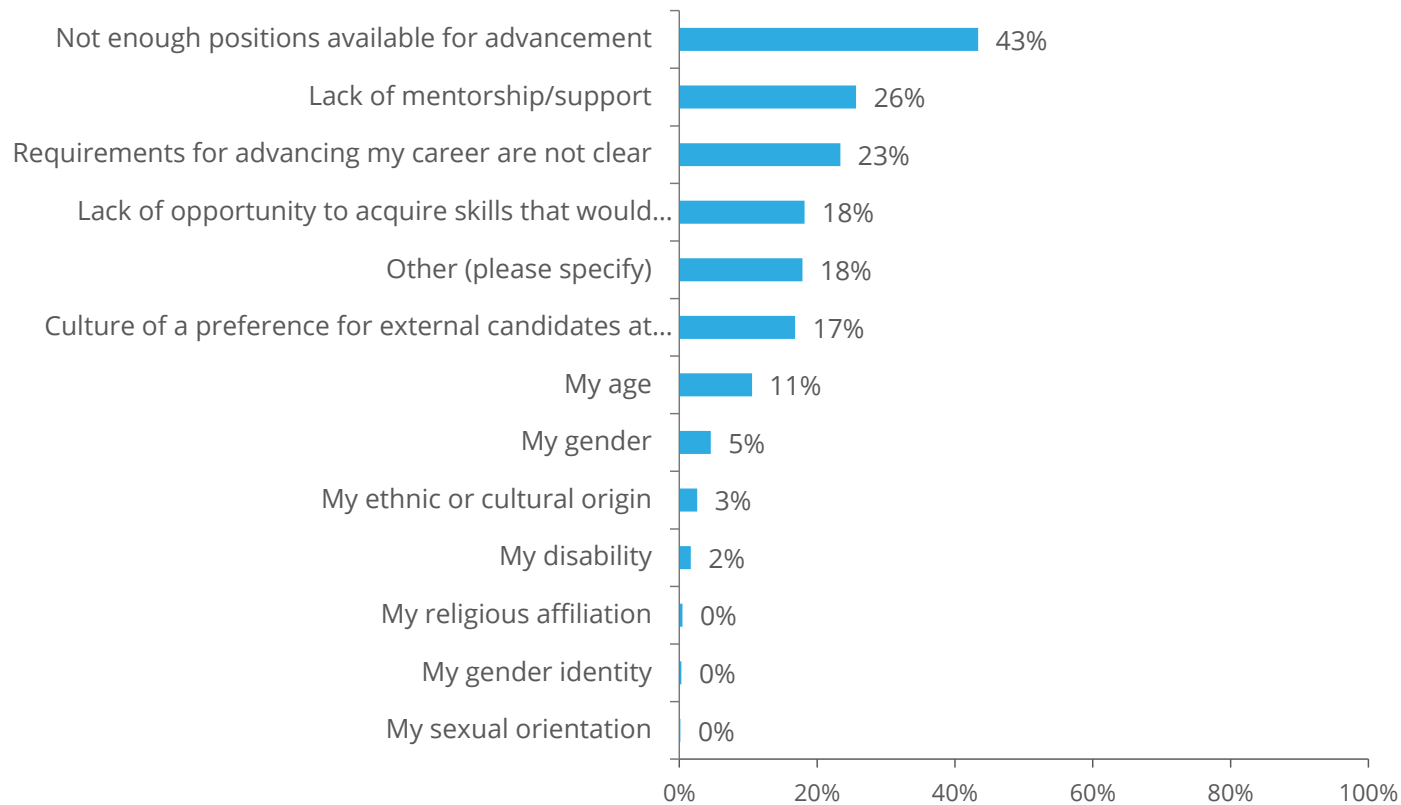
# Development Opportunities



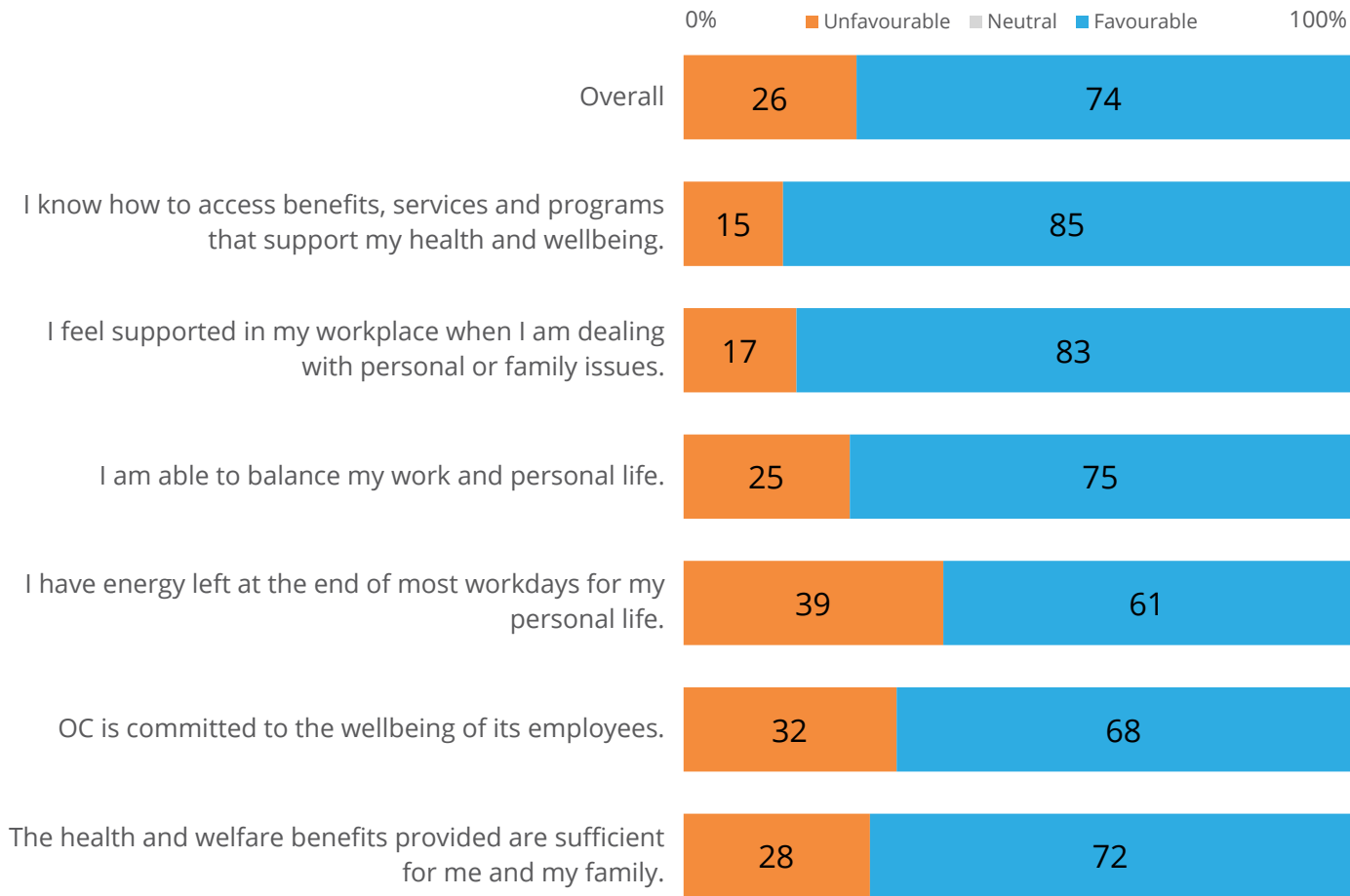
# Development Opportunities

Which of the following issues are barriers to you achieving your career aspirations at OC? (select all that apply)

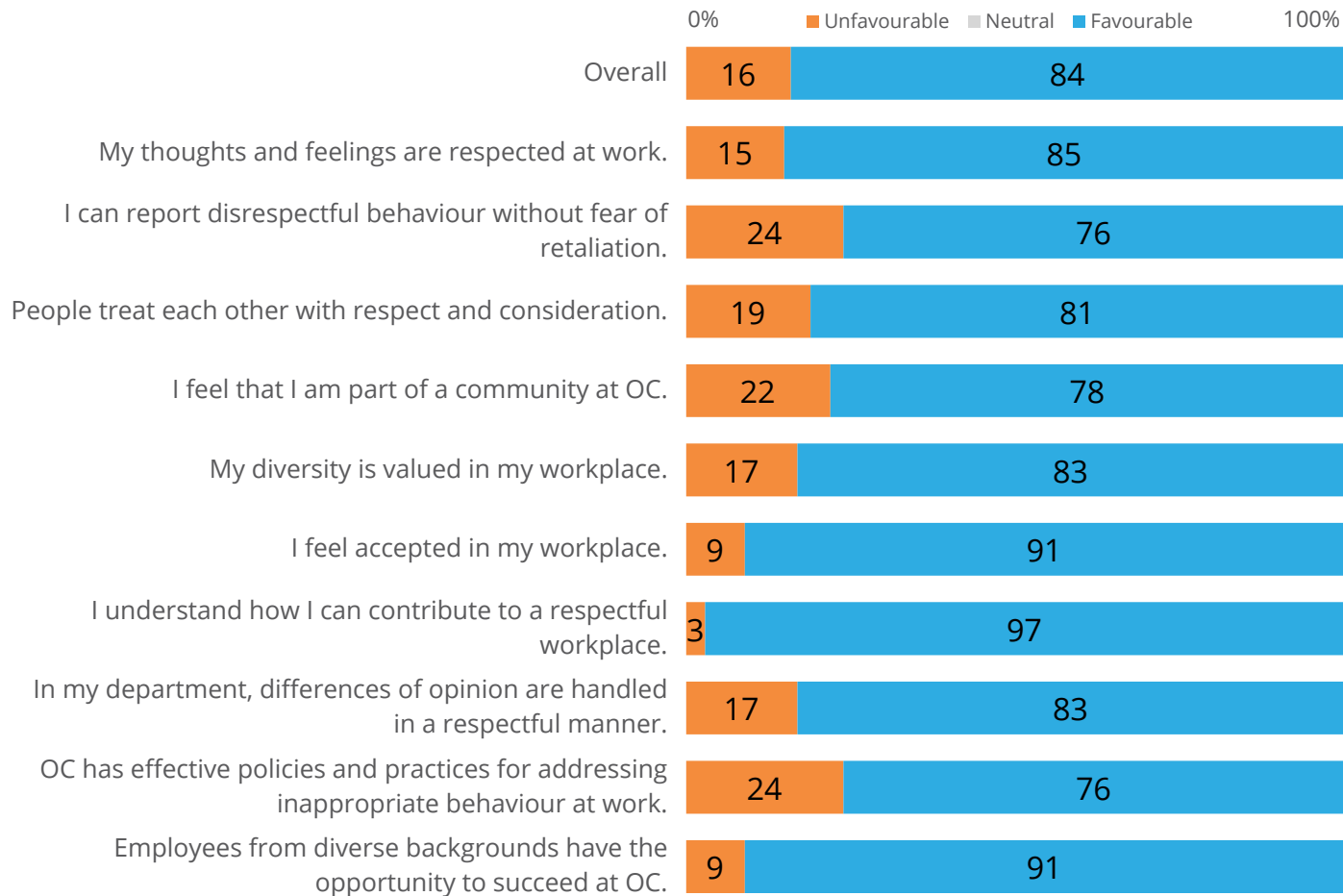
494 respondents answered this question



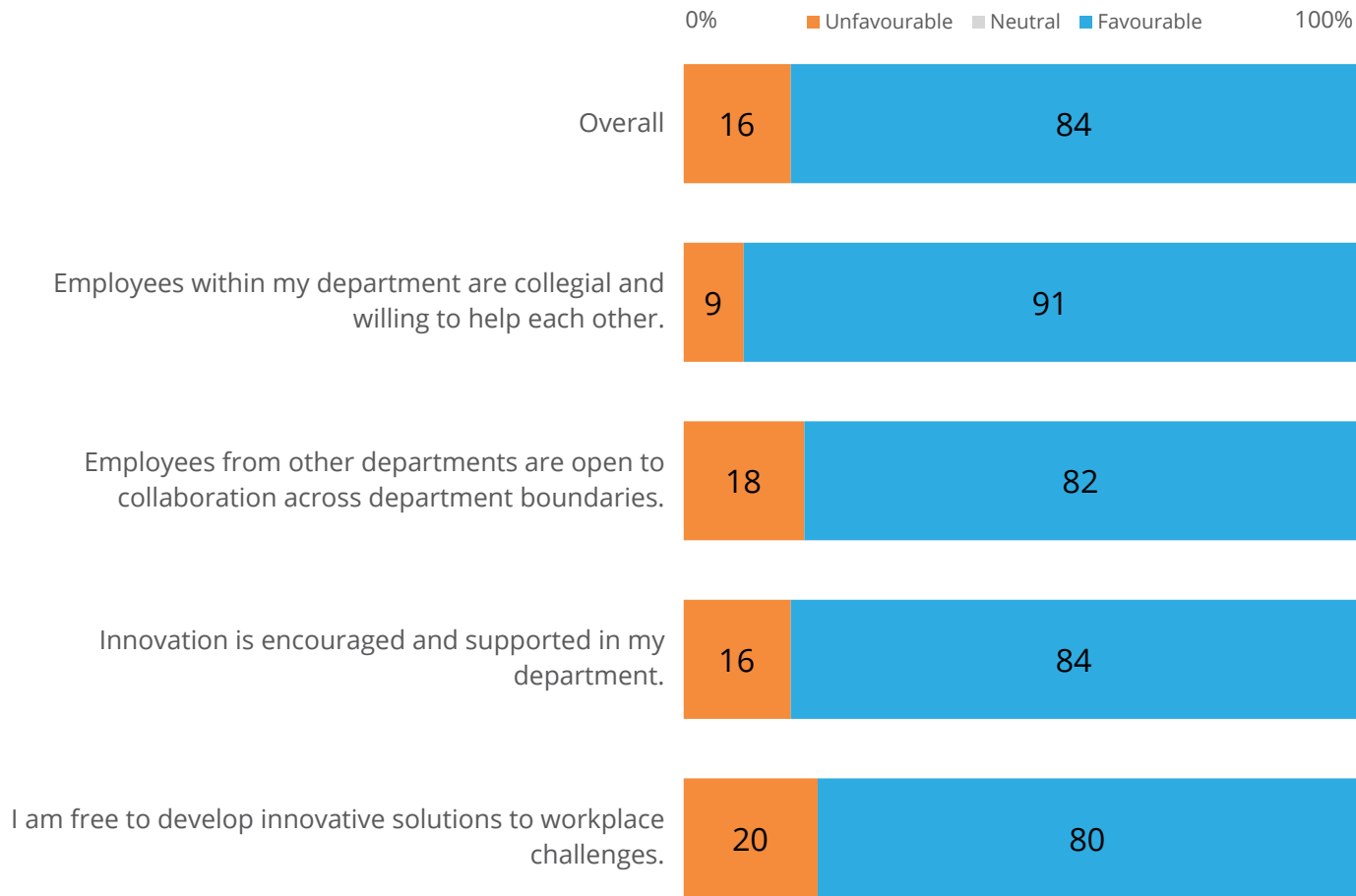
# Health & Wellbeing



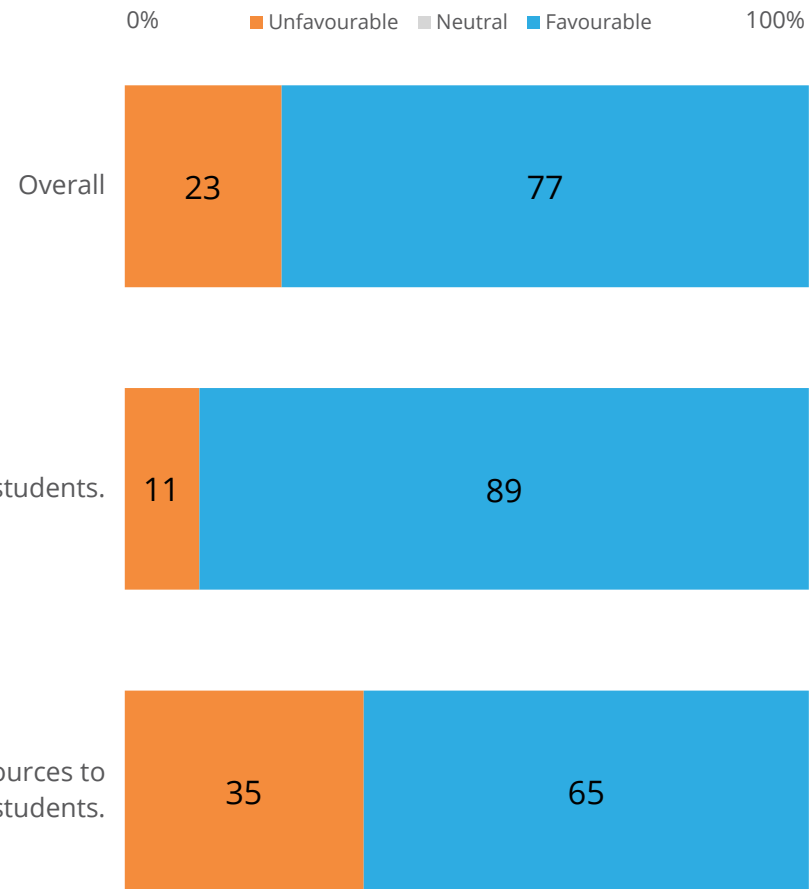
# Inclusion & Respect



# Collaboration & Innovation

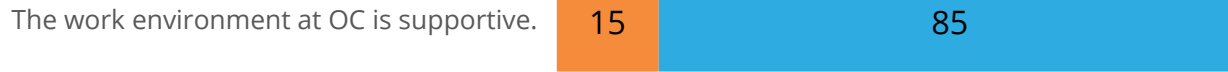


# Student Focus

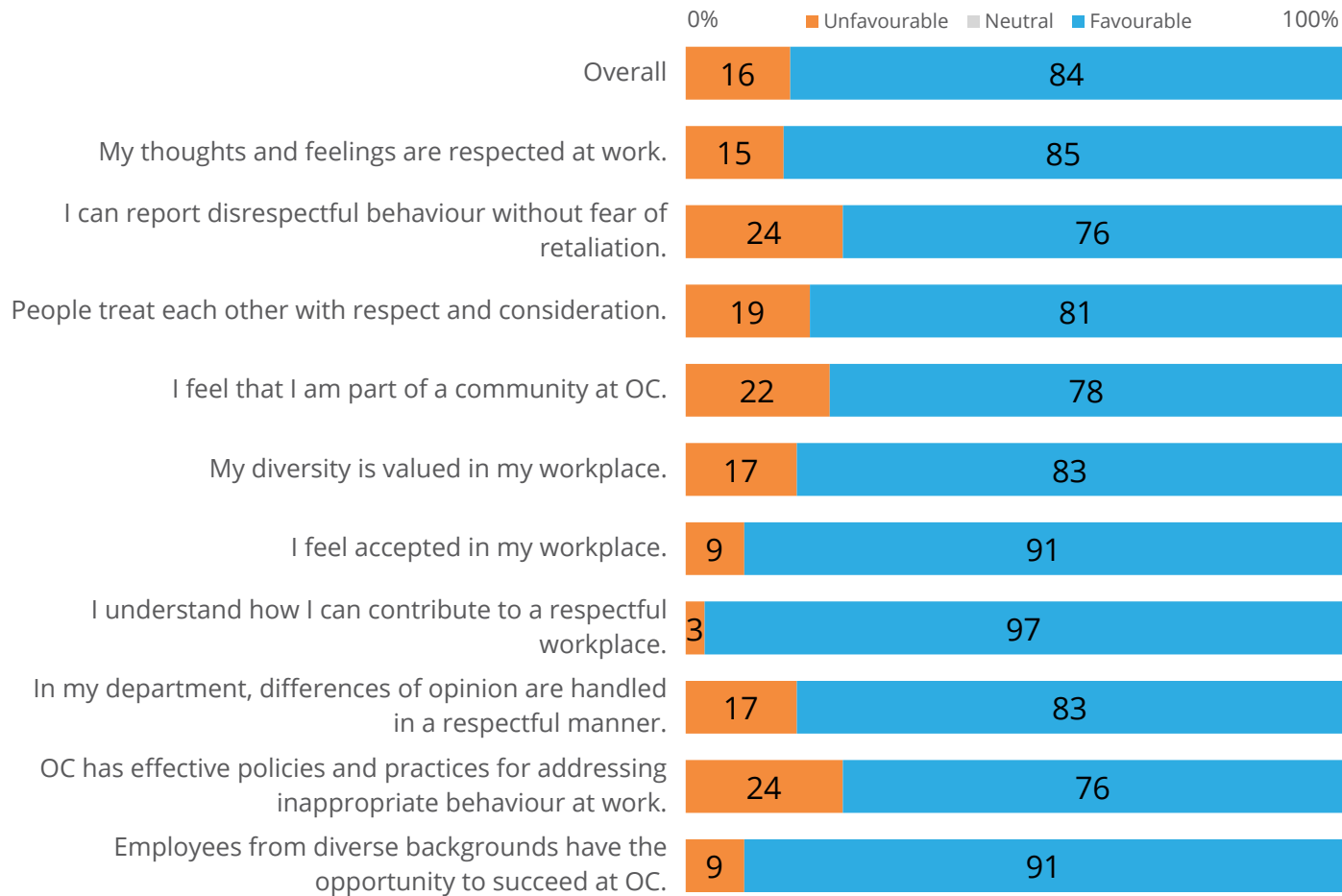


# Work Environment

0%    Unfavourable    Neutral    Favourable    100%



# Inclusion & Respect





[www.TalentMap.com](http://www.TalentMap.com)





# BOARD OF GOVERNORS – BRIEFING NOTE

March 11, 2025  
 Agenda #: 3.1.5

<b>Title</b>	Student Association Fees Collection 2025/26		
<b>Action and/or Recommendation</b>	For Approval <u>Recommended Motion:</u> <b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors directs Okanagan College to collect student association fees for 2025/26 on behalf of the Okanagan College Students’ Union and the Vernon Students’ Association - Okanagan College as presented.”</i></b>		
<b>Meets OC’s Inspire Plan...</b>	<b>Values</b> <input type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction	<b>Responsibilities</b> <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input checked="" type="checkbox"/> Effective and Efficient	<b>Commitments</b> <input type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

## Background Statement

Section 21 of the College & Institute Act outlines that “... on annual notice from a student society, the board must direct the institution to collect student society fees from members of the student society and remit them to the student society ...”.

## Reference Materials

- Request to Collect 2024/25 Fees Okanagan College Students’ Union (OCSU)
- [OCSU Audited Financial Statements for 2024](#)
- Request to Collect 2024/25 Fees Vernon Students Association (VSAOC)
- [VSAOC Audited Financial Statements for 2024](#)

## Supporting Analysis

Attached are the Request for Fee Collection Forms from the OCSU and the VSAOC. The OCSU Chairperson and VSAOC President affirm that the fees collected are in accordance with the College and Institute Act, the Societies Act, and under their bylaws, and that they have provided their audited financial statements to members.

For 2025/26 the VSAOC is not requesting any changes to the Student Association fees therefore a referendum was not held. The VSA’s audited financial statements were made available to members on February 4, 2025.

For 2025/26 the OCSU is requesting an increase to fees based on the Consumer Price Index of 2.38% applied to 2024/25 fees. This increase is requested without referendum under OCSU’s bylaws. The OCSU’s audited financial statements were made available to members on December 5, 2024.

## Alignment to the Strategic Plan Roadmap

Not an initiative driven by the Strategic Plan but necessary for operational purposes.

## Risk Implication & Mitigation Steps

Not applicable.

<b>Proposed and Prepared by</b>		Kristen Wiebe, Governance and Privacy Coordinator		
<b>Consultation History</b>	<b>Reviewed</b>	<b>Recommended</b>	<b>Group/Individual, Title</b>	<b>Date</b>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Neil Fassina, President	3/4/2025
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.

## NOTICE TO OKANAGAN COLLEGE BOARD OF GOVERNORS TO REQUEST COLLECTION OF STUDENT SOCIETY FEES

"Student Society" means a society, as defined in section 1 of the *Societies Act*, whose purpose is to represent the interests of the general student body but does not include a provincial or national student organization.

Pursuant to Section 21 of the *College and Institute Act*, if a Student Society has met its obligations, the Board of Governors must direct Okanagan College ("OC") to collect student society fees on behalf of the student society, or on behalf of a provincial or national student organization as the case may be, and remit the fees to the Student Society or the provincial or national student organization as may be agreed by the Board and the Student Society.

The Student Society must complete this form and submit it to the Board Office with all certification requirements met, no later than **February 27, 2025** for the **2025/26 academic year**. Any costs or expenses incurred by OC due to late notice or an incomplete or erroneous submission will be the responsibility of the Student Society. OC may deduct these expenses from the fees collected.

With this Notice, the Student Society requests that the Board of Governors direct Okanagan College to collect the following fees for the **2025/26 academic year**.

Student Society Name: Vernon Students' Association - Okanagan College,  
representing students on the *Vernon campus*

**Student Society and Media Fees**

Fee Application:  
*All Registered Students represented by the Student Society as below:*

<b>Student Society Membership Fees</b>	<p><u>Full membership fees applicable:</u></p> <p><input checked="" type="checkbox"/> (All registered students) Fees of \$ <u>91.80</u> to a maximum of \$ <u>91.80</u> per student per semester</p> <p><input checked="" type="checkbox"/> (All registered students in Trades and Vocational programs only) Pro-rated fees of \$ <u>91.80</u> per student per <u>semester</u> to a maximum of \$ <u>91.80</u></p> <p><u>Adult Basic Education membership fees applicable:</u></p> <p><input checked="" type="checkbox"/> Fees of \$ <u>10.00</u> per Adult Basic Education course</p>
--	--

<b>Media Fees</b>	<p><u>Media fees applicable:</u></p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> (All registered students) \$ ____ per student per month</p> <p><input type="checkbox"/> (Pro-rated for students in Trades programs) \$ ____ per student per month</p>
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List of exceptions to Student Society or Media Fees:

- Membership fees: members not registered for courses in a particular College semester shall be exempt from paying all membership fees for that semester.



**Certification by Student Society**

*Certification that duties, responsibilities and obligations under the BC College & Institute Act and the BC Societies Act have been met.*

- 1. Fee Changes** a)  Approved by referendum.  
*Please also complete Certification sections 2, 3, 4, and 5.*
- b)  Approved as CPI increase calculated as \_\_\_\_\_ % from 2024/25 fees as eligible under the Student Society's bylaws.  
*Please also complete Certification sections 2, 4, and 5.*

- c)  Not applicable for 2025/26.  
*Please also complete Certification sections 2, 4, and 5.*

- 2. Fee Application Changes** a)  No changes to fee applications for 2025/26.
- b)  For proposed changes to the fee application, the Student Society consulted with:
- 1) The Associate Registrar, Systems, or their delegate on \_\_\_\_\_ (date)
  - 2) Other Okanagan College Student Societies on \_\_\_\_\_ (date)

**3. Referendum** *As required by the College and Institute Act section 21(2), the Student Society certifies that they have obtained the necessary approvals, via referendum including student members and non-members, and in accordance with its bylaws, for any change to the fees to be collected.*

- Notice of referendum was provided to eligible voters of the Student Society; and
- The Student Society met all voting requirements under their bylaws and a majority of members who voted were in favour of the proposed changes.

A referendum was held from: \_\_\_\_\_ to \_\_\_\_\_  
 (start date) (end date)

**4. Financial Statements and Auditor's Report** As required by the College and Institute Act and under the requirements of the Societies Act and the Student Society's Constitution and/or Bylaws, the annual financial statements and the auditor's report on those financial statements the Student Society was made available to its members. Financial statements were provided to members on: February 4, 2025

\_\_\_\_\_ (date)

A copy of the Student Society's 2024 Audited Financial Statements is attached with this Request for Collection of Student Society Fees.

**5. Certification** I attest to the accuracy and completeness of the statements and attachments noted above and that all submissions are made in accordance with the College and Institute Act, the Societies Act, and the Student Society's bylaws:

Print Name: Paola Bonilla Munoz

*Vernon Student Association President*

Signature: \_\_\_\_\_

Date: February 5, 2025

## NOTICE TO OKANAGAN COLLEGE BOARD OF GOVERNORS TO REQUEST COLLECTION OF STUDENT SOCIETY FEES

“Student Society” means a society, as defined in section 1 of the *Societies Act*, whose purpose is to represent the interests of the general student body but does not include a provincial or national student organization.

Pursuant to Section 21 of the *College and Institute Act*, if a Student Society has met its obligations, the Board of Governors must direct Okanagan College (“OC”) to collect student society fees on behalf of the student society, or on behalf of a provincial or national student organization as the case may be, and remit the fees to the Student Society or the provincial or national student organization as may be agreed by the Board and the Student Society.

The Student Society must complete this form and submit it to the Board Office with all certification requirements met, no later than **February 27, 2025** for the **2025/26 academic year**. Any costs or expenses incurred by OC due to late notice or an incomplete or erroneous submission will be the responsibility of the Student Society. OC may deduct these expenses from the fees collected.

With this Notice, the Student Society requests that the Board of Governors direct Okanagan College to collect the following fees for the **2025/26 academic year**.

<b>Student Society Name:</b>	Okanagan College Students' Union, representing students on the <i>Kelowna, Penticton, and Salmon Arm campuses</i>
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<b>Student Society and Media Fees</b>
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<b>Fee Application:</b> <i>All Registered Students represented by the Student Society as below:</i>
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<b>Student Society Membership Fees</b>	<p><u>Full membership fees applicable:</u></p> <p><input checked="" type="checkbox"/> (All registered students) Fees of \$ <u>72.28</u> to a maximum of \$ 72.28 per student per semester</p> <p><input type="checkbox"/> (All registered students in Trades and Vocational programs only) Pro-rated fees of \$ _____ per student per <u>semester</u> to a maximum of \$ _____</p> <p><u>Adult Basic Education membership fees applicable:</u></p> <p><input checked="" type="checkbox"/> Fees of \$ <u>6.90</u> per Adult Basic Education course</p>
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<b>Media Fees</b>	<p><u>Media fees applicable:</u></p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> (All registered students) \$ <u>0.73</u> per student per month</p> <p><input type="checkbox"/> (Pro-rated for students in Trades programs) \$ _____ per student per month</p>
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<b>List of exceptions to Student Society or Media Fees:</b> <ul style="list-style-type: none"> <li>• Select from the list or detail any exceptions.</li> </ul>
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**Capital Fees**

Fee application:  
All Registered Students

Not applicable

Capital Fund: \$ \_\_\_\_\_ per student per semester

**Health and Dental Fees**

Health and Dental Fee Application:

All Registered Students who are 1) Student Society members, and 2) enrolled in six credits or more

**Extended Dental Plan** \$ 135 per student per year (annual fee)

**Extended Health Plan** \$ 115 per student per year (annual fee)

Health and Dental Plan through the Student Society is not available to (select where the Health and Dental Fee does not apply):

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Adult Basic Education students                       | <input checked="" type="checkbox"/> Continuing Studies students                        |
| <input checked="" type="checkbox"/> Distance Education students                          | <input checked="" type="checkbox"/> Co-op students may not re-enroll if on a work term |
| <input checked="" type="checkbox"/> Any student whose program is less than 16-weeks long | <input checked="" type="checkbox"/> Trades Apprenticeship students                     |

Please remit fees to: Okanagan College Students' Union

**British Columbia Federation of Students' Membership Fee**

**BCFS Membership Fees**

Not applicable

**BCFS Membership Fees:**

\$ ~~0.97~~ per credit  
to a maximum of \$ 11.25 per student per semester

Calculated as an increase of 2.38% from the 2024/25 fees under [BCFS Constitution and Bylaws](#).

\$ ~~0.83~~ per Adult Basic Education course  
to a maximum of \$ 11.25 per student per semester

Please remit fees to:

British Columbia Federation of Students  
#207 – 245 Columbia Street  
New Westminster, British Columbia V3L 3W4

**Certification by Student Society**

*Certification that duties, responsibilities and obligations under the BC College & Institute Act and the BC Societies Act have been met*

- 1. Fee Changes** a)  Approved by referendum.  
*Please also complete Certification sections 2, 3, 4, and 5.*
- b)  Approved as CPI increase calculated as 2.38 % from 2024/25 fees as eligible under the Student Society's bylaws.  
*Please also complete Certification sections 2, 4, and 5.*
- c)  Not applicable for 2025/26.  
*Please also complete Certification sections 2, 4, and 5.*

- 2. Fee Application Changes** a)  No changes to fee applications for 2025/26.
- b)  For proposed changes to the fee application, the Student Society consulted with:
- 1) The Associate Registrar, Systems, or their delegate on \_\_\_\_\_  
 (date)
- 2) Other Okanagan College Student Societies on \_\_\_\_\_  
 (date)

**3. Referendum** *As required by the College and Institute Act section 21(2), the Student Society certifies that they have obtained the necessary approvals, via referendum including student members and non-members, and in accordance with its bylaws, for any change to the fees to be collected.*

Notice of referendum was provided to eligible voters of the Student Society; and

The Student Society met all voting requirements under their bylaws and a majority of members who voted were in favour of the proposed changes.


A referendum was held from: \_\_\_\_\_ to \_\_\_\_\_  
 (start date) (end date)

**4. Financial Statements and Auditor's Report** *As required by the College and Institute Act and under the requirements of the Societies Act and the Student Society's Constitution and/or Bylaws, the annual financial statements and the auditor's report on those financial statements the Student Society was made available to its members. Financial statements were provided to members on: 2024.12.05*  
 (date)

A copy of the Student Society's 2024 Audited Financial Statements is attached with this Request for Collection of Student Society Fees.

**5. Certification** I attest to the accuracy and completeness of the statements and attachments noted above and that all submissions are made in accordance with the College and Institute Act, the Societies Act, and the Student Society's bylaws:

Print Name: Clayon Williams

Signature:   
*Okanagan College Students' Union Board Member / Signing Authority*

Date: 2025.02.27



## BOARD OF GOVERNORS – BRIEFING NOTE

March 11, 2025

Agenda #: 4.1.1

<b>Title</b>	Academic Year Policy		
<b>Action and/or Recommendation</b>	For Approval <u>Recommended Motion:</u> <b><i>“BE IT RESOLVED that the Okanagan College Board of Governors approve the Academic Year Policy as recommended by the Governance Committee.”</i></b>		
<b>Meets OC’s Inspire Plan...</b>	<b>Values</b> <input checked="" type="checkbox"/> Students First <input type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction	<b>Responsibilities</b> <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input checked="" type="checkbox"/> Effective and Efficient	<b>Commitments</b> <input checked="" type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input checked="" type="checkbox"/> Integration and focus

### Background Statement

The Academic Year Policy is proposed to replace the Academic Semester Scheduling Policy approved in 2013. The updated Academic Year Policy provides flexibility to the Registrar in setting and publishing academic schedule dates annually; thereby reducing the need to seek approval for policy variances from the Board of Governors.

### Reference Materials

- Academic Year Policy
- [Academic Schedule Semester Policy \(2013\)](#)

### Supporting Analysis

The Academic Year Policy has been rewritten to provide the Registrar with more latitude to set academic calendar dates based on academic requirements and the actual yearly calendar. The updated principles are intended to reduce the need to seek approval annually from the Board for a policy variance to set the academic schedule. These include:

- Creating a flexible range for the number of instructional days versus an established minimum and expanding the final exam periods to support scheduling flexibility.
- Revised grade submission deadlines to support student decision-making between Fall and Winter Terms.
- Removal of dates that are described in the Final Grade Appeal Policy and Procedures for students.
- Consistent with current practices, setting Summer Session final exam dates as on or before the last day of classes.

**Education Council Analysis:**

This policy falls within the items listed in [Article 23 of the College and Institute Act](#) which requires that “(1) An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:

... (h)setting of the academic schedule;”

**Draft policy reviewed by Education Council 12/5/2024**

Education Council is advisory to the Board on this policy and recommends this policy.

**Comments from the Chair of Education Council**

- Education Council engaged in discussion regarding the grade submission deadline because it was moved at an earlier date. The Registrar clarified that exceptions to the deadline may be made in extenuating circumstances.
- The Education Council Chair and members expressed support for the Academic Year Policy recognizing the benefits in ensuring principles set in the policy are followed and more flexibility to set academic calendars is given to the Registrar.

**Alignment to the Strategic Plan Roadmap**

**Effectiveness and Efficiency:** Reviewing this policy aligns it with the Policy Framework and meets our responsibility to reimagine policy and procedure renewals. The renewal of this policy will allow Administration and the Board to be more efficient in setting the annual academic schedule.

**Students first.** Students will benefit from clarity of the updated policies and procedures, which have been drafted to demonstrate compassion for the holistic wellbeing of students. The proposed policy updates will allow students to receive the appropriate amount of instruction to meet course learning outcomes and successfully complete their programs.

**Risk Implication & Mitigation Steps**

**Operational:** Regular reviews of policy and procedures are necessary to ensure that students are able to navigate the College’s policies and procedures that pertain to them.

**Proposed and Prepared by**

Samantha Lenci, Provost and Vice President

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Academic Regulations and Policies Committee	10/7/2024 10/15/2024 11/4/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Academic Regulations and Policies Committee	11/18/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Education Council	12/5/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Governance Committee	03/04/2025



## ACADEMIC YEAR POLICY

Policy Area:	Academic		
Policy Number:	To be assigned by Office of Policy Coordination		
Policy Sponsor:	Provost and Vice President Academic		
Policy Contact:	Registrar		
Applies to:	Students and Employees		
Authority:	<i>College and Institute Act</i>		
Approval Authority:	Board of Governors (on advice of Education Council)		
Approval Date:			
Effective Date:			
Replaces:	Academic Semester Schedule Policy (2013)		
Last reviewed:	Month Year	Scheduled review date:	Month Year
Procedures:	<i>None</i>		

### 1. Policy Statement

This policy establishes the guidelines for the Registrar to establish and annually publish Academic Dates to facilitate effective academic planning and ensure consistency from year-to-year.

### 2. Purpose

To establish the principles to be used by the Registrar to develop the Academics Dates list. This will ensure students and employees have access to a well-organized and predictable schedule that facilitates their academic progress and success. It also seeks to balance the needs of students and employees while maintaining academic rigor and the standards of the institution.

### 3. Scope and Application

This policy applies to all courses and programs following a regular academic term structure and to relevant students and employees.

#### 4. Definitions

<b>Academic Year</b>	Means the period during which the College conducts its academic educational activities including fall, winter and summer terms. The Academic Year runs from September 1 to August 31.
<b>Academic Dates</b>	Means the annual list created based on the principles established in this policy.
<b>College</b>	Means Okanagan College.
<b>Canada Day</b>	Means the public holiday observed on July 1.
<b>Family Day</b>	Means the public holiday observed the third Monday in February.
<b>Final Assessment</b>	Means an assessment of Student learning that is formally scheduled during the Final Assessment Time-Period by the Registrar.
<b>Final Assessment Time-Period</b>	Means the period during which Final Assessments are scheduled.
<b>Instructor</b>	Means College professor, vocational instructor, or continuing education instructor.
<b>Labour Day</b>	Means the public holiday observed the first Monday in September.
<b>Remembrance Day</b>	Means the public holiday observed on November 11.
<b>Term Dates</b>	The dates set based on this policy for the start and end of classes.

#### 5. Principles

- 5.1 The Registrar's Office is responsible for applying this policy to set the Academic Dates list each Academic Year.
- 5.2 The Academic Dates list shall be published online. It will include a rolling two-year cycle with an additional two-years of tentative dates for reference.
- 5.3 The Academic Dates list will accommodate all provincial public holidays.
- 5.4 The Academic Dates list will include the following:
  - a) Known College closure dates.
  - b) Term dates
  - c) First day of classes
  - d) Last day of classes
  - e) Withdrawal deadlines
  - f) Course refund deadlines
  - g) Registration deadlines
  - h) Final Assessment Time-Period

- i) Final grade submission deadlines
  - j) Orientation day(s).
- 5.5 Every effort is made to include additional dates meaningful to student success including but not limited to:
- a) Transfer Credit deadlines as per the Transfer Credit Policy.
  - b) Fee payment deadlines established by the Registrar.
  - c) Final Grade Appeal deadlines as per the Final Grade Appeal Policy.
- 5.6 The Academic Dates list will be based on the following parameters:

**i. Fall Terms**

- a) The Fall Term will start on the first business day following the Labour Day weekend.
- b) The Tuesday immediately following Labour Day shall be reserved for College-wide orientation activities.
- c) The Wednesday following Labour Day shall be set as the first day of classes.
- d) The term includes a minimum of 60 instructional days to a maximum of 65 excluding weekends.
- e) The second Friday of the term shall be set as the last day for registration, including a change from audit to credit status, and/or a refund of tuition fees.
- f) The eighth Friday of the term shall be set as the deadline for course withdrawals without penalty and/or a change from credit to audit status.
- g) If the Remembrance Day holiday falls on a Tuesday, there will be no classes on the preceding Monday, alternatively if it falls on a Thursday, there will be no classes on the following Friday.
- h) The Final Assessment Time-Period will span seven to ten days and will normally be scheduled Monday through Saturday, and on Sundays as required.
- i) A minimum of two calendar days, with a preference for three, shall be allocated between the last instructional day of the term and the beginning of the Final Assessment Time-Period.
- j) The final grade submission deadline for courses without a Final Assessment shall be set five days into the Final Assessment period.
- k) The final grade submission deadline for courses with a Final Assessment shall be set on an individual basis and be established as the date three days following the Instructor's Final Assessment, or by December 24th at noon, whichever date comes sooner.

**ii. Winter Terms**

- a) The Winter Term will start on the first business day of the first full week after New Year's Day except when New Years Day falls on a Friday in which case the semester will commence on the second full week.
- b) The term includes a minimum of 60 instructional days to a maximum of 65 excluding weekends.

- c) The second Friday of the term shall be the last day for late registration, including changes from audit to credit status, and/or a refund of tuition fees.
- d) The eighth Friday of the term shall be set as the deadline for course withdrawals without penalty and/or a change from credit to audit status.
- e) There will be a four-day study break beginning on the Tuesday following Family Day.
- f) The Final Assessment Time-Period will span seven to ten days and will normally be scheduled Monday through Saturday, and on Sundays as required.
- g) A minimum of two calendar days, with a preference for three, shall be allocated between the last instructional day of the term and the beginning of the Final Assessment Time-Period.
- h) The final grade submission deadline for courses without a Final Assessment shall be set five days into the Final Assessment period.
- i) The final grade submission deadline for courses with a Final Assessment shall be set on an individual basis and be established as the date three days following the Instructor's Final Assessment.

**iii. Summer Terms – Session I and II**

- a) The Summer Term will normally consist of two sessions, Session I and Session II.
- b) Each session will consist of a minimum of 29 instructional days to a maximum of 30 instructional days excluding weekends.
- c) Classes for the Session I term will commence the second Monday in May.
- d) Classes for the Session II term will commence the first full week after the Canada Day statutory holiday.
- e) Final Assessments will normally be scheduled on or before the last day of classes.
- f) The last day of classes will be scheduled on a Monday where possible.
- g) The final grade submission deadline for all courses will be three days following the last day of classes.

**iv. Alternate Durations**

- a) Summer Term courses may be offered for different durations than outlined above. The Academic Dates List for those courses shall be established based on the following parameters:

<b>Course Duration</b>	<b>Last day to register, change from audit to credit, and to withdraw without penalty, normally</b>	<b>Last day to withdraw without penalty and to change from credit to audit, normally</b>
<b>6- 14 days</b>	By 4:00 p.m. of the second (2) instructional day	By 4:00 p.m. of the fifth (5) instructional day
<b>15 - 21 days</b>	By 4:00 p.m. of the third (3) instructional day	By 4:00 p.m. of the eighth (8) instructional day
<b>22 - 41 days</b>	By 4:00 p.m. of the fifth (5) instructional day	By 4:00 p.m. of the fourteenth (14) instructional day

Course Duration	Last day to register, change from audit to credit, and to withdraw without penalty, normally	Last day to withdraw without penalty and to change from credit to audit, normally
8 weeks	By 4:00 p.m. of the ninth (9) instructional day	By 4:00 p.m. of the thirtieth (30) instructional day
12 weeks	By 4:00 p.m. of the tenth (10) instructional day	By 4:00 p.m. of the thirty-fifth (35) instructional day
14 weeks	By 4:00 p.m. of the tenth (10) instructional day	By 4:00 p.m. of the thirty-fifth (35) instructional day
Two terms (spanning fall and winter)	For courses spanning multiple terms the Registrar shall follow the principles established in this policy to set the Academic Dates.	

**6. Related Acts and Regulations**

*College and Institute Act*

**7. Supporting References, Policies, Procedures and Forms**

*Final Assessment Policy*

*Final Grade Appeal Policy*

*Procedures for Final Grade Appeals*

*Transfer Credit Policy*

**History / Revisions**

Date	Action
YYYY-MM-DD	Revision Approved by Board of Governors: <i>Academic Year Policy</i>
2024-06-06	Approved by Education Council: <i>Academic Semester Scheduling Policy (D.4.1.6)</i>



## BOARD OF GOVERNORS – BRIEFING NOTE

March 11, 2025  
Agenda #: 4.2.1

<b>Title</b>	Forgiveness of Foundation Receivable		
<b>Action and/or Recommendation</b>	<p>For Approval <u>Recommended motion:</u></p> <p><b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors forgive the receivable of the Okanagan College Foundation for actual capital campaign expenses up to \$415,000, pending Okanagan College’s year-end financial position as recommended by the Finance, Audit and Risk Committee.”</i></b></p>		
<b>Meets OC’s Inspire Plan...</b>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students First</li> <li><input checked="" type="checkbox"/> Community</li> <li><input type="checkbox"/> Respect</li> <li><input type="checkbox"/> Courage</li> <li><input type="checkbox"/> Relationships</li> <li><input type="checkbox"/> Distinction</li> </ul>	<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reconciliation</li> <li><input type="checkbox"/> EDISJ</li> <li><input checked="" type="checkbox"/> Sustainability</li> <li><input type="checkbox"/> Resilience</li> <li><input checked="" type="checkbox"/> Effective and Efficient</li> </ul>	<p><b>Commitments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inclusive &amp; Equitable Access</li> <li><input type="checkbox"/> Life-long learning partnerships</li> <li><input type="checkbox"/> Integration and focus</li> </ul>

### Background Statement

The Okanagan College Foundation’s sole purpose is to raise funds to further the mission of Okanagan College. Okanagan College, through Advancement & Development, provides annual funding to support the ongoing operations of the Foundation. At certain times campaigns are undertaken to raise funds for specific projects: for example, the current campaign for the Recreation and Wellness Centre in Kelowna. For specific projects additional costs to hire campaign fundraisers are incurred to achieve the desired fundraising targets. Under an agreement between the Foundation and the College, funds are advanced to the Foundation annually to cover the increased operating costs of the capital fundraising campaign. Funds to repay this OC receivable are expected to come from donations received.

### Reference Materials

Not applicable. A presentation will be made to the Board on the return on investment.

### Supporting Analysis

In the past, the College has forgiven the Foundation for the increased operating costs related to these fundraising campaigns. This provides the opportunity for the full amount of the donations to move to the College for its intended purpose at the time it is needed. Donors also realize the full value of their donation toward the project they have chosen to support.

Amount of the receivable fluctuates from year to year depending on the level of activity and number of active campaigns. The estimated receivable forgiveness for 2024-25 is a maximum of \$415,000

(prior year \$300,000). The College will forgive the Foundation's receivable, provided the funds are available in the College's year end budget.

## Alignment to the Strategic Plan Roadmap

*Financial Sustainability.*

*Effectiveness and Efficiency.*

## Risk Implication & Mitigation Steps

**Reputational:** The College risks an eroding reputation with donors if the Foundation receivable is not funded. Funding the Foundation receivable maximizes the amount from received donations that will go toward capital fundraising expenses. This risk is mitigated as we collect interest on the capital donations to help cover campaign operating expenses.

### Proposed and Prepared by

Curtis Morcom, CFO & Vice President, Corporate Services

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OC Executive Team	2/19/2025
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Neil Fassina, President	2/25/2025
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Finance, Audit and Risk Committee	3/4/2025
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.



## BOARD OF GOVERNORS – BRIEFING NOTE

March 11, 2025  
 Agenda #: 4.2.3

<b>Title</b>	Integrated Resource Plan		
<b>Action and/or Recommendation</b>	For Approval <u>Recommended motions:</u>  <b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2025-26 Integrated Resource Plan with an operating budget of \$150,576,444, resulting in a \$8.3M deficit, as recommended by the Finance, Audit and Risk Committee and as presented.”</i></b>  and  <b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2025/2026 Integrated Resource Plan with a capital budget of \$36,452,150 as recommended by the Finance, Audit and Risk Committee and as presented.”</i></b>		
<b>Meets OC’s Inspire Plan...</b>	<b>Values</b> <input type="checkbox"/> Students First <input type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction	<b>Responsibilities</b> <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input checked="" type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input checked="" type="checkbox"/> Effective and Efficient	<b>Commitments</b> <input type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

### Background Statement

The Integrated Resource Planning and Assessment (IRPA) cycle was introduced to Okanagan College in fall 2021. The system aligns with College-wide strategic, foundational and unit goals and objectives to the allocation of resources. The IRPA cycle seeks to introduce greater responsibility and accountability for Leadership Council in planning decisions.

Leadership Council held multiple planning sessions to determine budget priorities and how the budget for 2025-26 would be best allocated towards common OC goals and objectives. These priorities make up the proposed Integrated Resource Plan for 2025-26.

### Reference Materials

- Integrated Resource Planning 2025-26 presentation
- OCSU Letter to Leadership Council

### Supporting Analysis

The Leadership Council was engaged directly in identifying priorities for 2025-26. Given the current fiscal climate, Leadership Council was also tasked at considering ways departmental budgets could be reduced. Limited new initiatives were approved to proceed outside those that are mandatory or contractual in nature or were at minimum break-even from a cost perspective. As the year progresses,

administration will continually monitor the fiscal environment and adjust the budget if revenue targets are not attained, or if additional funds become available to proceed with any prioritized new initiatives.

As part of engagement with student groups during the IRP process, Administration held discussions with student unions regarding the budget and tuition from October to December. Student unions were also invited to provide a presentation to Leadership Council in November or December during the budget development process to consider any proposed budget priorities before the draft budget was finalized. Since the IRP process was initiated in 2021, student groups have been included in the budget development feedback process in the Fall instead of in the Spring when budget decisions have already been made.

The OCSU decided to postpone their presentation until February 6, 2025, after the IRP process was completed. The attached letter was provided with the OCSU’s presentation. Members may wish to note that there are no budget-related requests made in the letter.

### Alignment to the Strategic Plan Roadmap

*Financial Sustainability and Accountability:* The College will continue to monitor the budget and prioritize and reallocate resources where operationally possible to minimize the impacts to our budget position.

*Effectiveness and Efficiency:* Ensuring College resources are used in the most effective and efficient way by being allocated toward common OC goals and objectives.

### Risk Implication & Mitigation Steps

**Financial/Revenue Risk:** The most significant risk still facing the College is decreased international enrolment levels. Administration will monitor the budget monthly and adjust where possible to mitigate fiscal losses.

#### Proposed and Prepared by

Curtis Morcom, CFO & Vice President, Corporate Services

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Leadership Council	12/12/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Executive Team	12/18/2024
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Finance, Audit and Risk Committee	2/11/2025
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Neil Fassina, President	2/25/2025
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Finance, Audit and Risk Committee	3/04/2025

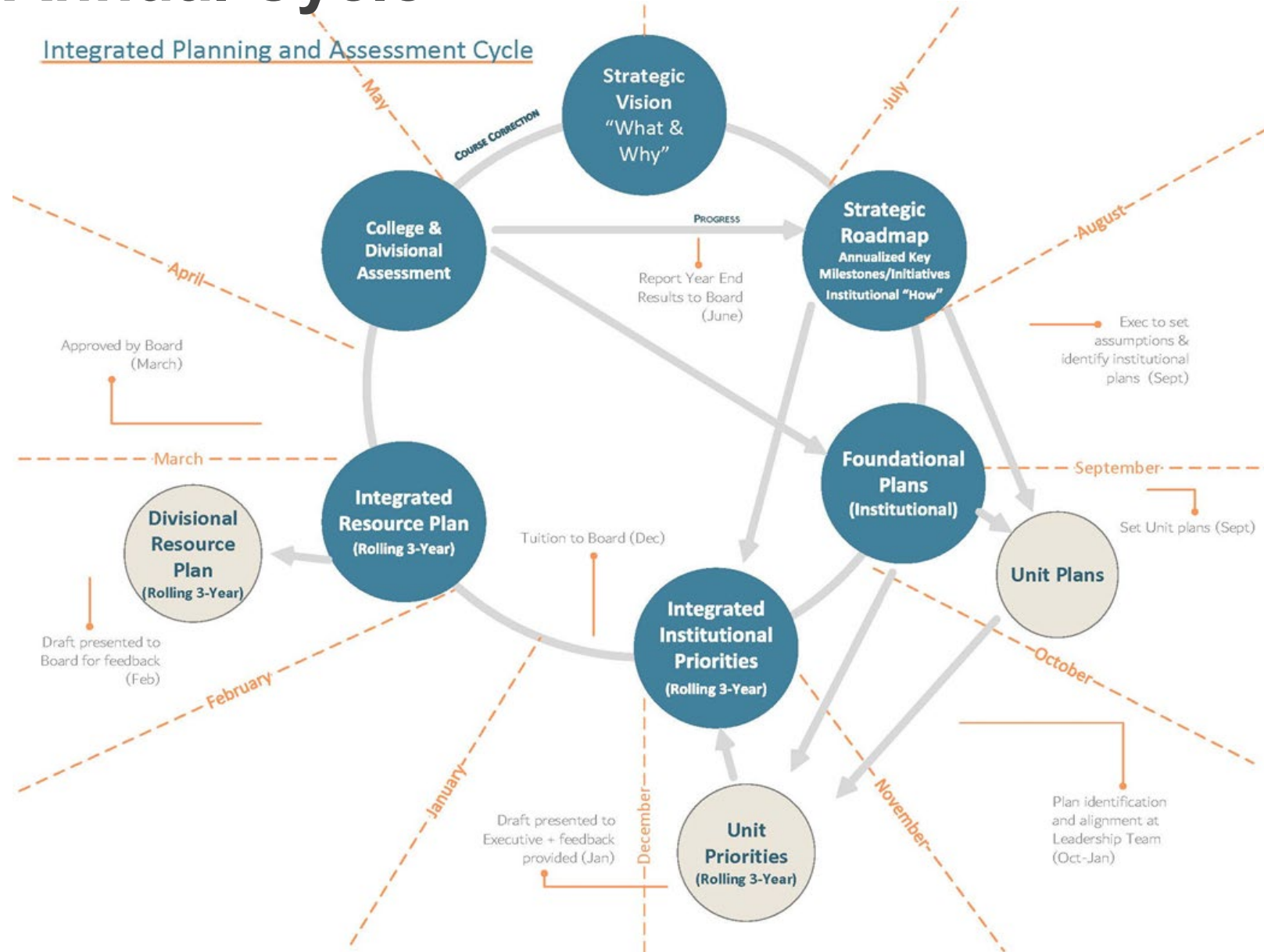
# 2025/26 Integrated Resource Plan

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March 11, 2025



# IRP Annual Cycle



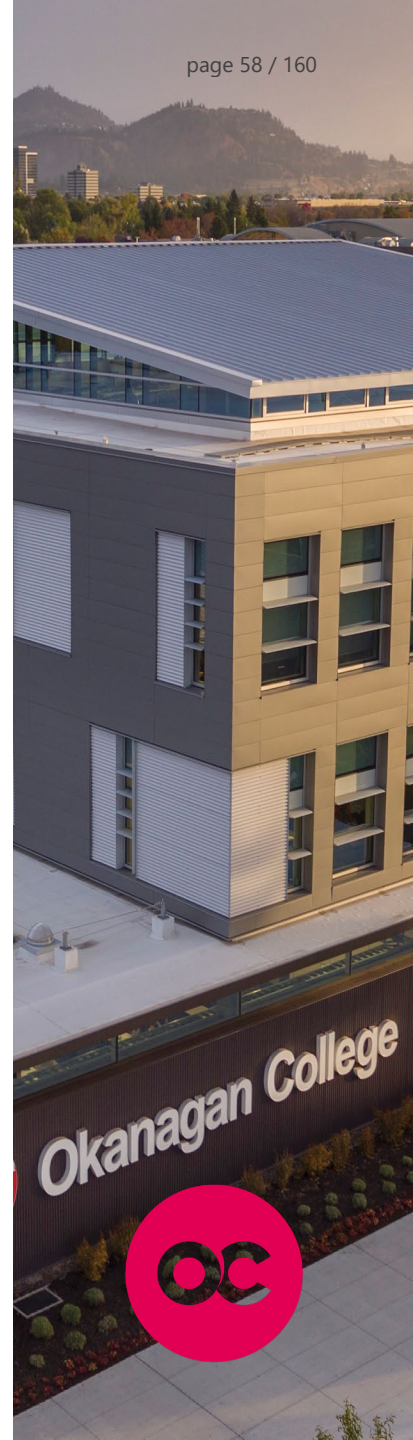
# Financial Context

- **Revenue**
  - Primary revenue lines are provincially regulated
  - Historically government has not funded both inflationary costs & growth
- **Expenses**
  - Majority of salaries are driven by collective agreements with mandate set by government
  - Non-salary expenses are market driven
  - Higher Education inflationary pressures are often 3x normal CPI
- **Ongoing Structural Deficit**



# Demands on PSIs

- Having to do more with less:
  - Growth in base grant does not account for both growth & inflation
  - Increased one-time & targeted funding over time
  - Restrictions in Trades-based funding
- Additional responsibilities
  - Mental health supports
  - Counselling
  - Increased demand for technology (Wi-Fi access, classroom tech)
  - More regulatory (FOI, Privacy)
  - Increasing risks (Cybersecurity)



# 2025/26 Budgetary Considerations

## Recurring operating pressures:

- Unfunded salary increases of approximately \$1.5m (outside of SSNM bargaining mandate)
- Benefit cost escalations
- Mandatory / contractual obligations
- General inflationary pressures on non-salary expenses (repairs, maintenance, IT, supplies)

## New/Ongoing impacts:

- International Recruitment – The federal governments restrictions on international students has significantly impacted enrolment numbers
- Cyber Security – remains a high environmental risk



# 2025/26 Budgetary Needs

## Must have:

- Balanced Budget – Balancing structural deficit with plans to work towards balancing enrolment impacts. Deficit budget was approved by the Treasury Board in Q2.
- Invest in Inspire Plan

## Nice to have:

- Work towards bridging structural deficit
- Work towards building strategic risk reserve



# FY26 Additional Budget Context

- Entering 4<sup>th</sup> year of Inspire Plan
- Tuition approved
  - 2% domestic & 4.8% international increase approved for Fall 2025
- Enrolment
  - Flat domestic enrolment
  - Significant impact on International enrolment due to IRCC
- Provincial Grant
  - No new money or claw back expected
- Bargaining
  - Collective agreements expire
  - No bargaining mandate announced by government
- Capital
  - Housing in Kelowna, Vernon, & Salmon Arm are operational
  - Recreation & Wellness Centre - Construction begins February 2025
  - Centre for Food, Wine & Tourism - Groundwork to begin May 2025



# 2025/26 Preliminary Budget

## *Comprised of:*

- Base Budget  
(Prior Year Approved Budget)
  - Vacancy Savings \$1.050m
  - Supplies & Services savings \$565k
  - Operating Contingency of \$610k
- Finance adjustments
  - Updated salary information
  - Updated Depreciation/Amortization & unfunded liabilities
- Removal of prior year one-time adjustments
- Internal adjustments
- Mandatory contractual adjustments
  - Tuition
    - Domestic: 2% increase
    - International: 4.8% increase
- Targets
  - Revenue
  - Tuition – No volume changes (to determine structural deficit)
- Other items
  - Reduction to International Agency fees
  - Workforce reduction
  - Right sizing & budget corrections

# Budget Process (\$): Pre-Enrolment Considerations

	24/25 V2 Budget (Base Budget)	24/25 Remove "one time" items	25/26 Standard Budget (Starting Point)	25/26 Adjustments	25/26 Preliminary Budget
<b>Revenue</b>	150,895,636	(1,827,129)	149,068,506	6,621,659	155,690,166
<b>Expense</b>	149,574,626	852,892	150,427,517	7,278,287	157,705,805
<b>Excess (deficiency)</b>	1,321,010	(2,680,021)	(1,359,011)	(656,628)	(2,015,639)

# Balanced Budget Recommendations

- Vacancy Savings - \$1.0m - \$1.9m
  - Based on 3-year rolling average
  - Using \$900k to balance 25/26 budget

## Risk Reserves still held:

- Operating Contingency - \$110k
- Supplies and Services - \$50k
- Strategic Initiative Funds - \$500k

# Preliminary Budget with Balancing Options

	<b>25/26 Preliminary Budget</b>	<b>25/26 Vacancy Savings</b>	<b>25/26 Contingencies</b>	<b>25/26 Strategic Initiatives Fund</b>	<b>25/26 Draft Budget</b>
<b>Revenue</b>	155,690,166	0	0	0	155,690,166
<b>Expense</b>	157,705,805	(850,639)	(1,015,000)	(150,000)	155,690,166
<b>Excess (deficiency)</b>	(2,015,639)	(850,639)	(1,015,000)	(150,000)	0

- Self-funded NI: Total \$500,000 funded by the Inspire Strategic Fund & Innovation Fund

# New Initiatives

- Strategic Enrolment Management  
(Academic Learning Strategist)
- HR & Talent Strategy  
(Employee Wellness Strategy – Smoke free campus)
- Programming  
(New programming, Food Wine and Tourism)
- Efficiency & Effectiveness  
(process transformation, digital transformation)
- Department specific  
(OC careers engagement & employer engagement)

# 2025/26 Budget with Estimated Enrolment Impact (\$)

	25/26	26/27	Total Impact
<b>Revenue prior year</b>	154,329,338	142,245,391	
Operating Adjustments	1,360,828	468,906	1,829,734
Reduced international tuition	(13,444,776)	(5,443,930)	(18,888,706)
<b>Net Revenue</b>	142,245,390	137,270,367	
<b>Expenses prior year (recurring)</b>	153,845,609	144,838,728	
Admin department reductions	(2,692,533)	-	(2,692,533)
Recurring savings from workforce reductions	(6,314,349)	(3,075,911)	(9,390,260)
One time savings from workforce reductions	(1,614,211)	(1,614,211)	(1,614,211)
One time severance costs	7,351,928	413,060	7,764,988
<b>Net Expenses</b>	150,576,444	140,561,666	
<b>Deficit</b>	(8,331,054)	(3,291,299)	

# Continuing Integrated Planning to Reduce Enrolment Impacts

Workforce Reductions – including vacant positions

- Reduction of Term & Non-Continuing Budgets
- One-time Position & Salary Reductions
- Investments & Realignment of Resources
- Investments towards Inspire objectives

# Integrated Planning to Reduce Enrolment Impact (\$)

	Recurring	One-time
<b>Savings</b>		
Projected Workforce Reductions – includes vacant positions	(7,764,988)	
Elimination of Term & Non-Continuing Budgets	(1,286,962)	
One-time Position & Salary Reductions		(1,614,211)
Administration Reductions	(2,692,533)	
<b>Investments &amp; Realignment of Resources</b>		
Inspire Investments from Contingencies	1,150,000	

# 2025/26 Operating Budget

## REVENUE

	\$
Grants	80,229,841
Domestic tuition and mandatory fees	25,065,331
International tuition and mandatory fees	15,558,172
Contract services	4,841,770
Ancillary service sales	7,779,726
Investment income	1,090,000
Other Revenue	238,678
Post construction contributions	-
Amortization of deferred contributions	7,441,871
<b>TOTAL REVENUE</b>	<b>\$142,245,390</b>

## EXPENSE

Salaries and benefits	107,357,868
Supplies and services	30,602,991
Interest on debt	1,483,102
Amortization of tangible capital assets	11,132,483
<b>TOTAL EXPENSE</b>	<b>\$150,576,444</b>
<b>Excess (deficiency) of revenue over expense</b>	<b>\$(8,331,054)</b>

# 2025/26 Capital Budget

	<u>\$</u>
OC Equipment Refresh	1,700,000
Penticton Student Housing	6,996,700
Wellness Centre	11,800,000
Centre for Food, Wine & Tourism	11,954,000
RCA/CNCP	<u>4,001,450</u>
	<b><u>\$36,452,150</u></b>

Okanagan College Students' Union  
British Columbia Federation of Students Local 1  
A148-1000 KLO Rd.  
Kelowna, BC  
V1Y 4X8



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Leadership Council Presentation by Okanagan College Students' Union

Presented by:

Jonathan Chiweda - OCSU Board Member

Ivanna Rubio - OCSU Executive Chairperson

Thank you for creating space for student feedback on priority planning. We are here today on behalf of our members from Kelowna, Penticton and Salmon Arm to present to you the needs and concerns of students at OC. As elected student representatives of our institution, it is our duty today to raise awareness of student priorities and projects. This past year, many changes have occurred beyond the control of Okanagan College, so we want to make it clear: we are not asking you to allocate any additional funds you do not have. We will be concentrating this presentation on how this council can leverage your expertise, energies, and resources to drive impactful and positive changes within our campus communities. Your support and involvement are key to making this happen.

Our presentation today will focus on communications, and highlight four key priorities. However, we encourage further discussion on additional issues not specifically addressed today. Attached to this document are a collection of student testimonials to help illustrate the challenges students have with the issues we discuss in our presentation.

Our first priority is to work on addressing the systemic errors within extended health and dental fee assessment. If this topic has not been brought to your attention yet, that is a shame as it directly impacts many students across all OC campuses. We are asking you to establish a transparent process for addressing issues like this - particularly when they arise due to system errors like those in Banner. When these problems occur, it is crucial that there is clear communication, swift action, and a set timeline for resolution.

Extended health and dental benefits are provided to students, by both OCSU and VSAOC, with charges collected within the tuition fee statements and remitted to the appropriate student societies. There are credit threshold requirements in order to be assessed a fee, and students may opt-out by providing proof of comparable coverage.

There is a problem with the fee assessment process, resulting in students not being charged for their plans, creating havoc and stress not only for students, but also the students' unions and the institution. Despite ongoing discussions and support ideas from both student organizations to fix this problem, no

progress has been made, which is not acceptable. We reiterate our desire to work with you on auditing the fee assessment process and supporting your work in completing this project in a timely fashion.

Another priority is the need for clear communication with students. We are asking you to develop and implement a communications strategy that includes clear policies on notification timeframes across all campuses, ensuring no student is left scrambling for a solution at the last minute due to institution-made issues. We also propose that course descriptions clearly indicate whether the course will be in-person, hybrid, or online, allowing students to make informed decisions before enrolling.

We raise this as a result of the pivot from in-person learning to hybridization this past fall. There is no doubt that there are students looking for hybrid and online learning, but there are also many, many students who do not. The online learning experience during the COVID-19 pandemic found online classes difficult to engage with, and international students attending from their home countries in different time zones struggled to connect with their classmates in meaningful ways.

The hasty shift to hybrid learning had a large impact upon adult-upgrading students, many of whom may be neurodivergent or racialized. This population of students can often be more vulnerable to systems of oppression. Limiting accessibility to these courses thus upholds some of Canada's systemic issues, including racism, ableism, and poverty.

Students in all programs need course descriptions that accurately reflect the delivery model to ensure that they are making informed enrollment decisions. If changes occur after registration, students must be given the opportunity to consent or receive appropriate accommodations to minimize disruptions to their learning and well-being.

Regarding the well-being of the campus community, we will be discussing the Smoke-Free OC initiative. Removing designated smoking areas will not eliminate smoking on campus. People will opt to smoke regardless, and in locations that may be even less ideal for non-smokers. If enforcement relies on campus security, which program will lose funding in order to accommodate this project? Will there be additional staffing, or will this policy simply lead to inconsistent enforcement and unnecessary conflict?

We are asking you to cancel establishing smoke-free campuses, and instead focus on addressing the problematic behaviors arising from the complex relationship between Okanagan College's Kelowna campus and the high school students next door at KSS.

Our fourth priority in this presentation today outlines the challenges the college faces when dealing with the high school students. The number one issue that students in Kelowna are finding challenging right now is this influx of high school students taking over every space on campus, which leaves tuition-paying OC students with nowhere to study and collaborate with their peers. There are OC students going as far as stating they would rather not attend OC *because* of the KSS invasion. We are proposing the immediate formation of a working group between Okanagan College and KSS to

establish guidelines and consequences for high school students openly participating in vandalism, intimidation, and loitering.

We acknowledge that projects take time, but prioritizing student needs and re-evaluating other initiatives that do not align with those needs are essential. By working together, meaningful change can strengthen the campus community, foster student engagement, and promote success for everyone, which can uphold the core values of the Inspire Plan.

As representatives, we remain committed to advocating for fair and equitable treatment of all students. We look forward to engaging in further discussions with the Leadership Council on how we can work together to create a more supportive and student-centered learning environment.

Thank you,

Okanagan College Students' Union



## APPENDICES

All testimonials were collected through letters, feedback sessions, or survey responses.

### Appendix A Student Testimonials on STEM Course Offerings & Delivery Miscommunication

One student wrote:

“ I am in compsci and classes were switched on us with no prior warning. There also was no communication through email or other channels. We also did get the funding for third year classes and were forced to waive into fourth year classes. Again, there was no warning for communication to the computer science students”

Another student says:

“Our professor was experimenting with a new course (STAT390) over the summer in 2024 which is not usually offered, and sent out an email to potential data science students who would be interested in doing it. Me and some other students immediately responded back with a yes! And we requested an in-person class. To which our prof. responded that he would talk to the dept. chair if it would be possible.

The department chair responded that a class with only four students must be held online, and that an in-person class requires a minimum of ten students. We reached out to our peers, and 6-8 additional students expressed interest. However, the course was ultimately conducted with only the first four students who responded to the initial email.

To the contrary, one of the course (STAT443) is being conducted in-person with a class of only 5 students this winter semester 2025”

## Appendix B Student Testimonials on ABA-CRE Communication Issues

One student from the Applied Bachelor of Arts: Community Research and Evaluation (ABA-CRE) program explains:

“ Students...are required to complete three 300- or 400-level Arts electives in their fourth year. However, the available course options have been extremely limited. In Fall 2024 and Winter 2025, only about two courses per semester were available for all ABA students to enroll in, given the prerequisite restrictions.

To address this issue, students planning to complete GSWS 295 and INDG 295 in Summer 2024 were informed that these courses would be approved as 300-level electives for those finishing the ABA-CRE program in 2025. However, when registration opened, both courses filled up immediately, leaving most of us on the waitlist and unable to register.

In response, the Arts and Foundational Office assured us that ABA-CRE students would be registered in these courses through Directed Studies, ensuring they would count as 300-level electives. However, this commitment was never fulfilled, and students who were not moved off the waitlist ultimately lost the opportunity to take these courses in Summer 2024.

As a result, one student in our first ABA cohort (originally six students) had to postpone their graduation to the following year, while another decided to transfer to a different university. This left our cohort with only four students moving forward.

[Additionally] the ABA-CRE program website explicitly states:

*Up to 15 eligible graduates of the Applied Bachelor of Arts: Community Research and Evaluation program per year will earn direct entry into the Master of Social Work foundational two-year graduate studies program at UBC Okanagan.*

Based on this statement, we understood that ABA-CRE students would not need to apply to enter the MSW program at UBC Okanagan. However, more than a month after the application period opened, in mid-October, we were suddenly informed that we were required to apply following the same process as general applicants.

Although the Dean’s Office acknowledged that the original statement was misleading, as of January 29, 2025, it remains unchanged on the program website”

## Appendix C Student Testimonials on the Fall 2024 ABE Incident

“I had started my physics 11 class a week or so in and had my class suddenly cancelled. Then had to switch to another class last minute and was quite behind”

- Summer Mcdonagh

“[I] have had all the science upgrading courses cancelled on me, causing me to have to wait even longer before I can apply to the program I want. I also GREATLY struggle with online anything and need the classroom aspect”

- Devony Turner

“Can't even imagine trying to come back after so many years without a classroom to come to. Adult upgrading needs classrooms with dedicated teachers to assist and lead. If closing classrooms was to happen it would be one of B.C.'s biggest shame. You cannot base attendance on one year given circumstances such as the bounce back after covid, cost of living, inflation... Please allow things to settle.”

- Sean Gerela

“I joined the vsaoc in hopes of supporting students in their journey through college. Only to come in and immediately find out oc has removed so many in person adult upgrading courses. Immediately it was a sense of disappointment in the college and really fizzled any college pride I could start to build. Learning they did this to students with no preparation or warning, and did it so last minute was disgusting. Adults upgrading their classes are already a minority struggling and needing support and they have been thrown away by oc. As a vsaoc member I stand against this and will do my part to stand up and support the adults who need to upgrade classes. As a mature student myself this was especially disappointing to see as I can sympathize with them. Especially when oc is lying straight to professors saying it's about numbers yet the staff is informed on their numbers and know oc is lying. This behavior is unacceptable and i hope with ever fiber of my being the the current oc head will not be selected in the new running”

- Kailey Marcinowski

“I know someone personally who has been affected by this and purposely unenrolled from an online math course and switched to OC to take Math 11 in person. Their class got canceled on the first day.”

- Elizabeth

“For some of us who are upgrading, we didn't get the support we needed in high school, which is why we're upgrading now. To put classes online and prioritize cost cuts over learning is not the reason OC exists. And this mindset will not serve OC in the future.”

- Annika Ree

“Since my mom is a teacher at the college in the adult upgrading program, I have the privilege to see firsthand the impact she makes within not only the college, but the entire community, which has all stemmed from her classroom. She welcomes people with open arms & gives them a safe space to explore their academics, as well as cultivate a community each semester for each class, leading to beautiful & unique connections that wouldn't otherwise blossom. This is not accidental, she works hard to build this environment & everyday, I see the love & planning she pours into her work, investing into her students like no other teacher. She has singlehandedly changed so many students negative perception of school by giving them the TRUE OC experience:

- Creating a connection with them
- Investing in each of them individually (which gives them the confidence to invest in themselves)
- Putting a substantial deal of effort into the class (showing the students she truly cares, making them want to care in return)
- Having safe & welcoming space (giving students a place to go that cares about them - leading them to open up with my mom & if applicable, she can then set them up the appropriate resources to ensure their success )

This is not achievable if the college moves forward with this plan. OC is about giving students a chance, whether it's their first, second, third... chance. Do not let this be the reason why students can't pursue their chance.”

- Kaelah Riley

“I have either had to travel a significant distance or had to drop classes altogether because Okanagan College doesn't run some classes at my main campus. The OC website says that I can take my full Writing and Publishing diploma at the Vernon campus, however my first year I have to split my time in between the Kelowna and Vernon campuses. And now for my second year, only 2-3 options for my required English and Creative Writing courses are actually running.”

- Cdio

“I received my Adult Dogwood Diploma through the ABE program at the Penticton campus during the 2022-2023 academic year. The adult upgrading program was a life-changing opportunity for me as an individual who battled with mental health and disabilities that prevented me from finishing high school as a teenager. Restricting the ABE program to distance learning only and by cancelling classes with low enrolment is effectively like pulling the rug out from under the individuals who rely on this opportunity to get their lives and careers on track. Many people rely on in-person instruction to succeed in their education, or simply don't have the resources or ability to access the technology to attend online classes. What I loved about the ABE program was that it gave adults a second chance at accessible education. There is so much stigma surrounding "high school dropouts" and many people believe we are doomed to fail. Providing an accessible, supportive program for adults from all backgrounds to further their education restores hope in individuals who may have mistakenly believed they were doomed by their circumstances. The ABE program restored my faith in the idea

that education really could be for everyone. It is absolutely heartbreaking to hear that OC would cancel such an important program.”

- Drew O'Sullivan

“Our campuses are enriched by mature learners in our ABE courses. These students often transition into academic programs at OC, contributing positively to the learning environment in and outside the classroom. The decision to remove in person ABE classes has spoiled the positive feeling on the Penticton campus, and will negatively impact enrolment in ABE and academic programs in the future.”

- Ryan Ransom

“As a student from Salmon Arm I love the opportunities the small campus provides and I see so many students out of high school appreciating taking base level courses or upgrading courses before moving to larger universities. Also moving to Kelowna is very expensive and can prevent students from pursuing post secondary when there are perfectly good facilities in Salmon Arm and Vernon that could be utilized. Don't take more opportunities away from students”

- Chelsey Simmons

“I have a friend who has recently enrolled on the Salmon Arm campus. They are neurodivergent and need to have the ability to pick [their] courses allotting time for mental health breaks and with IN PERSON assistance. I have personally witnessed their mental health and self esteem wither away as they are forced to take online courses.”

- lh

“This has caused a significant setback in my academic progress, resulting in the loss of valuable funding opportunities and time. It has severely hindered my ability to complete the required coursework. I find that I learn best and receive the necessary support in a classroom setting. Hopefully next semester things change or I might not be able to continue my studies. Thank you for listening. #300271018”

- Andy Roberts

“As someone that is in upgrading, this is my only chance of getting my dog wood. I have come too far to let it slip away from me.”

- Tucker Cazloe

“Please introduce the English back to campus”

- Anonymous

“No more cancellations. We need face to face lessons!”

- Zhu Weijing

“I graduated from high school in 2020. The year Covid started. It affected my schooling and how I learned. After going through that I told myself I didn't want to learn from a computer ever again.”

- Anonymous

“Online classes are not the same as classes in Person and students in Salmon Arm deserve in-person classes! Okanagan College is too quick to remove the option of in- person classes.”

- Jbelec

“Community responsibility to ensure people know their options in life is paramount. Growing up in the foster care system, I have used my knowledge of social programs profusely to continuously share with others what is available. The problem with ableism is that eventually all humans get petered out.”

- Jennifer Haigh

“I do not agree with this change and will be disappointed if it does go through. All students should be able to access resources and have the ability to upgrade their education without the need of access to a computer or laptop. Some people can't learn their best in that format, it doesn't make sense even from a business standpoint. Keep the program available in person so that people can continue to further their education at a pace that works for them.”

- jb

“As an ADHD person, in-person classes are incredibly important for my learning. I am privileged enough to have some of the resources and technology to access online courses, but only if I MUST. For those like me or those who often have a worse time than I do with non-classroom setting classes this is a major step backward. In an age of information and rampant disinformation we should be bolstering education, not cutting it down and making it inaccessible. Long term effects of this cause widening wealth gaps, furthering the divide between the wealthy class and working class, and making education a privilege only realized by the wealthy. It contributes to the formation of a caste system. I suggest making efforts to increase your enrolment rate, rather than providing lesser or inaccessible forms of education.”

- Grace Zelda Regnier

“I pay money for in campus classes in Vernon. I am disabled, and denied classes I need because I can't travel to Kelowna. If I want to take fun classes, I have to go online and get an isolating experience. I pay for these classes, I deserve to have them in person and available! Even the best of the teachers and heads of departments who fight for their students can only do so much. Our Vernon, Penticton and Salmon Arm teachers are INTEGRAL. In person college and community is INTEGRAL. Use resources and money to build community, and the community will pay you back. Stop treating education like a get rich quick scheme.”

- Finley Regnier

“Why? I think it's important to get the full experience from being in class. Attending in person allows for more hands-on learning, immediate feedback from the teacher, and collaboration with classmates that you just can't get online. I really believe going to class will help you grasp the material better and stay engaged. Plus, being in that learning environment helps you stay focused and motivated.”

- Shannon Shelby

“I enjoy in class experience and campus activities”

- Marci Armstrong

“I really enjoy the in-class experience. Everyone learns differently, it is important to bond with classmates, instructors to learn more and [have a] better school experience.”

- Tricia White

“Please keep the classes at school. People have different learning ways.”

- Robert Dudley

“Had my physics class cancelled a week into it, not able to do the online options or drive to Penticton. Now have to set back my plans by a year to find another place to upgrade my physics next year:!”

- Summer McDonagh

“I took adult upgrading and I am now in the Practical nursing program. I would have never been able to start practical nursing if I didn't have in class upgrading! There are lots of places to take high school courses online but I chose to do them at Okanagan college because they were in person.”

- DM

“As an educator, I see the value of classroom learning as serving some essential functions. It conveys knowledge and a certain skill set; as a microcosm, it teaches students how to be successful students; and on the macro level, it teaches students how to be successful citizens in a larger context. A classroom provides support, structure, organization, human connection, and a safe space to learn these important life skills. It provides accountability, the ability to collaborate, and builds resilience/empathy. Classroom education fosters community. Okanagan College's decision to move multiple classes online is shortsighted, takes the “community” out of community college, and misses the point of the value of a true education. The message of this move is that Okanagan College only values education as conveying knowledge when true educators know it is far more complex, vital, and human than that.”

- Anonymous

“Learning needs to be in person”

- Lindsey doucette

“i have recently decided to pursue post secondary education and i have been diagnosed with adhd, making self paced flex programs and online programs significantly harder for me to complete, and i specifically requested for in person lecture classes to upgrade my grades to pursue the pharmacy technician program offered in kelowna at okanagan college, i'm currently upgrading in penticton and they did not offer any lecture based math, which i struggle the most with, and cancelled my biology class because of low enrolment and i have been forced to do self paced biology, which i also struggle

with. I am very upset with how these cancellations came with little to no warning and i have had to adjust my work schedule to accommodate my ever changing school schedule, which should not have changed after I've been enrolled and had classes already.”

- Jaena Mccredie

“I had to drop out of Highschool to work to support myself after losing my grandfather who raised me. Without the in person adult upgrading program I would have never gotten to where I am today as an associate of science. I attempted online upgrading but found without a structure it was near impossible to learn the material in my own time. I required in person direction, lectures, and the ability to have questions answered while I'm working on them. Furthermore, to move everything online creates an economical blockade for those who can't afford a personal computer or perhaps any computer. I feel this move also creates ageism against those born before this age of technology and as a member of the community of Penticton I know for a fact we have a variety of elderly some of which were in adult upgrading with me and would not have had the same success online. This will also create a new labour cost to teach all these people how to use these online resources that the college has looked over. They've simply traded one cost for another and put the burden on the students and the instructors.”

- Roberto Schiavone

## Appendix D

### Condensed Report on Campus Community Feedback for OC's "Smoke Free OC Initiative" as gathered by OCSU Survey

The survey was conducted by the OCSU Penticton campus.

#### Question: Initial Thoughts on Campus Going Smoke-Free Responses Overview

A total of 18 responses were collected

#### Negative Sentiments Toward the Initiative (14 mentions)

The majority of responses expressed opposition to the smoke-free policy, sharing concerns about functionality, enforcement, and stress relief.

##### Concerns:

- It's unnecessary and difficult to enforce
- Smoking areas currently serve as stress-relief zones.
- The policy could lead to unintended conflicts or issues.

##### Sample responses:

- Hate it, would affect my ability to function
- It doesn't make sense, people will do it anyway and it will cause tension between groups (students, security) by trying to enforce it
- I would rather not have a smoke-free school. The gazebos help and create a place for people to go and have a break

#### Skepticism About Enforcement (6 mentions)

Some respondents doubted the enforcement of the smoke-free policy.

##### Sample responses:

- People are still going to smoke no matter what
- Unnecessary, people are going to smoke if it's permitted or not

#### Impact on Community and Routine (4 mentions)

A few respondents expressed that removing smoking areas would negatively affect socialization and convenience

##### Sample responses:

- I should not have to walk off campus and risk being late to class
- The gazebos create a place for people to go and have a break as well as meet other people

#### Support for Smoke-Free Initiative (1 mention)

One respondent expressed support for the idea

- Great idea

**Question: Do you think a smoke-free campus will positively or negatively affect the campus community? Why?**

### **Responses Overview**

A total of 19 responses were collected

### **Negative Impact on the Campus Community (16 mentions)**

An overwhelming majority of respondents believed a smoke-free policy would negatively affect the campus community

#### **Key Reasons:**

Smokers would continue smoking in undesignated areas, leading to litter and potential conflicts.

The policy would inconvenience smokers who rely on designated areas for stress relief.

Students may resort to smoking or vaping indoors, creating additional issues.

A belief that adults should have the freedom to decide what to do with their bodies.

Sample responses:

- Negatively, people will just smoke where they are not allowed and there will be littered butts apart from the obvious conflict it will create
- Negatively, we are all adults. Why do we need to be concerned about what others do with their own body?
- Getting rid of a smoke pit does not encourage students to quit, just to hide it

### **Mixed Opinions (2 mentions)**

A minority felt the impact might be both positive and negative, with little change for non-smokers but a significant inconvenience for smokers

Sample responses:

- A bit of both, kids will find a spot to smoke anyways
- For non-smokers, nothing will change in my opinion; the gazebos are already isolated as is, and are pretty out of the way from campus walking paths. For smokers, it'll be an unnecessary inconvenience

### **Personal Rights (2 mentions)**

Some responses highlighted personal choice and rights to their opposition to the policy.

Sample responses:

- It's my choice to go to designated areas and respectfully use my rights to do as I see fit for my body
- Smoking is not illegal, and there are students and teachers here who are dependent on smoking so that they can function throughout the day

**Question: What kind of support would you find helpful when this happens?****Responses Overview**

A total of 17 responses were collected. Participants shared their thoughts on what support would be beneficial if the campus became smoke-free

**Opposition to the Policy (2 mentions)**

Some respondents expressed that the most helpful form of support would be to prevent the smoke-free policy altogether.

Sample responses:

- For it to not happen
- Having the student union stand up for us is nice

**Designated Smoking Areas (2 mentions)**

A few participants requested keeping designated smoking areas to continue having a safe and controlled environment for smoking.

Sample responses:

- Give us a place to smoke
- A quiet place

**Access to Alternatives (5 mentions)**

Many respondents suggested providing alternatives to help cope with nicotine cravings and stress.

Suggested alternatives:

- Nicotine gum/patches
- Free sugar-free gum
- Free (nicotine pouches)

Sample responses

- Nicotine gum/patches
- Free sugar-free gum

**Psychological and Emotional Support (1 mention)**

One individual mentioned the importance of professional mental health support for individuals who are highly dependent on smoking.

Sample response:

- A psychologist will be able to help for people who are highly dependent

**Question: What message or information would you like to share with OC leadership regarding this change?****Responses Overview**

14 responses

**Opposition to Policy Due to Smoking Behavior Changes (6 mentions)**

Many respondents warned that removing designated smoking areas would not stop smoking but instead shift it to undesignated areas, creating more challenges.

Sample responses:

- Don't rock the boat. Students are staying in their respectful places to smoke, and by taking this away, smoking will happen more and in other places
- People will still smoke at school, so at least give them a space that's approved

### **Advocacy for Designated Smoking Areas (4 mentions)**

A large number of participants mentioned the importance of maintaining or improving designated smoking zones as a compromise

Sample responses:

OC leadership should instead campaign about having people smoke in the right place.

Direct students and staff to the smoking zone

- It's a great idea, but it may not change that people will smoke on campus. At least you have a spot away from the students and staff where people can smoke

### **Concerns About Unnecessary Restrictions (3 mentions)**

Some respondents expressed frustration with the policy, framing it as an overreach or unnecessary measure given existing designated areas.

Sample responses:

- With constant budget cuts and complete course collapses, honestly, if I'm going to be micromanaged on what I can consume and dispose of safely, I'd switch schools
- I completely understand your reasoning for wanting to make the campus smoke-free. However, I do think it is unnecessary as there are isolated areas for smokers

### **Constitutional and Rights-Based Concerns (1 mention)**

One individual framed the policy as a violation of human rights and advocated for respecting personal freedoms.

Sample response:

- This move is unconstitutional and violates a basic human right. Smoking does not go against the law

### **Recommendations to Leadership**

Maintain the Designated Smoking Areas and ensure smoking occurs in a controlled location  
Our smoking gazebo is already very close to the street, why take it away?

### **Transparent Communication**

Explain the rationale for the policy, addressing misconceptions and providing data to support its benefits for the campus community.



## BOARD OF GOVERNORS – BRIEFING NOTE

March 11, 2025

Agenda #: 4.2.4

<b>Title</b>	Risk Register Summary and Heat Map		
<b>Action and/or Recommendation</b>	For Approval <u>Recommended motion:</u> <b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2025/26 Risk Register Summary as recommended by the Finance, Audit and Risk Committee.”</i></b>		
<b>Meets OC’s Inspire Plan...</b>	<b>Values</b> <input type="checkbox"/> Students First <input type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction	<b>Responsibilities</b> <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input checked="" type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input checked="" type="checkbox"/> Effective and Efficient	<b>Commitments</b> <input type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

### Background Statement

The [Enterprise Risk Management \(ERM\)](#) is a key component of the Integrated Resource Planning (IRP) process by using a risk-based approach to planning and embedding it into the budget planning process.

Under the ERM, the Board of Governors provides oversight of overall risk management at the College, Executive Committee approves the major risk categories and Leadership Council is responsible for identifying and scoring institutional risks. Deans and Directors are responsible for mitigation plans and embedding those risks within their unit’s resource plans.

A summary of major or severe risks, mitigation strategies, and risk treatment updates are presented in the attached Risk Register Summary and Risk Heat Map. As part of its oversight of risk responsibilities, the Board of Governors annually approves the Risk Register Summary and Risk Heat Map.

### Reference Materials

- Risk Register
- Risk Heat Map

### Supporting Analysis

The Risk Register identifies and reviews in detail common risk themes for the institution as a whole. Each risk has been categorized according to a common risk category and rated according to their likelihood and severity both pre-and-post risk mitigation. Proposed go-forward actions as of February 2025 have been outlined to further mitigate each risk.

The Risk Heat Map provides an overview of the movement of each primary risk following mitigation. Mitigation for each risk ensures the potential impact on Okanagan College is minimized by allocating resources to reduce the risks.

As part of its oversight of risk responsibilities, the Board of Governors annually approves the Risk Register Summary and Risk Heat Map with the Integrated Resource Plan. Updates are provided to the Committee quarterly.

### **Risk Trends**

- Trend: Increased – **Enrolment** remains a major risk to the organization, especially with international student enrolments as the federal government implemented new policies and restrictions in November 2024. Staffing levels have been adjusted where required and will continue to be monitored for further adjustments. A multi-year recruitment marketing plan and Student Experience strategy are being developed.
- Trend: Flat – **Cyber related risk to infrastructure** continues to have a high inherent risk and a high/normal residual risk even though mitigation steps were taken following the 2023 cyber attack. Continued employee education, IT professional development, internal controls including multi-factor authentication and establishing a Security Operations Centre have continued to mitigate the risk.
- Trend: Increased – There continues to be increased uncertainty around **financial resources** from cabinet changes due to the recent provincial election and new rounds of collective bargaining in 2025. At this time, it remains unknown what the salary mandate will be for bargaining along with the funding strategy. Financial Resources remains a major risk driven primarily by stagnation of government funding and tuition increases below inflationary pressures. The College continues to pursue contract training opportunities and plans to maximize occupancy in student housing.
- Trend: Flat – **Employee recruitment** remains a major risk. College hiring plans have become more strategic and proactive including aggressively advertising positions externally.
- Trend: Flat – Achievement of the **Inspire Strategic Plan** continues to be a moderate risk driven primarily by the necessity to design, monitor, and implement change initiatives. Leadership Council and the Executive Team continue to monitor project charter progress. Project capacity has been increased by involving more levels within the College in projects and by exploring options to merge initiatives.
- Trend: Flat – **Climate related risk** is noted as a major risk related to the College's transition toward a green economy and net-zero expectations primarily due to the operational and capital financial risk to the College. The College is committed to updating the STARS rating and is proactively developing plans and strategies that will guide the College on carbon reduction.

### **Alignment to the Strategic Plan Roadmap**

**Financial Sustainability and Accountability.** Risk management is an integral part of the Integrated Planning Process by following a risk-based approach to planning and allocating funds and resources.

### **Effectiveness and Efficiency**

### **Risk Implication & Mitigation Steps**

Institutional risks are identified and mitigation steps provided in the attached report. These risks include a wide variety of potential issues the College faces.

**Proposed and Prepared by**

Curtis Morcom, CFO &amp; Vice President, Corporate Services

<b>Consultation History</b>	<b>Reviewed</b>	<b>Recommended</b>	<b>Group/Individual, Title</b>	<b>Date</b>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OC Executive Committee	2/5/2025
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Finance, Audit and Risk Committee	2/11/2025
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Neil Fassina, President	2/25/2025
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Finance, Audit and Risk Committee	3/04/2025

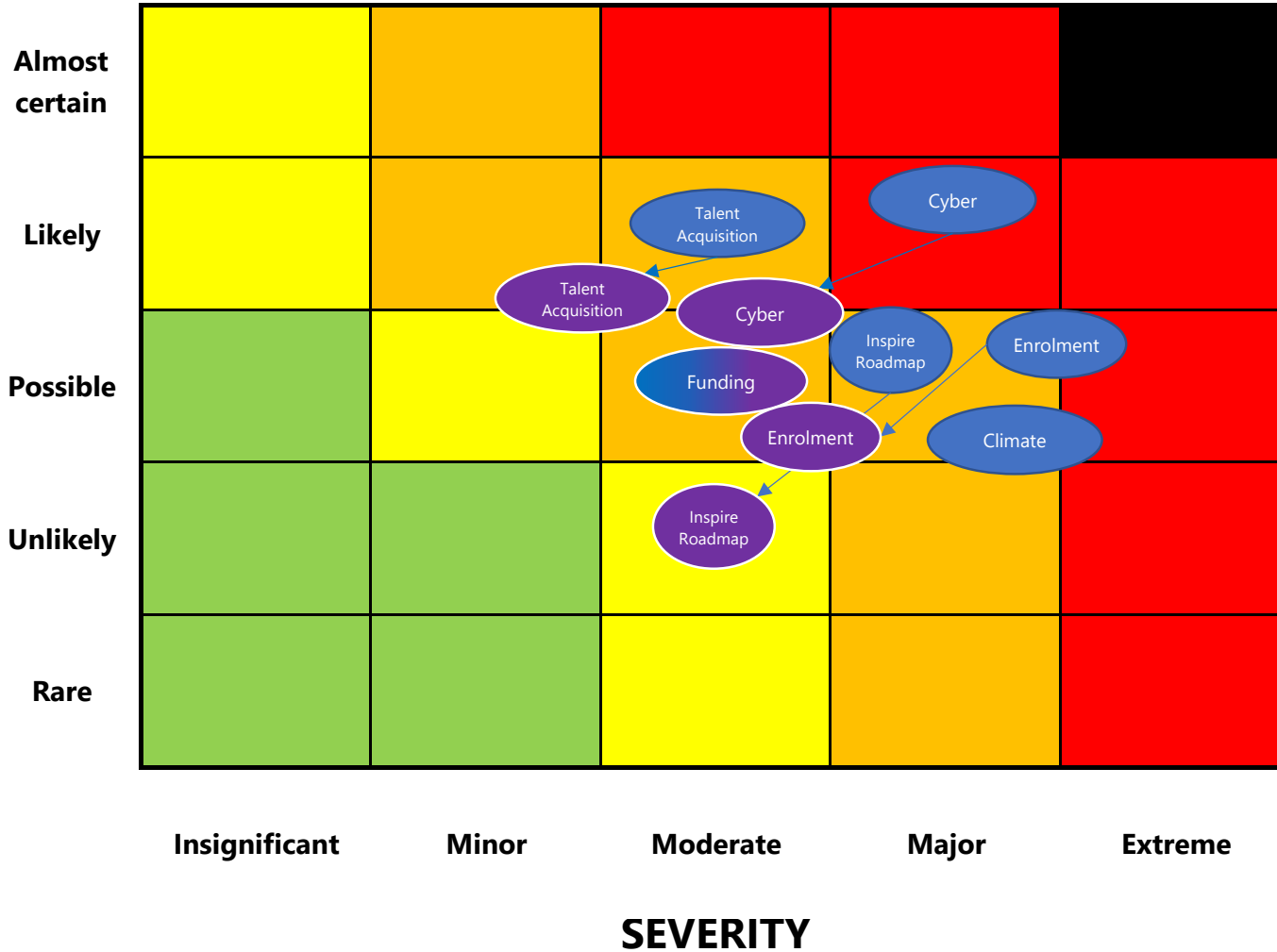
**OKANAGAN COLLEGE SUMMARY RISK REGISTER - DRAFT**  
**March 2025**

								Current Period	Previous Period	
								Dec 2024 to Mar 2025	Sept to Dec 2024	
Risk and Description			Rating	Residual Risk Ratings/Responses			March 2025	Risk Trend	Risk Trend	
Risk	Risk Category	Risk Element/Description	Inherent Risk Rating	Risk Response	Risk Response Tactics (Controls in place)	Value / effectiveness of Response	Residual Risk Rating	Notes:		
Enrolment	Financial	Ongoing concerns regarding IRCC impacts to International student population	Severe	Mitigate	- Adjust staffing levels, monitor enrolment and program utilization - Consult with and advise portfolios and departments regarding ongoing changes	Strong	Moderate	- Consulted with Executive Team, Leadership Council, and Provost Leadership Council. - Highlighted new enrolment trends and have worked with Financial Services and Deans to adjust enrolment budgeting to match. - Developing new systems for marketing and recruiting.		
Cyber Risk	Infrastructure	External intrusion from a cyber security breach	Severe	Mitigate/Monitor	- IT Department trained in latest security practices, standards, and policies - Fully implemented multi-factor authentication (MFA) for all applications - All devices and servers deployed with end point protection - Security Operations Center (SOC) established to enhance detection and response functions - Shared IT security knowledge within BCNet and other institutions - Shared Retainer for cybersecurity incident response via BCNet SIEM project	Strong	Major/Normal	- Internal Phishing campaign test completed - Board of Governors Cybersecurity Awareness Training delivered - Extensive Professional Development for IT Staff completed (3 CEH Certifications completed, 1 OSCP+OSEP, 1 Associate C[CISO ] - Annual physical records destruction process created, program conducted and completed Jan 2025 - Security Website content launched, FAQ's, Best Practices, Awareness Resources - Technical Tabletop Incident Response exercise completed  Result: Risk remains Severe due to cyber environment and attack trends, even with improvements in measured posture and significant efforts to add protective and defensive measures.		
Financial Resources	Financial	Government funding has not kept pace with growth and inflation over a period of several years.	Major	Monitor	- Actively pursuing alternate funding in contract training and research - New student housing has been completed and the operator, CLC, has been tasked with maximizing occupancy.	Weak/Moderate	Major	- Continue to pursue contract training initiatives. - Student housing has been completed and is occupied. - Uncertainty related to salary funding for upcoming bargaining cycle		
Employee Recruitment	Human Resources	Ability to recruit needed talent is challenged to market conditions	Major	Mitigate	- Be more strategic and proactive in hiring plans - Advertise positions more aggressively externally	Moderate	Major	- Talent Acquisition Specialist is focused on launching innovative recruitment solutions for hard-to-fill positions. - Work continues on developing an improved recruitment process, with some best-practice recruitment initiatives already being piloted. Out of this work, recruitment requirements have been developed and are currently being reviewed before sent for a RFP. - Active monitoring of the recruitment postings and position frustration rates. The TA Specialist is using this information to work with clients on strategies to fill frustrated positions.		
Strategic Capacity	Strategic	Ability to achieve the milestones and objectives within the Inspire roadmap	Major	Monitor	- Constant monitoring of project charters and roadmap activities by Leadership Council Roadmap Working Group on behalf of Leadership Council - Involving more levels of the organization into projects to increase capacity - Exploring options to merge initiatives to achieve efficiencies and focus	Moderate	Moderate	- Leadership Council reviews and assesses project regularly, ensuring cross-portfolio connections and support, and adjusting as necessary - Changing enrolment context is being viewed as an opportunity to optimize and action initiatives. Strategic focus is being built into the IRP process. - Executive Team continues to monitor project charter progress - Hiring project management consultant to establish a digital framework to support decision making (RM and IRP processes)		
Climate	Financial	Transition policy and reputational risks may result in unexpected OpX or CapX expenditures	Major	Monitor / Mitigate	- Monitoring of internal and external culture related to federal or provincial policy. - Proactive carbon reduction activities and strategy development.	Moderate	Major	- Committed to STARS Updated Rating - performance year: Sept 1 2024 - Aug 31 2025. - Committed to Developing Transportation Plan in FY 24/25, hired Energy Analyst, developed fleet electrification plan, initial Carbon Zero Plan (KLO Campus only) - Development underway to enhance Business Continuity Plans to mitigate the impacts of climate related business disruptions.		

# Okanagan College Summary Risk Heat Map as of February 2025

Inherent Risk  
Residual Risk

LIKELIHOOD





## BOARD OF GOVERNORS – BRIEFING NOTE

March 11, 2025  
 Agenda #: 4.2.5

<b>Title</b>	Fraud Policy		
<b>Action and/or Recommendation</b>	For Approval <u>Recommended Motion:</u> <b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Fraud Policy as recommended by the Finance, Audit and Risk Committee.”</i></b>		
<b>Meets OC’s Inspire Plan...</b>	<b>Values</b> <input type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction	<b>Responsibilities</b> <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input checked="" type="checkbox"/> Effective and Efficient	<b>Commitments</b> <input type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

### Background Statement

Okanagan College has been directed under its mandate letter to ensure an Okanagan College Fraud Policy is in place. While the College has various procedures in place to address different aspects of fraud, it does not have an overarching fraud policy. This policy ensures the College is responsible for its funds and assets by implementing clear internal controls to prevent and detect fraud. Fraud can occur in financial transactions, academic operations or other College functions.

### Reference Materials

- Fraud Prevention Policy

### Supporting Analysis

The Fraud Prevention Policy establishes controls and defines responsibilities for the prevention, detection, investigation and reporting of fraud at the College. The Fraud Risk Management Toolkit published by the Office of the Comptroller General was used as a guideline to develop this policy.

The Fraud Prevention Policy and the Safe Disclosure Policy are both operationalized by the Reporting Wrongdoing Procedures which are approved by the Executive Team, as per the Policy and Procedure Governing Framework.

### Alignment to the Strategic Plan Roadmap

**Effectiveness and Efficiency:** Ensuring College policies are updated is part of the Inspire Roadmap.

## Risk Implication & Mitigation Steps

**Operational and Financial:** Not having a clear Fraud Policy and reporting process for suspected wrongdoing puts the College at operational and financial risk.

**Reputational:** The College must follow a Fraud Prevention Policy to ensure compliance with the Office of the Comptroller General.

**Proposed and Prepared by** Curtis Morcom, CFO & Vice President, Corporate Services

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OC Executive Team	2/24/2025
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Leadership Council	2/27/2025
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Finance, Audit and Risk Committee	3/4/2025
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.



## FRAUD POLICY

Policy Area:	Board		
Policy Number:	To be assigned by Office of Policy Coordination		
Policy Sponsor:	CFO and Vice President, Corporate Services		
Policy Contact:	Director, Financial Services		
Applies to:	Employees, Students, and members of the Okanagan College Community		
Authority:	<i>College and Institute Act</i>		
Approval Authority:	Board of Governors		
Approval Date:			
Effective Date:			
Replaces or New:	New		
Last reviewed:	February 2025	Scheduled review date:	February 2030

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Procedures: *Procedures for Disclosures of Wrongdoing*

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### 1. Policy Statement

Okanagan College is dedicated to upholding the highest standards of ethical conduct and fostering a culture of honesty, transparency, and accountability.

As a publicly funded institution, Okanagan College is responsible for acting as a steward of the funds and assets entrusted to it. Accordingly, Okanagan College is committed to developing processes and implementing internal controls to prevent and detect fraud. This policy has been developed in accordance with the *Fraud Risk Management Toolkit* from the Office of the Comptroller General.

Fraud will not be tolerated, and the College is committed to ensuring that all reports of suspected fraud are investigated in accordance with this Policy.

### 2. Purpose

The purpose of this policy is to establish controls and define responsibilities for the prevention, detection, investigation, and reporting of fraud at Okanagan College.

### 3. Scope and Application

This policy covers any fraudulent activity or attempted fraudulent activity that affects the Institution. Fraud may include, but is not limited to:

- Misappropriation or theft of funds, supplies, or other assets (e.g. credit card, data, furniture, etc.,)
- Forgery or alteration of information or documents (e.g. financial, academic, personal etc.)
- Misrepresentation of information for personal or professional gain
- Falsification of information, records or documents (e.g., timecards, expense reports, leave time)
- Bribery, kickbacks, or improper use of influence
- Improper handling or reporting of financial transactions
- Conflicts of interest that result in financial gain for any party

#### 4. Definitions

<b>Conflict of Interest</b>	Means any situation where an employee has Personal Interests, whether direct or indirect, that are in conflict, potentially in conflict or could result in the reasonable perception of a conflict, with the interests of the College. This includes, but is not limited to, situations where the independence, impartiality and interest objectivity the employee is obliged to exercise in the performance of their duties and responsibilities could be compromised. A Conflict of Interest can occur in three ways: 1) an actual conflict of interest refers to a situation where an employee takes some action or exercises a power or performs a duty or responsibility, and in doing so, there is the opportunity to further the employee's Personal Interests; 2) a potential conflict of interest refers to a situation where an employee's Personal Interests could influence the exercise of the employee's actions, power or performance of their duties or responsibilities to the College; 3) a perceived conflict of interest refers to a situation where an informed person might reasonably hold an apprehension that a conflict of interest exists on the part of the employee in relation to a Personal Interest. A perceived conflict of interest is determined by the perception of a reasonable person (a hypothetical member of the public) who is reasonably well informed."
<b>Designated Officer</b>	Means the Employees designated by the President who are responsible for receiving requests for advice and receiving and investigating Disclosures under this policy.
<b>Employee</b>	Means any person employed by (or has an appointment with) the College. For the purpose of this policy, Employee includes members of the Board of Governors.
<b>Fraud</b>	Means any intentional act or omission designed to deceive others, resulting in the victim suffering a loss or the perpetrator achieving a gain. Fraud may be committed by individuals or groups and may occur in financial transactions, academic operations, or other College functions.

<b>Retaliation</b>	<p>Means any actions recommended, taken, or threatened by an Employee where those actions are motivated in whole or in part by the desire to make reprisal against an Employee for having engaged in a making a complaint or participated in an investigation and, includes counselling another person to engage in conduct that would constitute Retaliation if it was undertaken by the Employee.</p> <p>Some examples of Retaliation include:</p> <ul style="list-style-type: none"> <li>a) Reducing an employee's hours.</li> <li>b) Transferring, reassigning, or excluding an employee to a less desirable position, shift, or location.</li> <li>c) Denying an employee a positive performance evaluation that they deserve. Engaging in harassment, abuse, or scrutiny of an employee or student.</li> <li>d) A threat to do any of the above.</li> </ul> <p>The following will not constitute Retaliation:</p> <ul style="list-style-type: none"> <li>e) For employees making appropriate decisions in connection with matters related to discipline, work assignments, scheduling, and performance reviews.</li> <li>f) Engagement in good faith in any legal or investigatory proceedings.</li> <li>g) Responsible exercise of academic freedom, freedom of expression, and freedom of inquiry.</li> <li>h) Making a formal complaint in good faith.</li> </ul> <p>Any corrective or disciplinary action made in good faith in respect of an OC Employee pursuant to recommendations made during an Investigation.</p>
<b>Respondent</b>	Means the person(s) against whom an allegation has been made under this Policy or Procedures.
<b>Supervisor</b>	Means the person to whom an Employee reports.
<b>Wrongdoing</b>	<p>Means (a) a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;</p> <p>(b) an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee's duties or functions;</p> <p>(c) a serious misuse of public funds or public assets;</p> <p>(d) gross or systemic mismanagement;</p> <p>(e) knowingly directing or counselling a person to commit a wrongdoing as described above.</p> <p>Wrongdoing may also include unlawful or fraudulent activities such as accounting irregularities, suspicious financial activity, corruption, fraud, theft of College funds, property or assets.</p>

## 5. Roles and Responsibilities

### *Board of Governors*

- 5.1 The Board of Governors has ultimate oversight responsibility for ensuring that adequate controls and procedures are in place to prevent, detect and report Fraud.

### *Administration*

- 5.2 The President and Senior Leadership are responsible for implementing this Policy and establishing a culture of integrity and transparency and setting the tone that fraud is not tolerated under any circumstance.
- 5.3 The College Financial Officer (CFO) & Vice President of Corporate Services is responsible for overseeing internal controls and audits.

### *Employees*

- 5.4 The College expects Employees to act with honesty, integrity, ethical behaviour, and good faith in safeguarding its assets and in their transactions and interactions.
- 5.5 Employees of Okanagan College are obligated to report suspected Fraud.
- 5.6 Employees are also expected to contribute to the prevention, detection, reporting, investigation, and response to any instances of actual or suspected Fraud.

## 6. Fraud Prevention and Detection

- 6.1 The College is committed to implementing and maintaining a comprehensive system of internal controls to prevent Fraud, which include:
- a) Regular internal and external audits
  - b) Segregation of duties to reduce the risk of Fraud
  - c) Mandatory training on Fraud awareness for employees
  - d) Effective reporting mechanisms, included under the Procedures for Wrongdoing and Code of Conduct (Employees)
  - e) Regular financial reporting and monitoring for irregularities.

## 7. Reporting Fraud

- 7.1 Employees who suspect or become aware of fraudulent activity must report the matter immediately to their Supervisor, appropriate member of Leadership Council or through the procedures outlined in the Procedures for Reporting Wrongdoing under the College's Safe Disclosure Policy. If there is a Conflict of Interest in making a disclosure of Fraud, concerns should be brought to the next highest level of authority. Reports should be made in good faith and based on reasonable grounds.
- 7.2 The College prohibits any Retaliation against individuals who report Fraud in good faith. False allegations made with malicious intent will not be tolerated and may result in disciplinary action.

## 8. Investigation of Fraud

- 8.1 All reports of suspected Fraud will be taken seriously and investigated promptly. Investigations will be conducted by a Designated Officer or by external investigators, as appropriate and outlined in the Procedures for Reporting Wrongdoing.
- 8.2 Investigations will be conducted in a manner that is discreet, independent, fair and proportionate to the significance of the reported Fraud. Prior to the start of the investigation, the Respondent will be informed of the allegations made against them and given the opportunity to respond.
- 8.3 The investigation process may include interviews with witnesses and involved parties, review of financial and other relevant records, and collaboration with legal counsel, law enforcement, or other external bodies as necessary.
- 8.4 Upon completion of the investigation, a report will be prepared detailing the findings and recommending corrective or disciplinary actions.
- 8.5 The College reserves the right to take legal action if Fraud is confirmed.
- 8.6 Okanagan College will seek to recover any losses resulting from Fraud.

## 9. Fraud Mitigation

- 9.1 Fraud incidents may be reported to Peoples Services to determine if a review under the Code of Ethical Practices or other equivalent basis for review is appropriate.
- 9.2 Following an investigation and based on the corrective actions or recommendations, the College may identify and implement improved internal controls, policy and procedures updates, monitoring and other strategies to mitigate future fraud risks.

## 10. Related Acts and Regulations

*Financial Administration Act*  
*Public Interest Disclosure Act*

## 11. Supporting References, Policies, Procedures and Forms

*Code of Ethical Practices*  
*Safe Disclosure Policy*  
*Procedures for Reporting Wrongdoing*  
*Student Non-Academic Misconduct*  
*Procedures for Protection from Retaliation*  
*Discrimination, Bullying and Harassment Policy*

### History / Revisions

Date	Action
YYYY-MM-DD	Approval by Board, Education Council, Executive Team: <i>Title of Policy</i>



## BOARD OF GOVERNORS – BRIEFING NOTE

March 11, 2025

Agenda #: 4.2.6

<b>Title</b>	Safe Disclosure Policy		
<b>Action and/or Recommendation</b>	For Approval <u>Recommended Motion:</u> <b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Safe Disclosure Policy as recommended by the Finance, Audit &amp; Risk Committee.”</i></b>		
<b>Meets OC’s Inspire Plan...</b>	<b>Values</b> <input type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction	<b>Responsibilities</b> <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input checked="" type="checkbox"/> Effective and Efficient	<b>Commitments</b> <input type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

### Background Statement

Okanagan College has obligations under the [Public Interest Disclosure Act](#) to provide a process by which employees may raise concerns about potential or suspected wrongdoing. The College has used the Grant Thornton CARE (Confidential Anonymous Reporting for Employees) system as a third-party reporting agency for many years. The CARE system enables an employee to report a wrongdoing anonymously. Although this process is in place, it has never been used by an employee to raise a concern about suspected wrongdoing.

### Reference Materials

- Revised Safe Disclosure Policy
- Safe Disclosure Policy (2011)

### Supporting Analysis

The Safe Disclosure Policy ensures employees have a clear understanding of how to report suspected wrongdoing, and protection against any retaliation for bringing a wrongdoing to light. Reviewing this policy and related procedures ensures the College is in compliance with the *Public Interest and Disclosure Act*.

The Safe Disclosure Policy and the Fraud Prevention Policy are both operationalized by the Reporting Wrongdoing Procedures which are approved by the Executive Team, as per the Policy and Procedure Governing Framework.

### Alignment to the Strategic Plan Roadmap

**Effectiveness and Efficiency:** Ensuring College policies are updated is part of the Inspire Roadmap.

## Risk Implication & Mitigation Steps

**Operational and Financial:** Not having a clear policy and reporting process for suspected wrongdoing puts the College at operational and financial risk.

**Reputational:** The College must have a disclosure policy and process to ensure compliance with the *Public Interest Disclosure Act*.

### Proposed and Prepared by

Curtis Morcom, CFO & Vice President, Corporate Services

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OC Executive Team	2/24/2025
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Leadership Council	2/27/2025
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Finance, Audit and Risk Committee	3/4/2025
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.



## SAFE DISCLOSURE POLICY

Policy Area:	Board
Policy Number:	To be assigned by Office of Policy Coordination
Policy Sponsor:	CFO & Vice President Corporate Services
Policy Contact:	Governance and Privacy Coordinator
Applies to:	Board of Governors, Employees
Authority:	<i>College and Institute Act</i> <i>Public Interest Disclosure Act</i>
Approval Authority:	Board of Governors
Approval Date:	
Effective Date:	
Replaces:	Safe Disclosure Policy (E.1.13) June 29, 2011
Last reviewed:	February 2025      Scheduled review date:      February 2029
Procedures:	<i>Procedures for Reporting Wrongdoing</i>

### 1. Policy Statement

Okanagan College encourages all Employees to report potential or suspected Wrongdoing following the *Procedures for Reporting Wrongdoing*. Reports should be made in good faith and be based on reasonable grounds. Employees making a Disclosure under this Policy are protected from Retaliation or reprisal.

### 2. Purpose

The purpose of the Safe Disclosure Policy is to outline the College's obligations under the Public Interest Disclosure Act including a process by which Employees may raise concerns about potential or suspected Wrongdoing that may otherwise not come to light.

### 3. Scope and Application

This policy applies to all current and former Employees who were employed by Okanagan College at the time a Wrongdoing occurred or was discovered. This Policy does not apply to members of the public, volunteers, or to students.

This Policy does not replace other mechanisms set out in College policies for addressing and enforcing standards of conduct, disputes, complaints or grievances, including issues of discrimination, bullying and harassment, occupational health and safety, or disputes over employment matters or under collective agreements.

#### 4. Definitions

<b>College Community</b>	Means Students, Employees, members of the Board of Governors of the College, contractors, volunteers and visitors. college
<b>Conflict of Interest</b>	Means any situation where an employee has Personal Interests, whether direct or indirect, that are in conflict, potentially in conflict or could result in the reasonable perception of a conflict, with the interests of the College. This includes, but is not limited to, situations where the independence, impartiality and interest objectivity the employee is obliged to exercise in the performance of their duties and responsibilities could be compromised. A Conflict of Interest can occur in three ways: 1) an actual conflict of interest refers to a situation where an employee takes some action or exercises a power or performs a duty or responsibility, and in doing so, there is the opportunity to further the employee's Personal Interests; 2) a potential conflict of interest refers to a situation where an employee's Personal Interests could influence the exercise of the employee's actions, power or performance of their duties or responsibilities to the College; 3) a perceived conflict of interest refers to a situation where an informed person might reasonably hold an apprehension that a conflict of interest exists on the part of the employee in relation to a Personal Interest. A perceived conflict of interest is determined by the perception of a reasonable person (a hypothetical member of the public) who is reasonably well informed."
<b>Discloser</b>	Means an Employee who requests advice or makes a disclosure or a complaint about a reprisal under the Public Interest Disclosure Act.
<b>Disclosure</b>	Means the statement of alleged facts made by a Discloser seeking recourse under this Policy.
<b>Employee</b>	Means any person employed by (or has an appointment with) the College. For the purposes of this policy, Employee includes members of the Board of Governors.
<b>Designated Officer</b>	Means the Employees designated by the President who are responsible for receiving requests for advice and receiving and investigating disclosures of Wrongdoing under this policy.
<b>Fraud</b>	Means any intentional act or omission designed to deceive others, resulting in the victim suffering a loss or the perpetrator achieving a gain. Fraud may be committed by individuals or groups and may occur in financial transactions, academic operations, or other College functions.
<b>Retaliation (or Reprisal)</b>	Means any actions recommended, taken, or threatened by an Employee where those actions are motivated in whole or in part by the desire to make reprisal against an Employee for having engaged in a making a complaint or participated in an investigation and, includes counselling another person to

engage in conduct that would constitute Retaliation if it was undertaken by the Employee.

Some examples of Retaliation include:

- a) Reducing an employee's hours.
- b) Transferring, reassigning, or excluding an employee to a less desirable position, shift, or location.
- c) Denying an employee a positive performance evaluation that they deserve. Engaging in harassment, abuse, or scrutiny of an employee or student.
- d) A threat to do any of the above.

The following will not constitute Retaliation:

- e) For employees making appropriate decisions in connection with matters related to discipline, work assignments, scheduling, and performance reviews.
- f) Engagement in good faith in any legal or investigatory proceedings.
- g) Responsible exercise of academic freedom, freedom of expression, and freedom of inquiry.
- h) Making a formal complaint in good faith.
- i) Any corrective or disciplinary action made in good faith in respect of an OC Employee pursuant to recommendations made during an Investigation.

**Supervisor**

Means the person to whom an Employee reports.

**Respondent**

Means any Employee or member of the College Community against whom an allegation has been made under this Policy or Procedures.

**Wrongdoing**

Means (a) a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;

(b) an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee's duties or functions;

(c) a serious misuse of public funds or public assets;

(d) gross or systemic mismanagement;

(e) knowingly directing or counselling a person to commit a wrongdoing as described above.

Wrongdoing may also include unlawful or fraudulent activities such as accounting irregularities, suspicious financial activity, corruption, fraud, theft of College funds, property or assets.

## 5. Principles

- 5.1 Okanagan College expects Employees to act with honesty, integrity and in good faith and to be familiar with Okanagan College policies.
- 5.2 Okanagan College is committed maintaining a culture of transparency and accountability while ensuring the safety of Employees reporting Wrongdoing.
- 5.3 Any Employee who makes an intentionally false Disclosure may be subject to discipline, up to and including termination of employment.
- 5.4 The College recognizes that human error is distinguishable from Wrongdoing by the absence of intent. The College will not commit or tolerate reprisals against any Employee who, in good faith, makes a request for advice, makes a Disclosure, cooperates in an investigation, or makes a complaint about reprisal under this policy.

## 6. Roles and Responsibilities

### *Okanagan College*

- 6.1 The College encourages Employees to make Disclosures of Wrongdoing and is committed to informing all employees about this Policy and their rights under the Public Interest Disclosure Act.

### *Employees*

- 6.2 Employees who make Disclosures of Wrongdoing are expected to do so in good faith based on a reasonable belief that Wrongdoing has and/or is about to occur in accordance with this Policy and Procedures.
- 6.3 Employees are required to maintain confidentiality and cooperate with investigations initiated under this Policy.

### *Designated Officers*

- 6.4 The following is a list of Designated Officers for Okanagan College under this Policy:
  - a) Governance and Privacy Coordinator
  - b) College Financial Officer and Vice President, Corporate Services
  - c) Provost and Vice President Academic
  - d) Vice President Enrolment and College Relations
  - e) Associate Vice President, People Services
- 6.5 Designated Officers are responsible for the following:
  - a) Receiving reports of Wrongdoing directly from any current or past Employee.
  - b) Receiving, reviewing, and investigating Disclosures in an expeditious, fair, and proportionate manner as appropriate in the circumstances.
  - c) Providing advice on any potential Disclosure, report of Wrongdoing, or reprisal complaints.
  - d) Ensuring the Safe Disclosure Policy and the Procedures for Reporting Wrongdoing are readily available to members of the College Community.

- e) After reviewing the Disclosure, determining whether a formal investigation will take place. Some investigations may be referred to the Ombudsperson.
- f) Assessing the risk of reprisal to the Employee making a Disclosure or requesting advice under this Policy.
- g) To conduct investigations promptly and in a manner that is discreet, independent, fair and proportionate to the significance of the reported Wrongdoing.
- h) Monitoring compliance with this Policy and ensuring there are no Conflicts of Interest on the part of any party involved in an investigation.
- i) Receiving investigative reports following a reported Wrongdoing and determining any corrective actions, if necessary, based on the findings of the report, circumstances of the Wrongdoing and in accordance with other relevant College policies and Collective Agreements.
- j) Maintaining confidentiality of the identity of a disclosing Employee and others involved in the Disclosure process, as well as the confidentiality of any information collected during an investigation to the fullest extent possible.
- k) At the end of an investigation provide a summary report to the Discloser and other appropriate persons, including those who may be adversely affected by the report, such as the Respondent alleged to have committed the Wrongdoing.

#### ***Supervisor Responsibilities***

- 6.6 Supervisors are responsible for providing Employees with advice on any potential Disclosure, report of Wrongdoing, or reprisal complaints and referring such Disclosures to a Designated Officer.
- 6.7 Supervisors will maintain confidentiality of the identity of a disclosing Employee and others involved in the Disclosure process, as well as the confidentiality of any information collected to the fullest extent possible.

#### ***CFO and Vice President Corporate Services***

- 6.8 The CFO and Vice President Corporate Services is reports to the Finance, Audit and Risk Committee of the Board of Governors semi-annually on the number and types of reports received under the Reporting Wrongdoing Procedures.

#### ***Ombudsperson***

- 6.9 Employees may make a Disclosure to the Office of the Ombudsperson rather than directly to the College. Under PIDA, the Ombudsperson has a mandate to investigate allegations of reported Wrongdoing and make recommendations for corrective actions.
- 6.10 The Ombudsperson also investigates complaints from Employees who believe they are experiencing reprisal for reporting Wrongdoing, seeking advice, or cooperating with an investigation under PIDA.
- 6.11 The Office of the Ombudsperson can also provide advice about PIDA to Employees and public bodies.

**7. Compliance, Review, and Reporting**

- 7.1 The Finance, Audit and Risk Committee of the Board of Governors receives a semi-annual report of Disclosures made under this Policy.
- 7.2 The College will publish an annual report that includes information on Disclosures of Wrongdoing made, in accordance with section 38 of the *Public Interest Disclosure Act*. The report will include the number of Disclosures and investigations started, and where Wrongdoing is found, recommendations for corrective actions or reasons for no action taken.
- 7.3 Reports will maintain the confidentiality and privacy of Disclosers and alleged Respondents and not include any information that unreasonably invades someone's privacy.

**8. Related Acts and Regulations**

*Financial Administration Act*  
*Public Interest Disclosure Act*  
*Freedom of Information and Protection of Privacy Act*

**9. Supporting References, Policies, Procedures and Forms**

*Procedures for Protection from Retaliation*  
*Code of Ethical Practices (Employees)*  
*Fraud Policy*  
*Student Non-Academic Misconduct*  
*Discrimination, Bullying and Harassment Policy*

**History / Revisions**

Date	Action
2011-06-29	New Policy Approved by the Board of Governors: Safe Disclosure Policy (E.1.13)



# Okanagan College Board of Governors President's Report

March 2025

## INTRODUCTION

My March report addresses activities that have taken place between December 2024 and February 2025.

**Executive Summary:** Members will note that my March report addresses a series of updates related to provincial and federal politics including the speech from the throne, budget 2025, and continuing impacts of policy changes at IRCC. Significant implications of the policy changes at IRCC are outlined in this year's IRP included in the agenda package. Members will also note the significant progress made toward, and the significant next steps regarding, the strategic achievement of "academic decision making framework renewal," a 2024/25 Inspire deliverable.

In the sections that follow, I address a series of strategic highlights, operational highlights, and points for potential advocacy and communication for Board members. I have endeavored to highlight the importance of different Board agenda items throughout the report.

## Part 1: Strategic Highlights and Questions

**Speech from the Throne:** I had the opportunity to attend the Speech from the Throne on Feb. 18, 2025, along with VP, ECR, Jenn Goodwin. This year, Kelowna-Mission MLA Gavin Dew invited UBCO's Deputy Vice-Chancellor, Lesley Cormack and AVP University Relations, Marten Youseff to attend as well. The speech was focused this year on economic themes, and while there were few explicit comments related to post-secondary, there was indication that the Spring budget may include funding for one- and two-year programs focused on retraining and upskilling. This government continues to have a strong focus on strengthening health care and building affordable homes.

**Budget 2025:** Budget 2025 was tabled on Mar. 4. For post-secondary education, Budget 2025 may be described as status quo. There do not appear to be any significant increases or reductions. There is no indication of additional funding for skilled trades as described in the NDP election campaign. It also appears that all planned student housing projects will continue – including our Penticton build. Although the college has not received any details regarding our mandate or particulars regarding our institution specific budget, we have assumed a status quo operating grant as part of the IRP presented in the board package.

**Strategic Enrolment – International – IRCC Policy Changes:** Okanagan College continues to experience the impacts of federal immigration policy changes announced last fall. As expected, Winter 2025 enrolments reflected a 50 per cent decrease in the number of new international students starting a program at OC, as compared to Winter 2024. While there have been some additions to the list of programs that qualify students to be eligible for post-graduate work permits (both ECE and Associate of Science programs were added), we do not expect these to reverse the current trend. It continues to be too early to have conclusive Fall 2025 data, however, we anticipate a significant overall decline in our international student population, potentially going from over 2,000 students last fall to under 1,000 this coming September.

As part of our response to the policy changes, we have prioritized revising and updating our approach to international student recruitment to include potential new markets and opportunities. This pivot represents a

significant shift in the college's international education strategy. It shifts the college's focus from large scale open enrolment for international students toward more customized niche programming for international students. The International Education team is already engaging to build the relationships necessary to support this shift, and repositioning our recruitment outreach to consider students interested in coming to Canada to study who would then plan to return to their home country or other location to work.

Domestically, student recruitment efforts have also pivoted. Since December, the Recruitment and Enrolment Management team hosted events for high school leaders and guidance counselors, as well as student recruitment Open Houses at each of our four campus locations. Recruiters are inviting people interested in OC programs to provide contact information. This allows Recruitment to follow up directly. There have been over 570 new leads identified since Jan. 1, 2025, and our current contact database includes 2,212 individuals who have expressed interest in studying at OC.

**Mitigating Staff Reductions:** Because of reductions in international and domestic enrolment, the college is facing difficult decisions regarding reductions to its staff complement. To avoid layoffs, the college initiated a position management system early in the fall of 2024, looking to attrition and not filling vacancies where it made sense. Staff changes in non-instructional departments also began in fall 2024 and have continued into winter 2025 with approximately 10 team members impacted to date. To mitigate the impact on permanent team members, the college offered an Early Retirement Incentive Program (ERIP) which closed on February 21. The college is currently finalizing the process of decisions, notification, and acceptance. Furthermore, following a Section 54 notice issued in February, the college continues to engage with union partners to identify, refine, and implement where appropriate further staff layoff mitigation strategies.

**Community Messaging:** Communication is a key focus for the college as it navigates the difficult time of staff reductions. To that end, communications are developed and released as soon as possible following the receipt of new information or finalization of decisions. First and foremost, efforts are directed at having respect and care for those that may be personally impacted by the changes. For transparency purposes, the college has sent global messages to team members, students, various interested parties, and the media.

Not unexpectedly, broader community members have criticized college decisions through letters to Minister Anne Kang, letters of support to the Board of Governors ([see Appendix A](#)), or directly to the college. When appropriate or requested, the college responds to acknowledge receipt of the feedback as well as to correct any false or misleading information that writers may have been provided.

**Community Engagement:** Okanagan College is launching new community engagement opportunities across our region this year. In January, we held our first "Doors Open at OC" event at the Salmon Arm campus, where we invited community members interested in learning about the College to join leadership, instructional staff and students on campus for conversation and tours. More than 60 people attended, including neighbours, community leaders, retired OC staff, alumni, prospective students and families, and representatives of local organizations. Similar events are scheduled for Penticton (March 11) and Vernon (March 13), and Kelowna later this spring.

**City of Gastronomy – Invitation to apply to UNESCO Creative Cities Network:** Okanagan College is working with the City of Kelowna and Tourism Kelowna to co-lead an application process that, if successful, would see Kelowna recognized internationally as a 'City of Gastronomy.' Following an initial expression of interest application this summer, Kelowna was selected by the Canadian Council of UNESCO to be one of two applicants to the [Creative Cities Network](#). On Jan. 29, OC hosted an event at Infusions attended by over 40 local industry leaders involved the food, beverage and related sectors to learn more about and contribute to the proposal. Kelowna's application to UNESCO was submitted on time at the end of February. We expect to hear later this spring whether it is approved.

**Employee Experience Survey:** Okanagan College published the results of the 2024 employee experience survey on January 27. The survey, which had a 52% participation rate, provides a snapshot of employee sentiment. Overall, 87% of people indicated that they were proud to work at OC. 75% are overall satisfied with their experience as an OC employee. Of note, 53% of respondents had a favorable impression of senior leadership (i.e., Deans/Directors, AVPs, VPs, and President). Moreover, about 1/3 of respondents felt we can do more collectively to make the work

environment better. Next steps include the launch of an action plan that will address the primary drivers of where engagement can be improved.

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## Part 2: Operational Highlights

**Renewed International Strategy:** As noted above, the International Student Team has undertaken a complete rejuvenation of the college's international strategy. Because of the policy changes at IRCC, it was infeasible to simply adapt the prior version of the plan. The new version, nearing completion, focuses in on new market opportunities and integrates components that are necessary for OC to meet the quality assurance requirements set forth by the Government of BC (and eventually, the Government of Canada).

**Strategic Enrolment Management Governance:** With a Strategic Enrolment Management (SEM) plan in place, the college has developed a governance framework to support the plan's ongoing implementation and evaluation. The governance framework formalizes some elements of the college's prior approach to enrolment management and adds in new and complementary elements to support the student's journey from awareness through graduation.

**Credential Framework:** A critical element of an ongoing and sustainable course and program mix is a credential framework. A credential describes the different types of credentials that are offered by the college and how they fit together and build off each other. Of note, the Government of BC does not have a credential framework that is applicable to the entire system. As a result, the college is currently developing a credential framework which should be complete before summer 2025.

**Financial Position:** The [Q3 position](#) for the College forecasted a year-end surplus of \$493k with an additional \$1m deferred for future operating expenses. The College has experienced a decline in international tuition over the past year, however OC actuals were slightly higher than budgeted. Revenue is higher mostly due to one-time programs and projects funded by the government at year-end that were not included in the original budget.

**2025/26 Integrated Resource Plan (IRP):** Leadership Council has met regularly since September to develop budget priorities and determine how the budget for 2025-26 would be best allocated towards common OC goals and objectives. The IRP is presented on the as [agenda # 4.2.3](#) at today's Board meeting.

**Campus Master Plan:** Townhall sessions were held on all four main campuses in January to gather feedback from the College community. The Executive Team is reviewing the summarized themes from ThinkSpace Architecture for incorporation into the draft Master Capital Plan. The Plan will be a flexible, living document that aligns with OC's long-term growth and development objectives. The draft plan will be presented to the Board of Governors for final approval.

**Academic Decision Making Framework Review:** Under the leadership of Jillian Garrett and with the support of the Governance Coordinator's office, Education Council has completed a significant proportion of the overall academic governance review process for Education Council. Based on a combination of new bylaws, committee structure and terms of reference in flight, and a series of foundational plans that were developed by the college over the last number of years, the college is now ready to continue forward with the next steps of the overall academic decision-making framework review process.

As noted in Chair Garrett's report to the Board of Governors, a key element to that next step is the development of a series of policies to support the college's compliance with the [College and Institute Act](#). Of particular importance to the Board of Governors are policies to support Section 23(1) of the *Act* which states in its opening: "An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters." Administration has already completed or initiated policy development related to sections:

- (h) setting of the academic schedule;
- (i) policies on faculty member qualifications; and

(l) consultation with community and program advisory groups concerning the institution's educational programs;

I support the priorities areas outlined by Chair Garrett for further policy development – and would add a couple more. Building on the governance work undertaken by Education Council and the foundational planning at the college over the last couple of years, administration will focus upcoming policy development efforts toward the following sub-sections of 23(1) in the Act:

- (b) proposals about implementation of courses or programs leading to certificates, diplomas or degrees, including the length of or hours for courses or programs;
- (c) reports after implementation by the institution without prior review by the education council of
  - (i) new non-credit programs, or
  - (ii) programs offered under service contract;
- (d) priorities for implementation of new programs and courses leading to certificates, diplomas or degrees;
- (e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution;
- (f) evaluation of programs and educational services; and
- (n) criteria for awarding certificates, diplomas and degrees;

The remaining and outstanding components of Section 23(1) not listed above will comprise the next tranche of policy development by administration. Following development of educational policy related to Section 23(1), administration will work in collaboration with Education Council to help develop policy related to the joint decision-making parameters contained in Section 25 of the Act.

**Indigenous OC Roadmap:** Considering the launch of the Indigenous OC plan and affiliated roadmap, the Director of Indigenous Relations and Reconciliation is in the process of ensuring that the Indigenous Services team is structured to support the successful implementation of the plan. With respect to progress being made for the 2024/25 deliverables in the Indigenous OC roadmap, most projects are on-track for completion. Projects that are experiencing some degree of slippage include developing the campus cousins' program, development and launch of the President's advisory council, and finalization of the partnership with the Shuswap Nation Tribal Council (SNTC). In some cases, slippage may arise because consultation with community remains at the forefront of each initiative and may require more time based on availability of the community for consultation.

### ***College Events:***

**Careers Expo & Employer Roundtable:** The annual [Careers Expo & Employment Fair](#) was held at the Kelowna campus on Feb. 5, 2025. Between 80-100 employers attended, engaging with over 1,000 students who are interested in jobs and other workplace learning opportunities. MLA Gavin Dew was also in attendance at the Careers Expo and Employment Fair.

The Community Engagement and Careers team also hosted our first Employer Roundtable event on Jan. 23 at the Kelowna campus, on the topic "Engaging with Gen Z in the Workplace." Representatives from 30 local employers participated in the session, hearing from OC students about their perspectives on work, and then engaging in collaborative discussions in smaller groups, to discuss strategies to recruit and retain younger workers. The next Employer Roundtable event will be on May 27 and focus on "Indigenous Student Talent."

**Winter Convocation:** More than 300 graduates were celebrated at [OC's winter convocation and commencement ceremonies](#) on Jan. 25, 2025, including over 80 new health professionals. Graduate Destiny McNish spoke about her experience as a high school dropout and first generation student – and how she had initially felt like she was taking a risk by attending college. "Instead, I showed up to OC and found a safe harbour. I found a community of supportive faculty, encouraging support staff, and like-minded students; all of whom made and continue to make Okanagan

College a safe, special, and life-changing place.” Spring/Summer convocation and commencement ceremonies are scheduled for June 7 – 11, 2025.

**Campus Conversations:** Members of the Executive hosted regular open staff meetings (formerly Ask Us Anything) at each campus Feb. 6 - 7, as well as a virtual meeting, to provide team members with updates on College strategies and priorities, and to answer questions. The meetings are scheduled throughout the year and are typically well-attended.

### ***Capital Projects:***

**Centre for Food, Wine and Tourism (CFWT):** Construction is scheduled to begin May 1, 2025 with substantial completion by June 2027. The 90% construction documents are complete and user group consultation is ongoing. Site access and parking logistics are being managed with additional parking allocated at a nearby church. Sub-trade tendering will begin in March 2025. Civil works and underground storm water management between the Wellness and CFWT projects are being coordinated.

**Don Folk Family Recreation and Wellness Centre:** The parking lot closure and site excavation began in mid-February and site preparation for stormwater management and underground service relocations are advancing. Refinements are being integrated to the final design plans considering elements such as accessibility, acoustics, and donor recognition.

**Salmon Arm Student Housing:** The occupancy permit was secured for Salmon Arm student housing in late November 2024 and the building was officially turned over to the College in early December with students moving in for the start of January 2025. This marks the successful completion of the Salmon Arm student housing project.

**Penticton Student Housing:** Site preparation has begun to mobilize with fencing with some early groundworks beginning late February. Logistical breakout meetings are ongoing, including Indigenous design consultation. Insurance and utility coordination are in progress. A website link will soon be available to monitor the project's progress.

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## Part 3: Communication and Advocacy Highlights

**CampOC Spring Break Edition:** Okanagan College launched its first-ever Spring Break kids' camps in Penticton, bringing innovative and engaging educational experiences to local youth. CampOC Spring Break will host participants over the weeks of March 17 - 28 for learning focused on exploring a career in Trades, go-karting, and metalworking.

**BC Top Employer:** Okanagan College was named a [B.C. Top Employer](#) for the second time this year, through a competition organized by the Vancouver Sun and Mediacorp Canada. The project looks for employers with “innovative programs to attract and retain talented employees.” As a recipient, OC uses the B.C. Top Employer logo on its social media channels and in staff recruitment campaigns.

### ***Foundation / Campaign Updates:***

**Thrive Here Campaign:** The Thrive Here campaign for the Recreation and Wellness Centre at the Kelowna campus has built a fund of \$13M, nearing its \$14M goal. The campaign is now entering the final phase, with community fundraising and recognition planned over the next six months aligned with the construction on site.

**Food, Beverage and Tourism – Brand campaign:** Okanagan College has received approval from the City of Kelowna to install a large exterior banner on our new student housing building at the Kelowna campus. Featuring the new brand campaign for food, beverage and tourism, the banner will include the words “The Okanagan is your College” and align with other promotional materials being released this spring. The focus of the campaign is to raise awareness of OC's programs and of the new Centre for Food, Wine and Tourism opening in 2027. The campaign also paves the way for the OC Foundation \$25M fundraising campaign to support the building and the College's vision to be recognized nationally as a leader in food, wine, tourism education.

**Media and Public Relations:** Okanagan College continues to share stories about students, their achievements, and the impact of the College across our region. Since the end of November, the following news releases have been provided to media and have been covered by various/numerous outlets. OC's coverage is consistently more positive than negative, due to the volume and frequency of stories about OC students and employees.

- November 27: [Community rallies for recreation: Thrive Here campaign hits major fundraising milestone](#)
- November 29: [A message to our community on International education](#)
- December 1: [OC students push their limits at the IEEEXtreme challenge](#)
- December 4: [OC Foundation distributes over \\$500,000 in student awards for fall semester](#)
- December 6: [Okanagan College and Westbank First Nation Celebrate Naming Ceremony at Kelowna Campus](#)
- December 12: [Okanagan College research initiative aims to support students recovering from concussions](#)
- December 13: [Okanagan College sets tuition rates for 2025/2026](#)
- December 18: [Giving Tuesday raises \\$12K for student food security](#)
- December 23: [Dispelling victim-blaming myths and supporting survivors of sexual violence](#)
- January 9: [Students work experience supports local social enterprises and non-profit organizations](#)
- January 15: [Kelowna invited to apply for international designation as Canada's first 'City of Gastronomy'](#)
- January 16: [Okanagan College invites community to explore its Salmon Arm Campus](#)
- January 21: [Okanagan College paves the way for Net-Zero building training with \\$495,000 FortisBC collaboration](#)
- January 22: [Preparing students for the evolving workforce: Okanagan College hosts region-wide open houses](#)
- January 27: [More grads set to enter the workforce after OC Convocation and Commencement ceremonies](#)
- January 30: [Okanagan College partners with WeBC to empower women entrepreneurs in the beverage and construction industries](#)
- January 31: [Okanagan College Careers Expo returns to connect students and employers](#)
- February 6: [Audio Engineering students at Okanagan College strike the right chord](#)
- February 6: [Construction begins on Penticton Campus housing facility](#)
- February 11: [Message from OC Provost Samantha Lenci](#)
- February 14: [Camp OC in Penticton: "Safe and supportive" Spring Break edition](#)
- February 21: [Gear up for adventure this summer with Camp OC](#)

**Recent & Upcoming College Events:**

Date	Activity	Location
March 8	Trades Kick Off	Kelowna
March 10	Careers Hub Virtual Drop-In	Virtual
March 10	OC Speaker's series	Penticton
March 11	Doors Open at OC - Penticton Campus	Penticton
March 11-13	Student Ping Pong Tournament 2025	Kelowna
March 13	Yoga in Penticton	Penticton
March 13	Doors Open at OC - Vernon Campus	Vernon
March 19	OC Students Connection Cafe	Kelowna

<b>Date</b>	<b>Activity</b>	<b>Location</b>
March 20	OC Students Puppies & Pizza 2025	Kelowna
March 20	Creative Corner	Penticton
March 23	Kangaroo Provincial Math Contest (Grade-School Students)	Kelowna
March 27	Long Night Against Procrastination in the Library	Salmon Arm
April 2	Student Showcase 2025: Achievements Unlocked	Kelowna
April 3	President's Student Ambassador's Dinner	Kelowna
April 8	Doors Open at OC - Kelowna	Kelowna
April 10	It's a Wrap - End of Semester Student Appreciation	Kelowna
April 11	Robocup	Kelowna
April 14	Campus Conversations: Kelowna and Penticton	Kelowna / Penticton
April 15	Campus Conversations: Salmon Arm and Vernon	Salmon Arm / Vernon
April 28	OC Speakers series: Don Gayton	Penticton
May 1	Experience OC – Kelowna	Kelowna
May 2	Experience OC – Salmon Arm	Salmon Arm
May 7	Champions Dinner	Kelowna
May 7	Experience OC – Vernon	Vernon
May 8	Experience OC – Penticton	Penticton
May 22	Jill of All Trades	Kelowna
May 22	School District 67 Indigenous Grad	Penticton
May 27	OC Cultivates	Kelowna
June 7	Spring Convocation - Kelowna	Kelowna
June 9	Spring Convocation – Vernon	Vernon
June 10	Spring Convocation – Salmon Arm	Salmon Arm
June 11	Spring Convocation - Penticton	Penticton

Letter dated February 28, 2025

RE: Support for Fundamental Programs

To the Board of Governors of Okanagan College:

I am writing in regards to fundamental-level Adult Upgrading programs at Okanagan College, including Fundamental English, Fundamental Math and the Volunteer Literacy Tutoring Program. As a community partner to Okanagan College in the [Vernon BC] area, I urge the Board and the College to reaffirm your commitment to **inclusive and equitable access to education**, as indicated in the *Inspire* strategic plan, by ensuring that these crucial programs remain **available and offered in-person** on each of Okanagan College's four campuses.

Our community members who struggle with literacy, numeracy and/or digital literacy skills are more likely to encounter high barriers to education such as access to and/or proficiency with technology, mobility challenges, transportation barriers, financial barriers, mental and physical health challenges, housing challenges, and employment challenges. They are more likely to come from disadvantaged communities, including people of Indigenous heritage, people with disabilities, refugees, and members of the 2SLGBTQIA+ community. Supporting these groups with equitable access to education benefits our community as a whole by helping lift people out of poverty, unemployment, homelessness and incarceration. **This is an essential role of a community college**, particularly in a region such as the Okanagan-Shuswap with limited postsecondary educational options.

Finally, the Canadian Charter of Rights and Freedoms and the Canadian Human Rights Commission provide a legal foundation for equitable access to education as it relates to protected groups, including several of those listed above. As a public postsecondary institution, Okanagan College is bound by these principles. **I call on the Board of Governors and the administration of Okanagan College to reaffirm your commitment to the communities you serve, as well as your legal and ethical responsibilities as an educational leader in these communities, by ensuring the continuation of in-person Fundamental Programs on all campuses.**

Sincerely,

Coreen Jenner  
CCDP

Phone: 250.275.3117  
Email: info@literacysociety.ca  
www.literacysociety.ca  
4705A 29<sup>th</sup> Street, Vernon, BC V1T 5C1



March 4, 2025

Re: Support for Fundamental Programs

To the Board of Governors of Okanagan College:

We are writing in regards to the fundamental-level Adult Upgrading programs at Okanagan College, including Fundamental English, Fundamental Math and the Volunteer Literacy Tutoring Program.

We have chaired a local Adult Literacy Service Provider Network for many years. This network exists to communicate and collaborate around adult learning needs in our community. We work together to fill the learning gaps identified.

The Adult Fundamental programs are indeed, fundamental to our network of services. Without them, we fear that more of our more vulnerable adult learners will simply “fall through the cracks”.

As a Literacy Society, we know firsthand how a lack of access to vital literacy support leaves adults isolated, at-risk, and struggling to manage their day to day demands.

We also know that with support, their confidence improves and they feel empowered to face their learning challenges and become engaged and contributing members of their communities.

We urge the Board and the College to reaffirm your commitment to inclusive and equitable access to education by ensuring that these crucial programs remain available and offered in-person.

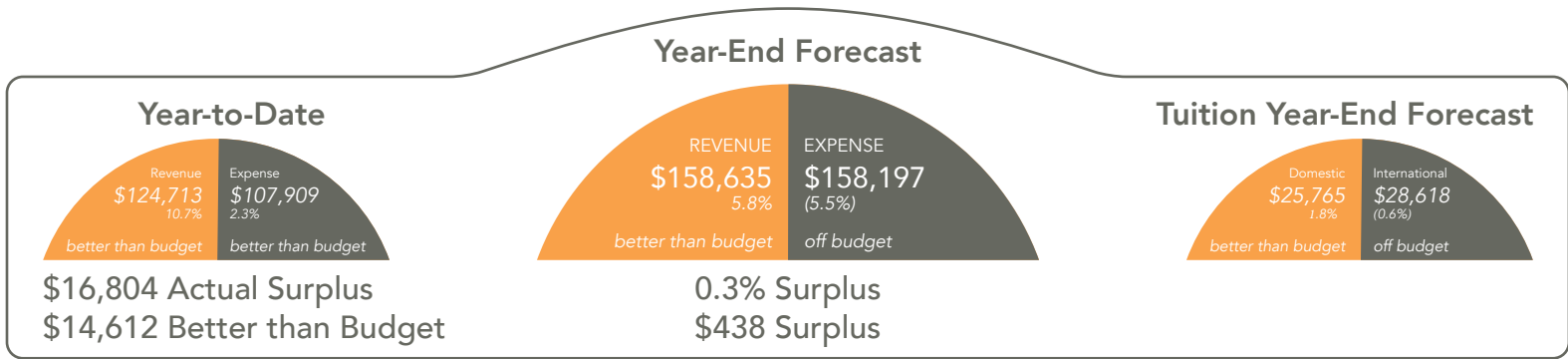
We appreciate the long-term partnership we have enjoyed with the College and hope to continue to serve the community's literacy needs together.

Respectfully,

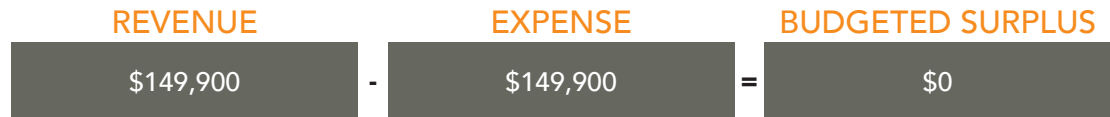
A handwritten signature in black ink that reads "Debbie Nurse".

Debbie Nurse  
Executive Director

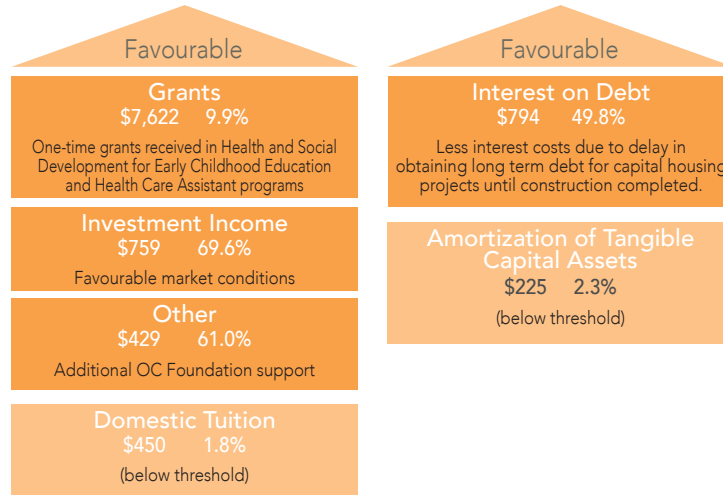
(amounts in \$000s)



## Approved Budget



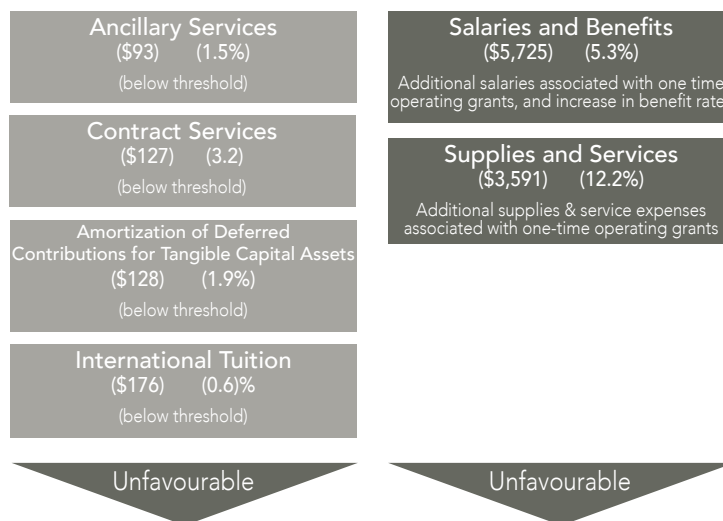
## Q3 Year-End Forecast Variance to Approved Budget



Budget line items with a material variance forecast for year-end are explained in detail. A material variance is \$400K and 2% of the budget line object or the components within the line item are above the \$400K and 2% threshold.

Note: the size of boxes is for illustrative purposes only and are not to scale

LEGEND	Material	<Material
Favourable		
Unfavourable		



# Statement of Consolidated Operations 2024-25

## as at Quarter 3, December 31, 2024

### (Amounts in \$000s)

	A	B	Variance Favourable (Unfavourable) [A vs B]	Variance as a % of Budget	C	D	Variance Favourable (Unfavourable) [C vs D]	Variance as a % of Budget	Note
	Actual Q3	Budget Q3			Q3 Forecast Year End 2024-25	Budget Approved 2024-25			
<b>REVENUE</b>									
Grants	70,404	61,057	9,347	15.3%	84,591	76,969	7,622	9.9%	1
Domestic tuition and mandatory fees	18,560	18,606	(46)	-0.2%	25,765	25,315	450	1.8%	
International tuition and mandatory fees	21,216	19,089	2,127	11.1%	28,618	28,794	(176)	-0.6%	
Contract services	3,044	3,279	(235)	-7.2%	3,903	4,031	(127)	-3.2%	
Ancillary service sales	3,976	4,122	(146)	-3.5%	6,108	6,201	(93)	-1.5%	
Investment income	1,724	839	885	105.5%	1,849	1,090	759	69.6%	2
Other	975	526	449	85.4%	1,133	704	429	61.0%	3
Amortization of deferred contributions for tangible capital assets	4,814	5,095	(280)	-5.5%	6,668	6,796	(128)	-1.9%	
<b>TOTAL REVENUE</b>	124,713	112,612	12,101	10.7%	158,635	149,900	8,735	5.8%	
<b>EXPENSE</b>									
Salaries and benefits	79,920	81,210	1,290	1.6%	114,490	108,766	(5,725)	-5.3%	4
Supplies and services	20,350	21,982	1,632	7.4%	33,139	29,548	(3,591)	-12.2%	5
Interest on debt	564	(267)	(830)	311.2%	799	1,593	794	49.8%	6
Amortization of tangible capital assets	7,075	7,495	419	5.6%	9,768	9,993	225	2.3%	
<b>TOTAL EXPENSE</b>	107,909	110,420	2,511	2.3%	158,197	149,900	(8,297)	-5.5%	
<b>OPERATING SURPLUS (DEFICIT)</b>	16,804	2,193	14,612	13.0%	438	0	438	0.3%	

**Year End Forecast Variance to Budget Material Notes: threshold > \$400K and 2% of the budget line**

1. Grants: exceeds budget due to one-time grants received in Health and Social Development for Early Childhood Education and Health Care Assistant programs.
2. Investment income: exceeds budget due to favourable market conditions.
3. Other: exceeds budget due 1) increase in OC Foundation support for programming and the Vernon childcare centre, and 2) increased revenue from space rental.
4. Salaries and benefits: exceeds budget due to salary cost associated with one-time grants received in Health and Social Development, and increase in benefit rates.
5. Supplies and services: exceeds budget due to costs associated with one-time grants received in Health and Social Development.
6. Interest on debt: less than budget due to delay in obtaining long term debt for capital housing projects until construction completed.



## BOARD OF GOVERNORS – BRIEFING NOTE

March 11, 2025

Agenda #: 4.5.1

<b>Title</b>	New Programs		
<b>Action and/or Recommendation</b>	<p>For Approval</p> <p><u>Recommended motions:</u></p> <p><b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Office Basics Microcredential as recommended by Education Council and as presented.”</i></b></p> <p><b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Community Administrator Microcredential as recommended by Education Council and as presented.”</i></b></p>		
<b>Meets OC’s Inspire Plan...</b>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Students First</li> <li><input checked="" type="checkbox"/> Community</li> <li><input type="checkbox"/> Respect</li> <li><input type="checkbox"/> Courage</li> <li><input checked="" type="checkbox"/> Relationships</li> <li><input type="checkbox"/> Distinction</li> </ul>	<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reconciliation</li> <li><input type="checkbox"/> EDISJ</li> <li><input type="checkbox"/> Sustainability</li> <li><input type="checkbox"/> Resilience</li> <li><input type="checkbox"/> Effective and Efficient</li> </ul>	<p><b>Commitments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inclusive &amp; Equitable Access</li> <li><input checked="" type="checkbox"/> Life-long learning partnerships</li> <li><input type="checkbox"/> Integration and focus</li> </ul>

### Background Statement

The College and Institute Act states in section 23(1) that “An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:

- (b) proposals about implementation of courses or programs leading to certificates, diplomas or degrees, including the length of or hours for courses or programs;
- (d) priorities for implementation of new programs and courses leading to certificates, diplomas or degrees;
- (f) evaluation of programs and educational services;
- (m) qualifications for admission policies; and
- (n) criteria for awarding certificates, diplomas and degrees...”

In alignment with its advisory role to the Board, Education Council has reviewed and is recommending Board approval of the following new programs:

- Office Basics Microcredential (MCOBAS)
- Community Administrator Microcredential (MCCOAD)

## Reference Materials

- Proposal for New Programs:
  - Office Basics Microcredential
  - Community Administrator Microcredential

## Supporting Analysis

Please see attached proposals for each new program.

## Alignment to the Strategic Plan Roadmap

The new programs represent OC's ability to pivot to meet the demands of the community and industry and provide prospective students with programming relevant to their needs.

## Risk Implication & Mitigation Steps

**Lack of Participants:** Mitigated by strong collaboration with community partners. Strong marketing collateral and a solid marketing plan with dedicated resources to ensure the reach of promotions throughout the Okanagan Valley.

**Instructor Availability:** Mitigated through collaboration between programs and faculty to source subject matter experts who will be qualified to teach.

**Content Quality:** This risk is mitigated with the use of subject matter experts who are currently working in the industry and are knowledgeable of the current trends, competencies and skills required.

## Proposed and Prepared by

Jillian Garrett, Education Council Chair

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Education Council	1/9/2025
	☒	☒	Neil Fassina, President	3/3/2025

**Okanagan College Education Council**  
**Proposal for New Program**  
**March 2025**

### Program Summary

<b>Name of Program:</b>	<b>Office Basics Microcredential (MCOBAS)</b>
<b>Program Outcome/Credential:</b>	Microcredential
<b>Program Length:</b>	120 hours
<b>Education Council Approval Date:</b>	<b>1/9/2025</b>

### Program Outline

<b>Program description:</b>	<p>The Office Basics Microcredential (MCOBAS) is designed to support Indigenous communities and their staff, focusing on two key foundational areas: office skills and computer essentials.</p> <p>There are two courses that constitute the MCOBAS. The first course is Microsoft Office which focuses on word processing, basic spreadsheets, email, and presentations. The second course is Office Skills which emphasizes goal setting, time and stress management, customer service, written and verbal communication, and office procedures.</p>
<b>Learners served by this program:</b>	The program will serve members of Indigenous communities that may not have readily available access to education who are wanting to learn about office administration. It will serve as a model for future cohort-funded programs across the region, addressing demand from several Indigenous communities for similar training.
<b>Career Outcomes and Pathways:</b>	By providing accessible and culturally relevant training, the program aims to empower participants with the competencies needed for entry-level administrative roles while creating pathways for further educational opportunities.
<b>Program Hours:</b>	120
<b>Admission Requirements:</b>	There are no admission requirements to reduce barriers and ensure accessibility into the program.
<b>Required Courses:</b>	OBAS100 - Computer Essentials OBAS101 - Office Skills
<b>Graduation Requirements:</b>	A minimum grade of 50% is required in each course to complete the program.
<b>Other comments:</b>	Westbank First Nation (WBFN) provided funding and requested a partnership with Continuing Studies and Corporate Training (CSCT) to develop MCOBAS. WBFN consulted with various Indigenous communities to identify their needs which lead to the development of MCOBAS. The curriculum is adapted from existing Continuing Studies courses, with the inclusion of consultation with an Indigenous Elder to ensure the curriculum is both culturally relevant and sensitive.

**Okanagan College Education Council**  
**Proposal for New Program**  
**March 2025**

### Program Summary

<b>Name of Program:</b>	<b>Community Administrator Microcredential (MCCOAD)</b>
<b>Program Outcome/Credential:</b>	Microcredential
<b>Program Length:</b>	120 hours
<b>Education Council Approval Date:</b>	<b>1/9/2025</b>

### Program Outline

<b>Program description:</b>	The Community Administrator Microcredential (MCCOAD) is a 120-hour microcredential that emphasizes community administrator skills within four key courses. Topics covered include community funding, managing projects, team leading, and budgeting. This microcredential will provide introductory skills in each area to prepare learners to contribute to the success of their organizations and surrounding communities, especially in rural and Indigenous communities.
<b>Learners served by this program:</b>	The program will serve in Indigenous communities that may not have readily available access to education. Specifically, the program will serve learners that want to know about community administrator skills.
<b>Career Outcomes and Pathways:</b>	Learners will gain the skills and knowledge required to become a Community Administrator of a municipal or non-profit organization. Roles include team leaders, community organizers, and budget holders. In rural Indigenous communities, these roles are critical to the success of not only the organization, but the surrounding community. Learners may also look to further their education after completing the program.
<b>Program Hours:</b>	120
<b>Admission Requirements:</b>	There are no admission requirements to reduce barriers and ensure accessibility into the program.
<b>Required Courses:</b>	COAD100 - Grant Writing Fundamentals COAD101 - Project Management Fundamentals COAD102 - Leadership Skills Fundamentals COAD103 - Workplace Wellness Fundamentals
<b>Graduation Requirements:</b>	A minimum grade of 50% is required in each course to complete the program.

## Program Outline

**Other comments:**

The Lower Similkameen Indian Band (LSIB) provided funding and requested a partnership with Continuing Studies and Corporate Training (CSCT) to develop MCCOAD. LSIB consulted with various Indigenous communities to identify their needs which lead to the development of MCCOAD.

MCCOAD will also serve as a model for future cohort-funded programs across the region to address the demand from several Indigenous communities for similar training. The curriculum is adapted from existing Continuing Studies courses, with the inclusion of consultation with an Indigenous Elder to ensure the curriculum is both culturally relevant and sensitive.



## BOARD OF GOVERNORS – BRIEFING NOTE

March 11, 2025

Agenda #: 4.5.2

<b>Title</b>	Program Revisions		
<b>Action and/or Recommendation</b>	<p>For Approval</p> <p><u>Recommended Motion:</u></p> <p><b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revisions for the following programs as recommended by Education Council and as presented:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Bachelor of Business Administration</i></b></li> <li>• <b><i>Bachelor of Business Administration: Entrepreneurship Specialty</i></b></li> <li>• <b><i>Bachelor of Business Administration: Finance Specialty</i></b></li> <li>• <b><i>Business Administration Diploma</i></b></li> <li>• <b><i>Business Studies Certificate</i></b></li> <li>• <b><i>Business Studies Certificate: Small Business Computer Accounting Option</i></b></li> <li>• <b><i>Business Studies Certificate: Small Business Development Option</i></b></li> <li>• <b><i>Bachelor of Computer Information Systems</i></b></li> <li>• <b><i>Computer Information Systems Diploma</i></b></li> <li>• <b><i>Pharmacy Technician Certificate”</i></b></li> </ul>		
<b>Meets OC’s Inspire Plan...</b>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Students First</li> <li><input checked="" type="checkbox"/> Community</li> <li><input type="checkbox"/> Respect</li> <li><input type="checkbox"/> Courage</li> <li><input type="checkbox"/> Relationships</li> <li><input type="checkbox"/> Distinction</li> </ul>	<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reconciliation</li> <li><input type="checkbox"/> EDISJ</li> <li><input type="checkbox"/> Sustainability</li> <li><input type="checkbox"/> Resilience</li> <li><input type="checkbox"/> Effective and Efficient</li> </ul>	<p><b>Commitments</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Inclusive &amp; Equitable Access</li> <li><input checked="" type="checkbox"/> Life-long learning partnerships</li> <li><input checked="" type="checkbox"/> Integration and focus</li> </ul>

### Background Statement

In alignment with its advisory role to the Board, Education Council has reviewed and is recommending that the Board approve revisions to the following programs:

- Bachelor of Business Administration
- Bachelor of Business Administration: Entrepreneurship Specialty
- Bachelor of Business Administration: Finance Specialty
- Business Administration Diploma
- Business Studies Certificate
- Business Studies Certificate: Small Business Computer Accounting Option
- Business Studies Certificate: Small Business Development Option
- Bachelor of Computer Information Systems
- Computer Information Systems Diploma
- Pharmacy Technician Certificate

The College and Institute Act states in section 23(1) that “An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:

- (e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution;
- (f) evaluation of programs and educational services; and
- (n) criteria for awarding certificates, diplomas and degrees”

## Reference Materials

Proposals for Program Revisions:

- Bachelor of Business Administration
- Bachelor of Business Administration: Entrepreneurship Specialty
- Bachelor of Business Administration: Finance Specialty
- Business Administration Diploma
- Business Studies Certificate
- Business Studies Certificate: Small Business Computer Accounting Option
- Business Studies Certificate: Small Business Development Option
- Bachelor of Computer Information Systems
- Computer Information Systems Diploma
- Pharmacy Technician Certificate

## Supporting Analysis

See attached proposals for program revisions.

## Alignment to the Strategic Plan Roadmap

- Increase meaningful work and purposeful lives for college graduates and alumni.
- Improve student and alumni engagement.
- Increase participation and success of historically and currently marginalized populations.

## Risk Implication & Mitigation Steps

**Content Quality:** Mitigated by consulting with subject matter experts who are currently working in the industry and are knowledgeable of the current trends, competencies and skills required.

### Proposed and Prepared by

Jillian Garrett, Education Council Chair

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Education Council	12/5/2024
	☒	☒	Education Council	2/6/2025
	☒	☒	Neil Fassina, President	3/3/2025

**Okanagan College Education Council**  
**Proposal for Program Revision**  
**March 2025**

### Program Revision Summary

<b>Name of Program:</b>	<b>Bachelor of Business Administration (BBA)</b>
<b>Program Outcome/Credential:</b>	Degree
<b>Program Length:</b>	120 credit / 40 courses (four years)
<b>Proposed Revision Effective:</b>	Fall 2025
<b>Education Council Approval Date:</b>	<b>02/06/2025 and 12/5/2024</b> Please note that there were two separate program revisions approved at two Education Council meetings.

### Proposed Revised Program Outline

<b>Program description:</b>	The Bachelor of Business Administration (BBA) offers a comprehensive foundation in general business during the first year, followed by specializations in Accounting, Finance, Hospitality and Tourism Management, Human Resources Management, Management, and Marketing during the remaining three years. The program emphasizes practical application, with projects designed by experienced professors, for hands-on learning. The BBA is also accredited by Accreditation Council for Business Schools and Programs (ACBSP).
<b>Program revision process:</b>	<p>The BBA was brought to Education Council for review on December 12, 2024. A revision was proposed to adjust the admission requirements by removing the essay requirement for students entering third year because the essays were not read at the institution.</p> <p>Further revisions were proposed at the February 6, 2025 Education Council meeting to standardize admission requirements across all the School of Business programs at the college. Revisions included adjusting the minimum grade requirements for English and math as they were identified as barriers to entry. The Communications and Math departments were consulted and supportive of the changes.</p>
<b>Career Outcomes and Pathways:</b>	Graduates of the BBA can enter a variety of pathways dependent on the speciality area they choose. Students completing the accounting specialty are eligible to become a Certified Public Accountant and students completing the Finance Specialty may earn a Chartered Financial Analyst Certification. Similarly, students completing the Human Resources Management Specialty are eligible for a Chartered Professional in Human Resources certification. Other career pathways include but are not limited to jobs in marketing, operations, tourism, and hospitality management.

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
<input checked="" type="checkbox"/> <b>Admission Requirements</b>	<b>Entry into the first year of the degree program:</b>	<b>Regular Applicants:</b>

Proposed Revisions:	Current	Proposed
	<p><b>Regular Applicants</b></p> <ul style="list-style-type: none"> <li>• B.C. secondary school graduation or equivalent.</li> <li>• English 12 with minimum 70% or <a href="#">alternatives</a>.</li> <li>• <i>Students graduating from secondary school in or prior to 2012:</i> <ul style="list-style-type: none"> <li>○ A minimum of 85% in Applications of Mathematics 12 or a minimum of 60% in either Principles of Mathematics 12 or an equivalent Provincial Level Adult Basic Education mathematics course.</li> </ul> </li> <li>• <i>Students entering Grade 10 in or after 2010 and/or completing the new mathematics curriculum:</i> <ul style="list-style-type: none"> <li>○ A minimum of 60% in one of Pre-calculus Grade 12, Foundations of Mathematics Grade 12, or Apprenticeship and Workplace Mathematics Grade 12, Apprenticeship Mathematics 12 or the equivalent Provincial Level Adult Basic Education mathematics course.</li> <li>○ Secondary students who enter the Business Administration degree or diploma program with a minimum grade of 73% in Accounting 12 may request credit for BUAD 111 (Financial Accounting I).</li> </ul> </li> </ul> <p><b>Selective Admission Process:</b></p> <ul style="list-style-type: none"> <li>• Applicants will be granted admission based on their grade average for English, Mathematics and two other academic courses chosen to the advantage of the applicant.</li> </ul>	<ul style="list-style-type: none"> <li>• B.C. secondary school graduation (or equivalent).</li> <li>• English 12 or <a href="#">alternatives</a>.</li> </ul> <p>Math requirement:</p> <p>A minimum of 50% in any of:</p> <ul style="list-style-type: none"> <li>• Pre-calculus Grade 11</li> <li>• Foundations of Mathematics Grade 11</li> <li>• Principles of Mathematics 11</li> <li>• Applications of Mathematics 11</li> <li>• Apprenticeship and Workplace Mathematics Grade 11</li> <li>• Apprenticeship Mathematics 11</li> <li>• Adult Basic Education MATH 011</li> <li>• Adult Basic Education MATH 080</li> <li>• Adult Basic Education MATH 084 and MATH 085</li> <li>• Adult Basic Education IALG 011</li> <li>• Or a minimum score of 16/25 on the Okanagan College Mathematics Diagnostic Test.</li> </ul>

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
	<p data-bbox="511 142 755 178"><b>Mature Applicants</b></p> <ul data-bbox="511 199 998 651" style="list-style-type: none"> <li data-bbox="511 199 998 336">• Mature applicants are at least 19 years of age and have been out of full-time secondary study for at least one year.</li> <li data-bbox="511 357 998 420">• Secondary graduation will be waived for mature applicants.</li> <li data-bbox="511 441 998 651">• Mature applicants without Mathematics 12 can take the Mathematics diagnostic test, administered by Okanagan College. A minimum score of 20/25 is required.</li> </ul> <p data-bbox="511 661 738 703"><b>Qualifying status:</b></p> <ul data-bbox="511 724 998 1522" style="list-style-type: none"> <li data-bbox="511 724 998 1039">• Applicants who ultimately fail to satisfy the specific English and/or math entrance requirements may be granted admission to and be allowed to remain enrolled in the business program as qualifying students subject to the availability of space after the admission and registration of qualified applicants.</li> <li data-bbox="511 1060 998 1228">• Qualifying students may concurrently register in a maximum of three first-year business courses, any three for which they satisfy the prerequisites.</li> <li data-bbox="511 1249 998 1522">• Qualifying first-year business students will not be considered to be continuing students and will, therefore, be allowed to continue in the program after the qualifying year only if all outstanding course entrance requirements have been successfully completed.</li> </ul> <p data-bbox="511 1554 901 1627"><b>Entry into the third year of the degree program:</b></p> <ul data-bbox="511 1648 998 1961" style="list-style-type: none"> <li data-bbox="511 1648 998 1961">• Successful completion of a recognized Business Administration diploma program or equivalent with a minimum grade average of 67%; or completion of 60 university-level credits (with a minimum of 24 credits at the 200-level or higher) with a minimum grade average of</li> </ul>	<p data-bbox="998 142 1226 178"><b>Mature Students:</b></p> <ul data-bbox="998 199 1476 546" style="list-style-type: none"> <li data-bbox="998 199 1476 336">• Mature applicants are at least 19 years of age and have been out of full-time secondary study for at least one year.</li> <li data-bbox="998 357 1476 420">• Secondary graduation will be waived for mature applicants.</li> <li data-bbox="998 441 1476 546">• <b>Mature applicants must meet the English and Mathematics requirements.</b></li> </ul> <p data-bbox="998 661 1226 703"><b>Qualifying status:</b></p> <ul data-bbox="998 724 1476 1522" style="list-style-type: none"> <li data-bbox="998 724 1476 1039">• Applicants who ultimately fail to satisfy the specific English and/or math entrance requirements may be granted admission to and be allowed to remain enrolled in the business program as qualifying students subject to the availability of space after the admission and registration of qualified applicants.</li> <li data-bbox="998 1060 1476 1228">• Qualifying students may concurrently register in a maximum of three first-year business courses, any three for which they satisfy the prerequisites.</li> <li data-bbox="998 1249 1476 1522">• Qualifying first-year business students will not be considered to be continuing students and will, therefore, be allowed to continue in the program after the qualifying year only if all outstanding course entrance requirements have been successfully completed.</li> </ul> <p data-bbox="998 1554 1388 1627"><b>Entry into the third year of the degree program:</b></p> <ul data-bbox="998 1648 1476 1961" style="list-style-type: none"> <li data-bbox="998 1648 1476 1961">• Successful completion of a recognized Business Administration diploma program or equivalent with a minimum grade average of 60%; or completion of 60 university-level credits (with a minimum of 24 credits at the 200-level or higher) <b>with a minimum grade average of</b></li> </ul>

Proposed Revisions:	Current	Proposed
	<p>67%; or completion of an Associate Degree in Arts or Science with a minimum grade average of 67%.</p> <ul style="list-style-type: none"> <li>Applicants must submit a statement (500 words maximum) outlining their personal objectives and career goals.</li> <li>Applicants must submit a statement (500 word maximum) outlining their work experience and community involvement.</li> </ul> <p><b>Prior Learning Assessment:</b></p> <ul style="list-style-type: none"> <li>Where a student has prior learning in the following courses BUAD 111, 116, 121, 128, 176 and 293, credit may be awarded if the student successfully passes a challenge exam. Contact the Business Administration department for more information.</li> </ul> <p><b>Selective Admission Process:</b></p> <ul style="list-style-type: none"> <li>Applicants will be ranked and admitted according to the grade average of their respective diploma, associate degree or 60 credits of university courses, as stated above.</li> </ul> <p><b>Co-operative Education:</b></p> <ul style="list-style-type: none"> <li>Entry into the co-operative education option is a student's choice, and subject to completion of all first-year courses and an overall grade average of 65.</li> </ul> <p><b>Program requirements:</b></p> <ul style="list-style-type: none"> <li>A personal laptop is required. See the program for computer specifications.</li> </ul>	<p>60%; or completion of an Associate Degree in Arts or Science with a minimum grade average of 60%.</p> <p><b>Program requirements:</b></p> <ul style="list-style-type: none"> <li>A personal laptop is required. See the program for computer specifications.</li> </ul> <p><b>Notes:</b></p> <p><b>Prior Learning Assessment:</b></p> <ul style="list-style-type: none"> <li>Where a student has prior learning in the following courses BUAD 111, 116, 121, 128, 176 and 293, credit may be awarded if the student successfully passes a challenge exam. Contact the Business Administration department for more information.</li> <li>Secondary students who enter the Business Administration degree or diploma program with a minimum grade of 73% in Accounting 12 may request credit for BUAD 111 (Financial Accounting I).</li> </ul> <p><b>Co-operative Education:</b></p> <ul style="list-style-type: none"> <li>Entry into the co-operative education option is a student's choice, and subject to completion of all first-year courses and an overall grade average of 65.</li> </ul>

## Okanagan College Education Council

### Proposal for Program Revision

March 2025

#### Program Revision Summary

<b>Name of Program:</b>	<b>Bachelor of Business Administration: Entrepreneurship Specialty (ENTR)</b>
<b>Program Outcome/Credential:</b>	Degree
<b>Program Length:</b>	120 credit / 40 course (four years)
<b>Proposed Revision Effective:</b>	Fall 2025
<b>Education Council Approval Date:</b>	<b>02/06/2025</b>

#### Proposed Revised Program Outline

<b>Program description:</b>	The Entrepreneurship Specialty is one of the specializations of the Bachelor of Business Administration Degree (BBA). Students select specific elective courses to meet the requirements for the Entrepreneurship Specialty while completing their BBA. The specialty is designed for individuals seeking to gain experience in starting new ventures or launching new products or services within businesses. The program emphasizes innovation, creativity, and practical application through business projects. Students explore diverse business approaches and integrate social and environmental considerations into their work.
<b>Program revision process:</b>	In 2019 an Experiential Entrepreneurship Program was proposed but could not be operationalized. After consultation the School of Business proposed an Entrepreneurship Specialty to allow for flexibility while maintaining entrepreneurship content. Updates to the specialty include: <ul style="list-style-type: none"> <li>• Aligning the delivery model with the other specialty areas of the BBA as an open enrollment rather than a cohort-based model.</li> <li>• Reducing the number of unique courses and providing students with more space for elective choices within the program.</li> <li>• Modifying the capstone course from a 12-credit course in one term to two 3-credit courses over two terms.</li> <li>• Including the admission requirements for the program.</li> </ul>
<b>Career Outcomes and Pathways:</b>	Graduates of the Entrepreneurship Specialty may pursue careers in startups, social enterprises, and corporate innovation roles or pursue their own ventures. Students gain skills in innovation, business planning, and strategic execution, preparing them for diverse entrepreneurial opportunities

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
<input checked="" type="checkbox"/> <b>Calendar Description:</b>	The Entrepreneurship specialty is an alternative way to complete the Okanagan College BBA Degree. This	While satisfying all the requirements outlined for the Bachelor of Business Administration degree, students must

Proposed Revisions:	Current	Proposed
	<p>limited entry program is designed primarily for individuals with limited business background who are looking to gain experience and knowledge related to entrepreneurship (starting a new business, or social business, or launching new products or services within existing businesses (intrapreneurship).</p> <p>The Entrepreneurship specialty allows participants to gain all of the core business knowledge of the existing BBA, but has distinct features that set it apart.</p> <p>First students will focus their elective courses on topics related to innovation and creativity, services design, new product development, and the strategic, marketing, operational and financial aspects of starting new businesses, social business or new initiatives. Second, students will be encouraged to explore their passions and interests by infusing them directly in course assignments. The program is designed to allow students to explore different approaches to business, and to investigate and integrate social and environmentally focused business drivers into the work they produce. Third, students will engage in immersive experiential learning through direct connection to businesses, applied business projects and a practicum where students put their learning into action. Finally, students complete their 4 year program in a cohort supported by lead professors and community mentors. Students will form enduring relationships with their peers in the cohort and received coaching from seasoned entrepreneurs through the degree.</p>	<p>include the following courses in their business elective choices to specialize in Entrepreneurship.</p>

Proposed Revisions:	Current	Proposed
	<p><b>Program Objectives</b></p> <p>This program has all of the hallmark objectives of the original BBA with a few additions:</p> <p><u>Innovation and Creativity</u></p> <p>Graduates will have demonstrated the ability to generate innovative ideas and execute them.</p> <p><u>Entrepreneurship</u></p> <p>Graduates will have gained the necessary skills to effectively conceptualize, plan and execute a new venture, social business or product/service innovation.</p> <p><u>Community Focus</u></p> <p>Graduates will have demonstrated the ability to integrate the social, environmental, and community impacts of doing business into their operational and strategic planning.</p>	
☒ <b>Program Outline:</b>	<p><b>Courses by Semester</b></p> <p>The following section outlines the courses in the specialty area as they would be taken by students in the program.</p> <p>Semester 1 (Fall)</p> <ul style="list-style-type: none"> <li>• BUAD 116 Intro to Marketing</li> <li>• BUAD 111 Financial Accounting I</li> <li>• CMS 112 Professional Writing I</li> <li>• MATH 114 Business Mathematics</li> <li>• BUAD 128 Computer Applications</li> </ul> <p>Semester 2 (Winter)</p> <ul style="list-style-type: none"> <li>• BUAD 123 Management Principles</li> <li>• BUAD 113 Canadian Business</li> <li>• BUAD 195 Financial Management</li> <li>• BUAD 176 Professional Sales</li> <li>• BUAD 112 Intro. to Entrepreneurship</li> </ul> <p>Semester 3 (Fall)</p> <ul style="list-style-type: none"> <li>• BUAD 264 Management Accounting</li> <li>• BUAD 262 Organizational Behaviour</li> <li>• BUAD 209 Business Law</li> <li>• BUAD 200 Digital Marketing</li> </ul>	<p><b>Complete all of the following</b></p> <ul style="list-style-type: none"> <li>• BUAD111 - Financial Accounting I (3)</li> <li>• BUAD116 - Marketing (3)</li> <li>• BUAD123 - Management Principles (3)</li> <li>• BUAD128 - Computer Applications I (3)</li> <li>• BUAD195 - Financial Management (3)</li> <li>• BUAD209 - Business Law (3)</li> <li>• BUAD262 - Organizational Behaviour (3)</li> <li>• BUAD264 - Management Accounting (3)</li> <li>• BUAD269 - Human Resources Management (3)</li> <li>• BUAD293 - Entrepreneurship (3)</li> <li>• BUAD315 - Management Science (3)</li> <li>• BUAD340 - Strategic Management I (3)</li> <li>• BUAD425 - Business and Canadian Government Policy (3)</li> <li>• ECON115 - Principles of Microeconomics (3)</li> </ul>

Proposed Revisions:	Current	Proposed
	<ul style="list-style-type: none"> <li>• BUAD 212 Idea Generation</li> </ul> <p>Semester 4 (Winter)</p> <ul style="list-style-type: none"> <li>• BUAD 251 Personal Financial Planning</li> <li>• BUAD 269 Human Resources Mgmt.</li> <li>• CMS 122 Professional Writing II</li> <li>• BUAD 319 Intro.to Mgmt. Consulting</li> <li>• Non-Business Elective</li> </ul> <p>Semester 5 (Fall)</p> <ul style="list-style-type: none"> <li>• STAT 124 Business Statistics</li> <li>• BUAD 340 Strategic Management</li> <li>• BUAD 415 New Product Development</li> <li>• BUAD 371 Organizations &amp; Society</li> <li>• Non-Business Elective</li> </ul> <p>Semester 6 (Winter)</p> <ul style="list-style-type: none"> <li>• BUAD 315 Management Science</li> <li>• BUAD 425 Can. Gov't. &amp; Business</li> <li>• BUAD 336 Services Dev. &amp; Design</li> <li>• Specialty Area Elective</li> <li>• Non-Business Elective</li> </ul> <p>Semester 7 (Fall)</p> <ul style="list-style-type: none"> <li>• BUAD 413 Finance for Entrepreneurs</li> <li>• BUAD 417 Marketing for Entrepreneurs</li> <li>• BUAD 414 New Venture Creation</li> <li>• BUAD 416 New International Bus. Ventures</li> <li>• BUAD 370 Leadership</li> </ul> <p>Semester 8 (Winter)</p> <ul style="list-style-type: none"> <li>• ECON 395 Economics for Entrepreneurs</li> <li>• BUAD 499 Entrepreneurship Practicum (12 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• ECON125 - Principles of Macroeconomics (3)</li> <li>• CMNS112 - Professional Writing I (3)</li> <li>• CMNS122 - Professional Writing II (3)</li> <li>• MATH114 - Business Mathematics (3)</li> <li>• PHIL350 - Business Ethics (3)</li> <li>• BUAD176 - Professional Sales (3)</li> <li>• BUAD200 - Digital Marketing (3)</li> <li>• BUAD212 - Idea Generation (3)</li> <li>• BUAD298 - Small Business Management (3)</li> <li>• BUAD336 - Services Design &amp; Development (3)</li> <li>• BUAD370 - Leadership (3)</li> <li>• BUAD415 - New Product Development (3)</li> <li>• BUAD493 - Entrepreneurship Experience I (3)</li> <li>• BUAD494 - Entrepreneurship Experience II (3)</li> </ul> <p>Completed at least 1 of the following:</p> <ul style="list-style-type: none"> <li>• STAT124 - Business Statistics (3)</li> <li>• STAT121 - Elementary Statistics (3)</li> </ul>
<input checked="" type="checkbox"/> <b>Admission Requirements:</b>	None	Admission to the BBA

## Okanagan College Education Council

### Proposal for Program Revision

March 2025

#### Program Revision Summary

<b>Name of Program:</b>	<b>Bachelor of Business Administration: Finance Specialty (FSSP)</b>
<b>Program Outcome/Credential:</b>	Degree
<b>Program Length:</b>	120 credit / 40 course (four years)
<b>Proposed Revision Effective:</b>	Fall 2025
<b>Education Council Approval Date:</b>	<b>02/06/2025</b>

#### Proposed Revised Program Outline

<b>Program description:</b>	The Finance Specialty is an area of specialization within the Bachelor of Business Degree (BBA). Students completing the BBA will include specific courses within their electives to satisfy the requirements for the Finance Specialty. Students are prepared for a pathway to investment advising or portfolio management with the essential skills in financial analysis, investment strategies, and risk management.
<b>Program revision process:</b>	The program outline of the Finance Specialty was revised to clearly indicate two separate streams of finance to help students understand the different pathways. Additionally, the minimum qualifications required to teach in this specialization was added to the program for clarification.
<b>Career Outcomes and Pathways:</b>	Graduates may enter careers in financial planning, corporate finance, investment banking, and wealth management. Student will also be prepared with a strong foundation for further professional finance certifications such as the Chartered Financial Analyst certification.

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
<input checked="" type="checkbox"/> <b>Program Outline:</b>	<p>While satisfying all the requirements outlined above for the Bachelor of Business Administration degree, students must include the following courses in their Business elective choices to specialize in Finance.</p> <p>Complete at least 8 of the following:</p> <ul style="list-style-type: none"> <li>• BUAD 208 - Canadian Income Tax I</li> <li>• BUAD 234 - Retirement Income Planning</li> <li>• BUAD 235 - Insurance and Estate Planning</li> </ul>	<p>Students must complete all of the following courses:</p> <ul style="list-style-type: none"> <li>• BUAD208 - Canadian Income Tax I (3)</li> <li>• BUAD296 - Long-term Capital Management (3)</li> <li>• BUAD350 - Capital Markets (3)</li> <li>• BUAD353 - Derivative Securities (3)</li> <li>• BUAD354 - Financial Modelling for Equity Analysis and Valuation (3)</li> <li>• BUAD465 - Applied Finance Project (3)</li> </ul>

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
	<ul style="list-style-type: none"> <li>• BUAD 251 - Personal Financial Planning</li> <li>• BUAD 296 - Long-term Capital Management</li> <li>• BUAD 350 - Capital Markets</li> <li>• BUAD 353 - Derivative Securities</li> <li>• BUAD 354 - Financial Modelling for Equity Analysis and Valuation</li> <li>• BUAD 356 - Taxation and Investment Planning</li> <li>• BUAD 360 - Canadian Financial Institutions</li> <li>• BUAD 361 - Selected Topics: Finance</li> <li>• BUAD 468 - Selected Topics: Finance</li> <li>• BUAD 369 - Canadian Income Tax II</li> <li>• BUAD 450 - Investment Management</li> <li>• BUAD 460 - Investing in Financial Institutions</li> <li>• BUAD 461 - Applied Corporate Finance</li> </ul> <p>As 1 of the above 8 courses, students can also select BUAD 250 - Canadian Securities</p>	<p>Completed at least 1 of the following:</p> <ul style="list-style-type: none"> <li>• BUAD450 - Investment Management (3)</li> <li>• BUAD461 - Applied Corporate Finance (3)</li> <li>• BUAD464 - Wealth Management (3)</li> </ul> <p>Completed at least 1 of the following:</p> <ul style="list-style-type: none"> <li>• BUAD251 - Personal Financial Planning (3)</li> <li>• BUAD369 - Canadian Income Tax II (3)</li> <li>• BUAD361 - Selected Topics: Finance (3)</li> <li>• BUAD450 - Investment Management (3)</li> <li>• BUAD461 - Applied Corporate Finance (3)</li> <li>• BUAD468 - Selected Topics: Finance (3)</li> <li>• BUAD464 - Wealth Management (3)</li> </ul>
<input checked="" type="checkbox"/> <b>Faculty/Instructor Qualifications:</b>	None	Professors with a relevant professional designation such as, among others, CPA, CFA or CMA, depending on the course.

**Okanagan College Education Council**  
**Proposal for Program Revision**  
**March 2025**

### Program Revision Summary

<b>Name of Program:</b>	<b>Business Administration Diploma (BUAD)</b>
<b>Program Outcome/Credential:</b>	Diploma
<b>Program Length:</b>	60 credit/20 course (2 years)
<b>Proposed Revision Effective:</b>	Fall 2025
<b>Education Council Approval Date:</b>	<b>02/06/2025</b>

### Proposed Revised Program Outline

<b>Program description:</b>	The Business Administration Diploma (BUAD) provides a broad understanding of business practices, preparing students for careers in accounting, financial services, hospitality and tourism, management, human resources, and marketing. The program offers specializations and practical, hands-on learning experiences accredited by Accreditation Council for Business Schools and Programs (ACBSP). Year one of the program provides a solid foundation in general business. Year two allows students to choose an option in Accounting, Financial Services, Hospitality and Tourism Management, Human Resources Management, Management and Marketing for further specialization.
<b>Program revision process:</b>	The School of Business proposed revisions to all business programming to standardize admission requirements. This includes lowering the English and Math requirements to enter the program. The Communications and Math departments were consulted and supported the admission requirement revisions.
<b>Career Outcomes and Pathways:</b>	Graduates of BUAD may pursue careers in accounting, financial services, hospitality and tourism, management, human resources, and marketing. Students gain practical skills and knowledge for diverse roles in business industries and are equipped to transfer to the Bachelor of Business Administration Degree if they choose.

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
<input checked="" type="checkbox"/> <b>Admission Requirements</b>	<b>Regular Applicants</b> <ul style="list-style-type: none"> <li>• B.C. secondary school graduation or equivalent.</li> <li>• <i>Students graduating from secondary school in or prior to 2012:</i> <ul style="list-style-type: none"> <li>○ Principles of Mathematics 11, or an equivalent Advanced</li> </ul> </li> </ul>	<b>Regular Applicants:</b> <ul style="list-style-type: none"> <li>• B.C. secondary school graduation (or equivalent).</li> <li>• English 12 or <a href="#">alternatives</a>.</li> <li>• Math requirement: A minimum of 50% in any of:</li> </ul>

Proposed Revisions:	Current	Proposed
	<p>Level Adult Basic Education mathematics course;</p> <ul style="list-style-type: none"> <li>○ Or a minimum grade of 70% in Introductory Mathematics 11;</li> <li>○ Or a minimum grade of 60% in Applications of Mathematics 11.</li> </ul> <ul style="list-style-type: none"> <li>• <i>Students entering Grade 10 in or after 2010 and/or completing the new mathematics curriculum:</i> <ul style="list-style-type: none"> <li>○ A minimum of 60% in one of Pre-calculus Grade 11, Foundations of Mathematics Grade 11, or Apprenticeship and Workplace Mathematics Grade 11, Workplace Mathematics 11,</li> <li>○ Or the equivalent Advanced Level Adult Basic Education mathematics course.</li> </ul> </li> <li>• English 12 with minimum 60% or <a href="#">alternatives</a>.</li> <li>• Senior secondary students who enter the Business Administration diploma program with a minimum grade of 73% in Accounting 12 may receive credit for BUAD 111.</li> </ul>	<ul style="list-style-type: none"> <li>○ Pre-calculus Grade 11</li> <li>○ Foundations of Mathematics Grade 11</li> <li>○ Principles of Mathematics 11</li> <li>○ Applications of Mathematics 11</li> <li>○ Apprenticeship and Workplace Mathematics Grade 11</li> <li>○ Apprenticeship Mathematics 11</li> <li>○ Adult Basic Education MATH 011</li> <li>○ Adult Basic Education MATH 080</li> <li>○ Adult Basic Education MATH 084 and MATH 085</li> <li>○ Adult Basic Education IALG 011</li> <li>○ Or a minimum score of 16/25 on the Okanagan College Mathematics Diagnostic Test.</li> </ul>
	<p><b>Mature Applicants</b></p> <ul style="list-style-type: none"> <li>• Mature applicants are at least 19 years of age and have been out of full-time senior secondary study for at least one year. Senior secondary graduation will be waived for mature applicants.</li> <li>• Mature applicants without Mathematics 11 can take the mathematics diagnostic test, administered by Okanagan College. A minimum score of 16/25 is required.</li> </ul>	<p><b>Mature Students:</b></p> <ul style="list-style-type: none"> <li>• Mature applicants are at least 19 years of age and have been out of full-time secondary study for at least one year.</li> <li>• Secondary graduation will be waived for mature applicants.</li> <li>• Mature applicants must meet the English and Mathematics requirements.</li> </ul>
	<p><b>Prior Learning Assessment:</b></p> <p>Where a student has prior learning in the following courses BUAD 111, 116, 121, 128, 176 and 293, credit may be awarded if the student successfully passes a challenge exam. Contact the</p>	<p><b>Qualifying status:</b></p> <ul style="list-style-type: none"> <li>• Applicants who ultimately fail to satisfy the specific English and/or math entrance requirements may be granted admission to and be allowed to remain enrolled in the business program as qualifying students subject to the availability of space after the admission and registration of qualified applicants.</li> <li>• Qualifying students may concurrently register in a maximum of three first-year business courses,</li> </ul>

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
	<p>Business Administration department for more information.</p> <p><b>Selective Admission</b>  <b>Process:</b> Admission of regular senior secondary applicants will be based on the grade average (GA) on English 12, Mathematics 11 and two other of the student's highest provincially recognized Grade 12 courses.</p> <p><b>Qualifying status:</b></p> <ul style="list-style-type: none"> <li>Applicants who ultimately fail to satisfy the specific English and/or math entrance requirements may be granted admission to and be allowed to remain enrolled in the business program as qualifying students subject to the availability of space after the admission and registration of qualified applicants.</li> <li>Qualifying students may concurrently register in a maximum of three first-year business courses, any three for which they satisfy the prerequisites.</li> <li>Qualifying first-year business students will not be considered to be continuing students and will, therefore, be allowed to continue in the program after the qualifying year only if all outstanding course entrance requirements have been successfully completed.</li> </ul> <p><b>Co-operative Education:</b> Entry into the co-operative education option is a student's choice, and subject to completion of all first-year courses and an overall grade average of 65%.</p> <p><b>Program requirements:</b></p> <ul style="list-style-type: none"> <li>A personal laptop is required. See the program for computer specifications.</li> </ul>	<p>any three for which they satisfy the prerequisites.</p> <ul style="list-style-type: none"> <li>Qualifying first-year business students will not be considered to be continuing students and will, therefore, be allowed to continue in the program after the qualifying year only if all outstanding course entrance requirements have been successfully completed.</li> </ul> <p><b>Program requirements:</b></p> <ul style="list-style-type: none"> <li>A personal laptop is required. See the program for computer specifications.</li> </ul> <p><b>Notes:</b></p> <p><b>Prior Learning Assessment:</b></p> <ul style="list-style-type: none"> <li>Where a student has prior learning in the following courses BUAD 111, 116, 121, 128, 176 and 293, credit may be awarded if the student successfully passes a challenge exam. Contact the Business Administration department for more information.</li> <li>Secondary students who enter the Business Administration degree or diploma program with a minimum grade of 73% in Accounting 12 may request credit for BUAD 111 (Financial Accounting I).</li> </ul>

**Okanagan College Education Council**  
**Proposal for Program Revision**  
**March 2025**

### Program Revision Summary

<b>Name of Program:</b>	<b>Business Studies Certificate (BUADST)</b>
<b>Program Outcome/Credential:</b>	Certificate
<b>Program Length:</b>	18 credit / 6 courses
<b>Proposed Revision Effective:</b>	Fall 2025
<b>Education Council Approval Date:</b>	<b>02/06/2025</b>

### Proposed Revised Program Outline

<b>Program description:</b>	The Business Studies Certificate offers focused study in the following areas: accounting, business computer applications, entrepreneurship, financial services, human resources, management, marketing, and tourism. Students choose one of nine program specialization that they would like to focus on. This flexible program is accredited by Accreditation Council for Business Schools and Programs (ACBSP) and can be completed full-time or part-time, providing practical skills and knowledge for various business careers.
<b>Program revision process:</b>	The School of Business proposed revisions to all business programming to standardize admission requirements. This includes lowering the English and Math requirements to enter the program. The Communications and Math departments were consulted and supported the admission requirement revisions.
<b>Career Outcomes and Pathways:</b>	Graduates of BUADST can pursue careers in accounting, financial services, human resources, management, marketing, and tourism. Students gain practical skills and knowledge in their chosen business areas. The program also provides a solid foundation for further studies in business administration.

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
<input checked="" type="checkbox"/> <b>Admission Requirements</b>	<b>Regular Applicants</b> <ul style="list-style-type: none"> <li>B.C. secondary school graduation or equivalent.</li> <li>English 12 with minimum 60% or <a href="#">alternatives</a>.</li> <li>Students graduating from secondary school in or prior to 2012: Principles of Mathematics 11, or an equivalent Advanced Level Adult Basic Education mathematics course; or a minimum grade of</li> </ul>	<b>Regular Applicants:</b> <ul style="list-style-type: none"> <li>B.C. secondary school graduation (or equivalent).</li> <li>English 12 or <a href="#">alternatives</a>.</li> <li>Math requirement: A minimum of 50% in any of: <ul style="list-style-type: none"> <li>Pre-calculus Grade 11</li> <li>Foundations of Mathematics Grade 11</li> </ul> </li> </ul>

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
	<p>70% in Introductory Mathematics 11; or a minimum grade of 60% in Applications of Mathematics 11.</p> <ul style="list-style-type: none"> <li>• Students entering Grade 10 in or after 2010 and/or completing the new mathematics curriculum: A minimum of 60% in one of Pre-calculus Grade 11, Foundations of Mathematics Grade 11, or Apprenticeship and Workplace Mathematics Grade 11, Workplace Mathematics 11, or an equivalent Advanced Level Adult Basic Education mathematics course.</li> <li>• Senior secondary students who enter the Business Administration diploma program with a minimum grade of 73% in Accounting 12 may receive credit for BUAD 111.</li> </ul>	<ul style="list-style-type: none"> <li>○ Principles of Mathematics 11</li> <li>○ Applications of Mathematics 11</li> <li>○ Apprenticeship and Workplace Mathematics Grade 11</li> <li>○ Apprenticeship Mathematics 11</li> <li>○ Adult Basic Education MATH 011</li> <li>○ Adult Basic Education MATH 080</li> <li>○ Adult Basic Education MATH 084 and MATH 085</li> <li>○ Adult Basic Education IALG 011</li> <li>○ Or a minimum score of 16/25 on the Okanagan College Mathematics Diagnostic Test.</li> </ul>
	<p><b>Mature Applicants</b></p> <ul style="list-style-type: none"> <li>• Mature applicants are at least 19 years of age and have been out of full-time senior secondary study for at least one year.</li> <li>• Senior secondary graduation will be waived for mature applicants. Mature applicants without English 12 can write the LPI and must receive a minimum score of level 4.</li> <li>• Mature applicants without Mathematics 11 can take the mathematics diagnostic test, administered by Okanagan College. A minimum score of 16/25 is required.</li> </ul>	<p><b>Mature Students:</b></p> <ul style="list-style-type: none"> <li>• Mature applicants are at least 19 years of age and have been out of full-time secondary study for at least one year.</li> <li>• Secondary graduation will be waived for mature applicants.</li> <li>• Mature applicants must meet the English and Mathematics requirements.</li> </ul>
	<p><b>Qualifying status:</b></p> <ul style="list-style-type: none"> <li>• Applicants who ultimately fail to satisfy the specific English and/or math entrance requirements may be granted admission to and be allowed to remain enrolled in the business program as qualifying students subject to the availability of space after the admission and registration of qualified applicants. Qualifying students may</li> </ul>	<p><b>Qualifying status:</b></p> <ul style="list-style-type: none"> <li>• Applicants who ultimately fail to satisfy the specific English and/or math entrance requirements may be granted admission to and be allowed to remain enrolled in the business program as qualifying students subject to the availability of space after the admission and registration of qualified applicants.</li> </ul>

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
	<p>concurrently register in a maximum of three first-year business courses, any three for which they satisfy the prerequisites. Qualifying first-year business students will not be considered to be continuing students and will, therefore, be allowed to continue in the program after the qualifying year only if all outstanding course entrance requirements have been successfully completed.</p> <p><b>Program requirements:</b></p> <p>A personal laptop is required. See the program for computer specifications.</p> <p><b>Prior Learning Assessment:</b></p> <ul style="list-style-type: none"> <li>Where a student has prior learning in the following courses BUAD 111, 116, 121, 128, 176 and 293, credit may be awarded if the student successfully passes a challenge exam. Contact the Business Administration department for more information.</li> </ul> <p><b>Selective Admission Process:</b></p> <ul style="list-style-type: none"> <li>Admission of regular senior secondary applicants will be based on the grade average (GA) on English 12, Mathematics 11 and two other of the student's highest provincially recognized Grade 12 courses.</li> </ul> <p><b>Co-operative Education:</b></p> <ul style="list-style-type: none"> <li>Entry into the co-operative education option is a student's choice, and subject to completion of all first-year courses and an overall grade average of 65%.</li> </ul>	<ul style="list-style-type: none"> <li>Qualifying students may concurrently register in a maximum of three first-year business courses, any three for which they satisfy the prerequisites.</li> </ul> <p>Qualifying first-year business students will not be considered to be continuing students and will, therefore, be allowed to continue in the program after the qualifying year only if all outstanding course entrance requirements have been successfully completed.</p> <p><b>Program requirements:</b></p> <ul style="list-style-type: none"> <li>A personal laptop is required. See the program for computer specifications.</li> </ul> <p><b>Notes:</b></p> <p><b>Prior Learning Assessment:</b></p> <ul style="list-style-type: none"> <li>Where a student has prior learning in the following courses BUAD 111, 116, 121, 128, 176 and 293, credit may be awarded if the student successfully passes a challenge exam. Contact the Business Administration department for more information.</li> <li>Secondary students who enter the Business Administration degree or diploma program with a minimum grade of 73% in Accounting 12 may request credit for BUAD 111 (Financial Accounting I).</li> </ul>

## Okanagan College Education Council

### Proposal for Program Revision

March 2025

#### Program Revision Summary

<b>Name of Program:</b>	<b>Business Studies Certificate: Small Business Development Option (ESBM)</b>
<b>Program Outcome/Credential:</b>	Certificate
<b>Program Length:</b>	18 credits / 6 courses
<b>Proposed Revision Effective:</b>	Fall 2025
<b>Education Council Approval Date:</b>	<b>02/06/2025</b>

#### Proposed Revised Program Outline

<b>Program description:</b>	The Small Business Development specialization is part of the Business Studies Certificate. The target learner is a mature adult with local trades or services expertise, looking to start their own business. A more open approach to admission is offered, assuming the mature student has some business, computer, and math skills. The specialization prepares learners to manage their small business, with flexible course offerings and distance education options.
<b>Program revision process:</b>	The specialization was revised to alleviate barriers for mature students to enter the program. Updates include: <ul style="list-style-type: none"> <li>• Revising the program specialization name for clarification.</li> <li>• Updating the program description to indicate the prerequisite waivers that mature students are eligible for.</li> <li>• Adding a course to the program outline and revising the outline.</li> </ul>
<b>Career Outcomes and Pathways:</b>	Graduates of the Small Business Development specialization will gain the knowledge to launch and manage a small business and open opportunities to further their education in Business Administration.
<b>Additional Comments from Education Council:</b>	The vote to recommend this program revision was split at Education Council with the motion carried by a small margin, which is unusual. Concerns raised at the EdCo table include: <ul style="list-style-type: none"> <li>• Lack of consultation with the Program Advisory Committee and local industry</li> <li>• Students enrolled in this program will require prerequisite waivers for several required courses and there were concerns about both student success and potential for confusion during registration</li> <li>• Whether students will be prepared to start a small business upon completion of this certificate</li> </ul>

Proposed Revisions:	Current	Proposed
☒ <b>Specialization Name:</b>	Entrepreneurship and Small Business Management	Small Business Development
☒ <b>Calendar Description:</b>	The Business Studies Certificate allows students to focus on specific disciplines. These programs will be of interest to mature students who are already employed. The series will be available in the evening on a two- or three-year rotation depending on the discipline. Some courses are also available by distance education. All programs in the Business Studies Certificate require the use of computers. It is recommended that students without computer experience complete a beginners level computer course before beginning their program or at the beginning of their program.	This specialization is part of the 'Business Studies Certificate' focusing on small business development. The target student is a mature adult with local trades and services expertise, wishing to start their own business and scale up. A more open approach to admission is offered, assuming the mature student has some business, computer, and math skills. All students require the use of Microsoft Office software (including Excel). This means BUAD 128 – Computer Applications I and BUAD 264 - Management Accounting will be waived as prerequisites/co-requisites.
☒ <b>Program Outline:</b>	<p>Complete all of the following:</p> <ul style="list-style-type: none"> <li>• BUAD 111 - Financial Accounting I</li> <li>• BUAD 116 - Marketing</li> <li>• BUAD 123 - Management Principles</li> <li>• BUAD 195 - Financial Management</li> <li>• BUAD 293 - Entrepreneurship</li> <li>• BUAD 298 - Small Business Management</li> </ul>	<p>Complete all of the following:</p> <ul style="list-style-type: none"> <li>• BUAD111 - Financial Accounting I (3)</li> <li>• BUAD116 - Marketing (3)</li> <li>• BUAD123 - Management Principles (3)</li> <li>• BUAD195 - Financial Management (3)</li> <li>• BUAD200 - Digital Marketing (3)</li> </ul> <p>Completed at least 1 of the following:</p> <ul style="list-style-type: none"> <li>• BUAD293 - Entrepreneurship (3)</li> <li>• BUAD298 - Small Business Management (3)</li> </ul>

## Okanagan College Education Council

### Proposal for Program Revision

March 2025

#### Program Revision Summary

<b>Name of Program:</b>	<b>Business Studies Certificate: Small Business Computer Accounting Option (ACCT)</b>
<b>Program Outcome/Credential:</b>	Certificate
<b>Program Length:</b>	18 credits / 6 courses
<b>Proposed Revision Effective:</b>	Fall 2025
<b>Education Council Approval Date:</b>	<b>02/06/2025</b>

#### Proposed Revised Program Outline

<b>Program description:</b>	The Small Business Computer Accounting specialization within the Business Studies Certificate is designed for small business owners and their employees in the local community. The certificate emphasizes an introduction to computer-based accounting and the program addresses the growing need for digital skills in today's business landscape. Flexible admissions are available for students with basic business, computer, and math skills. Prerequisites are waived for eligible applicants with sufficient background knowledge.
<b>Program revision process:</b>	The specialization was revised to alleviate barriers for mature students to enter the program. Updates include: <ul style="list-style-type: none"> <li>• Revising the program specialization name for clarification.</li> <li>• Updating the program description to indicate the prerequisite waivers that mature students are eligible for.</li> <li>• Adding a course to the program outline and creating flexibility for students.</li> </ul>
<b>Career Outcomes and Pathways:</b>	Graduates will gain knowledge to manage basic accounting requirements of their small business and open a pathway for further Business Administration education.

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
<input checked="" type="checkbox"/> <b>Specialization Name:</b>	Accounting	Small Business Computer Accounting
<input checked="" type="checkbox"/> <b>Calendar Description:</b>	The Business Studies Certificate allows students to focus on a specific discipline. This program may be of interest to those who are already employed. Some courses are also available by distance education. All Business Studies Certificates require the use of Microsoft Office software. Computer experience is recommended.	This specialization is part of the 'Business Studies Certificate' focusing on small business computer accounting. The target student is a mature adult with business experience looking to grow their understanding of accounting. A more open approach to admission is offered, assuming the mature student has some business,

Proposed Revisions:	Current	Proposed
☒ <b>Program Outline:</b>	<ul style="list-style-type: none"> <li>• BUAD 111 - Financial Accounting I</li> <li>• BUAD 121 - Financial Accounting II</li> </ul> <p>Complete at least 4 of the following:</p> <ul style="list-style-type: none"> <li>• BUAD 208 - Canadian Income Tax I</li> <li>• BUAD 236 - Accounting Computer Applications</li> <li>• BUAD 263 - Intermediate Accounting I</li> <li>• BUAD 273 - Intermediate Accounting II</li> <li>• BUAD 264 - Management Accounting</li> </ul> <p>NOTE: MATH 114 - Business Mathematics and BUAD 128 - Computer Applications I are required prerequisites for BUAD 264 - Management Accounting.</p>	<p>computer, and math skills. All students require the use of Microsoft Office software, with a focus on Excel. This means MATH 114, BUAD 128, and BUAD 208 will be waived as prerequisites/co-requisites.</p> <ul style="list-style-type: none"> <li>• BUAD 111 - Financial Accounting I (3)</li> <li>• BUAD 121 - Financial Accounting II (3)</li> <li>• BUAD 236 - Accounting Computer Applications (3)</li> <li>• BUAD 264 - Management Accounting (3)</li> </ul> <p>Completed at least 2 of the following:</p> <ul style="list-style-type: none"> <li>• BUAD 208 - Canadian Income Tax I (3)</li> <li>• BUAD 263 - Intermediate Accounting I (3)</li> <li>• BUAD 273 - Intermediate Accounting II (3)</li> <li>• BUAD 128 - Computer Applications I (3)</li> <li>• BUAD 195 - Financial Management (3)</li> </ul>

## Okanagan College Education Council

### Proposal for Program Revision

March 2025

#### Program Revision Summary

<b>Name of Program:</b>	<b>Bachelor of Computer Information Systems (BCIS)</b>
<b>Program Outcome/Credential:</b>	Degree
<b>Program Length:</b>	78 credit/26 course (four years)
<b>Proposed Revision Effective:</b>	Fall 2025
<b>Education Council Approval Date:</b>	<b>2/6/2025</b>

#### Proposed Revised Program Outline

<b>Program description:</b>	The Bachelor of Computer Information Systems Degree is a four-year program that provides comprehensive education in computing, software design, and database systems. The program emphasizes practical skills and theoretical knowledge enabling students to function in various roles within the information technology field. The program also includes options for co-op work terms and industrial certifications to prepare students for the workforce. Additionally, students benefit from hands-on projects and opportunities to specialize in areas such as cybersecurity, data analytics, and network administration.
<b>Program revision process:</b>	Proposed changes focused on improving the wording of the description to ensure students understand the requirements for graduation. Updates include: <ul style="list-style-type: none"> <li>• Clarifying the program description for better understanding.</li> <li>• Adjusting the program outline for clarity.</li> <li>• The addition of program learning outcomes.</li> </ul>
<b>Career Outcomes and Pathways:</b>	Graduates of BCIS may enter the following careers within the information technology field: <ul style="list-style-type: none"> <li>• Software Developer</li> <li>• Systems Analyst</li> <li>• Database Administrator</li> <li>• Quality Assurance Analyst</li> <li>• Data Scientist</li> <li>• IT Consultant</li> </ul>

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
<input checked="" type="checkbox"/> <b>Calendar Description:</b>	The Bachelor of Computer Information Systems degree is a four-year program which includes a broad selection of computing, mathematics, business, and communications courses so graduates can function successfully in a variety of	The Bachelor of Computer Information Systems degree is a four-year program that offers a broad selection of computing, mathematics, business, and communications courses <b>so that graduates can function successfully in</b>

Proposed Revisions:	Current	Proposed
	<p>roles in the Information Technology field.</p> <p>The courses are grouped into required courses (which all students take), courses from one or more options (an option is a collection of courses dealing with a specific area of computing), and elective courses. This structure allows students to concentrate on areas of computing (Software Design and Development, Database Systems and General Studies) which interest them, while ensuring all graduates have a broad knowledge of computing. With further independent study, graduates may earn industrial certification from companies such as Oracle, IBM, Cisco or Microsoft.</p> <p>The BCIS degree is available as a co-op program. Taking co-op work terms may lengthen the program by one year or more.</p> <p>Students who have completed Okanagan College's Computer Information Systems diploma or the Network and Telecommunications Engineering Technology diploma, or a similar program of studies may enter at year three. Other students enter at year one.</p>	<p><b>various roles in the Information Technology field.</b></p> <p>The courses are grouped into required courses (which all students take), courses from one or more options (an option is a collection of courses dealing with a specific area of computing), and elective courses. This structure allows students to concentrate on areas of computing (Software Design and Development, Database Systems and General Studies) <b>that</b> interest them while ensuring all graduates have a broad knowledge of computing. With further independent study, graduates may earn industrial certification from companies such as Oracle, IBM, Cisco or Microsoft.</p> <p>The BCIS degree is available as a co-op program. Taking co-op work terms may lengthen the program by one year or more.</p> <p>Students who have completed Okanagan College's Computer Information Systems diploma, <b>the Infrastructure and Computing Technology (ICT) Diploma, or a similar program of studies may enter year three.</b> Other students enter at year one.</p>
<p>☒ <b>Program Outcomes:</b></p>	<p><i>None</i></p>	<ul style="list-style-type: none"> <li>• <b>Programming:</b> Students learn to read, write and analyze computer programs in a number of programming languages and programming paradigms.</li> <li>• <b>Application Design and Development:</b> Students learn to design and develop software for computer and web applications.</li> <li>• <b>Operating Systems:</b> Students learn how to effectively use, evaluate, install and tune operating systems including at least MS Windows, Unix and some Linux distributions.</li> <li>• <b>Databases:</b> Students learn how to create, design and use relational databases, including querying and administering them.</li> </ul>

Proposed Revisions:	Current	Proposed
		<ul style="list-style-type: none"> <li>• <i>Networks:</i> Students learn about the layered structure of computer networks, network topologies, and communication protocols used on networks and the internet. Students learn the tools used for network monitoring and security.</li> <li>• <i>Projects:</i> Students learn to implement large projects including the phases of requirements gathering, team work delegation and scrums, version controlling and deployment.</li> <li>• <i>Interpersonal Interactions and Soft Skills:</i> Students learn to communicate (orally and in writing) and interact effectively, conscientiously and ethically with their peers, clients and managers.</li> </ul>
<p>☒ <b>Program Outline:</b></p>	<p><b>Year 1</b></p> <p>Complete all of the following:</p> <ul style="list-style-type: none"> <li>• COSC 109 - Technical Aspects of Operating Systems</li> <li>• COSC 111 - Computer Programming I</li> <li>• COSC 121 - Computer Programming II</li> <li>• COSC 126 - Systems Analysis and Design</li> <li>• COSC 131 - Visual Programming</li> <li>• CMNS 113 - Technical Communication I for Information Technology</li> <li>• CMNS 123 - Technical Communication II for Computer Science</li> </ul> <p>And complete either of the following courses:</p> <ul style="list-style-type: none"> <li>• COSC 118 - Networks and Telecommunications I</li> <li>• ICT 117 - Networks and Telecommunications I</li> </ul> <p>BCIS students: Please register in COSC 118 (not ICT 117).</p> <p>Or</p> <p>Alternative Communications and English courses from other programs and accredited post-secondary</p>	<p><b>Year 1</b></p> <p>Complete all of the following:</p> <ul style="list-style-type: none"> <li>• COSC109 - Technical Aspects of Operating Systems (3)</li> <li>• COSC111 - Computer Programming I (3)</li> <li>• COSC121 - Computer Programming II (3)</li> <li>• COSC126 - Systems Analysis and Design (3)</li> <li>• COSC117 - Computer Science Fundamentals (3)</li> <li>• COSC118 - Networks and Telecommunications I (3)</li> </ul> <p>Complete two Mathematics courses in either of these two ways:</p> <p>Either, complete:</p> <ul style="list-style-type: none"> <li>• MATH139 - Mathematics for Information Technology (3)</li> </ul> <p>And one of:</p> <ul style="list-style-type: none"> <li>• COSC221 - Introduction to Discrete Structures (3)</li> <li>• MATH251 - Introduction to Discrete Structures (3)</li> <li>• MATH231 - Introduction to Cryptography (3)</li> </ul> <p>Or, complete:</p> <ul style="list-style-type: none"> <li>• MATH112 - Calculus I (3)</li> </ul>

Proposed Revisions:	Current	Proposed
	institutions for transfer students will be considered on a case-by-case basis.	And one of:
	<ul style="list-style-type: none"> <li>• MATH 139 - Mathematics for Information Technology</li> </ul>	<ul style="list-style-type: none"> <li>• MATH122 - Calculus II (3)</li> <li>• MATH221 - Linear Algebra I (3)</li> </ul>
	And one of the following three courses:	Complete the two communications courses:
	<ul style="list-style-type: none"> <li>• COSC 221 - Introduction to Discrete Structures</li> <li>• MATH 251 - Introduction to Discrete Structures</li> <li>• MATH 231 - Introduction to Cryptography</li> </ul>	<ul style="list-style-type: none"> <li>• CMNS113 - Technical Communication I for Information Technology (3)</li> <li>• CMNS123 - Technical Communication II for Computer Science (3)</li> </ul>
	Or	Alternative Communications and English courses from other programs and accredited post-secondary institutions for transfer students will be considered on a case-by-case basis.
	<ul style="list-style-type: none"> <li>• MATH 112 - Calculus I</li> </ul>	
	And either of these two courses:	
	<ul style="list-style-type: none"> <li>• MATH 122 - Calculus II</li> <li>• MATH 221 - Linear Algebra I</li> </ul>	
	<b>Year 2</b>	<b>Year 2</b>
	Complete all of the following courses:	Complete all of the following courses:
	<ul style="list-style-type: none"> <li>• COSC 205 - Project Management</li> <li>• COSC 211 - Machine Architecture</li> <li>• COSC 213 - Web development with LAMP</li> <li>• COSC 219 - Client-side Web Systems</li> <li>• COSC 222 - Computer Data Structures</li> <li>• COSC 224 - Projects in Computer Science</li> <li>• COSC 236 - Object-Oriented Systems Analysis and Design</li> <li>• COSC 304 - Introduction to Database Management Systems</li> <li>• COSC 315 - Introduction to Operating Systems</li> </ul>	<ul style="list-style-type: none"> <li>• COSC205 - Project Management (3)</li> <li>• COSC211 - Machine Architecture (3)</li> <li>• COSC213 - Web development with LAMP (3)</li> <li>• COSC219 - Client-side Web Systems (3)</li> <li>• COSC222 - Computer Data Structures (3)</li> <li>• COSC224 - Projects in Computer Science (3)</li> <li>• COSC236 - Object-Oriented Systems Analysis and Design (3)</li> <li>• COSC304 - Introduction to Database Management Systems (3)</li> <li>• COSC315 - Introduction to Operating Systems (3)</li> <li>• COSC131 - Visual Programming (3)</li> </ul>
	And one other three-credit COSC or NTEN course	Please refer to the CIS diploma program page for details of the typical sequencing of courses for the first two years of the BCIS degree.
	<b>Year 3 and 4 - Software Design and Development Option</b>	<b>Year 3 and 4 - Software Design and Development Option</b>
	<ul style="list-style-type: none"> <li>• BUAD 123 - Management Principles</li> </ul>	30 credits required for the option:

Proposed Revisions:	Current	Proposed
	<ul style="list-style-type: none"> <li>• COSC 470 - Software Engineering</li> <li>• COSC 471 - Software Engineering Project</li> <li>• PHIL 331 - Ethics of Computer Usage</li> </ul>	<ul style="list-style-type: none"> <li>• COSC470 - Software Engineering (3)</li> <li>• COSC471 - Software Engineering Project (3)</li> </ul>
	And at least one of these two courses:	And at least one of these two courses:
	<ul style="list-style-type: none"> <li>• COSC 316 - iOS Application Development</li> <li>• COSC 326 - Android Application Development</li> </ul>	<ul style="list-style-type: none"> <li>• COSC316 - iOS Application Development (3)</li> <li>• COSC326 - Android Application Development (3)</li> </ul>
	And at least one of these two courses:	And at least one of these two courses:
	<ul style="list-style-type: none"> <li>• COSC 318 - Network Programming</li> <li>• COSC 328 - Linux Networking</li> </ul>	<ul style="list-style-type: none"> <li>• COSC318 - Network Programming (3)</li> <li>• COSC328 - Linux Networking (3)</li> </ul>
	And at least one of these two courses:	And at least one of these two courses:
	<ul style="list-style-type: none"> <li>• COSC 331 - Microservices and Software Architecture</li> <li>• COSC 360 - Server Platform as a Service</li> </ul>	<ul style="list-style-type: none"> <li>• COSC331 - Microservices and Software Architecture (3)</li> <li>• COSC360 - Server Platform as a Service (3)</li> </ul>
	And at least two of these courses:	And at least two of these courses:
	<ul style="list-style-type: none"> <li>• COSC 404 - Advanced Database Management Systems</li> <li>• COSC 416 - Topics in Database</li> <li>• COSC 434 - Database Administration</li> <li>• COSC 436 - Data Warehousing</li> <li>• COSC 437 - Data Mining</li> </ul>	<ul style="list-style-type: none"> <li>• COSC404 - Advanced Database Management Systems (3)</li> <li>• COSC416 - Topics in Database (3)</li> <li>• COSC434 - Database Administration (3)</li> <li>• COSC436 - Data Warehousing (3)</li> <li>• COSC437 - Data Mining (3)</li> </ul>
	Plus a minimum of 9 upper-level COSC credits (not already chosen).	Plus, a minimum of 9 upper-level COSC credits (not already chosen).
	Upper-level (courses numbered 300 or higher): at least 42 credits (of which a minimum 36 credits must be upper-level computer science).	Required for all BCIS students, also complete the following:
	After completing the first two years, you must complete a total of 60 additional credits for the BCIS degree. These credits will include: PHIL 331 (required), at least six additional Arts credits, BUAD 123 (required) and at least three additional BUAD credits.	<ul style="list-style-type: none"> <li>• BUAD123 - Management Principles (3)</li> <li>• PHIL331 - Ethics of Computer Usage (3)</li> </ul>
	<b>Year 3 and 4 - Database and Big Data Management Option</b>	<b>Year 3 and 4 - Database and Big Data Management Option</b>
	<ul style="list-style-type: none"> <li>• BUAD 123 - Management Principles</li> <li>• COSC 404 - Advanced Database Management Systems</li> </ul>	30 credits required for the option: <ul style="list-style-type: none"> <li>• COSC404 - Advanced Database Management Systems (3)</li> </ul>

Proposed Revisions:	Current	Proposed
	<ul style="list-style-type: none"> <li>• COSC 434 - Database Administration</li> <li>• COSC 470 - Software Engineering</li> <li>• COSC 471 - Software Engineering Project</li> <li>• PHIL 331 - Ethics of Computer Usage</li> </ul>	<ul style="list-style-type: none"> <li>• COSC434 - Database Administration (3)</li> <li>• COSC470 - Software Engineering (3)</li> <li>• COSC471 - Software Engineering Project (3)</li> </ul>
	At least one of:	At least one of:
	<ul style="list-style-type: none"> <li>• BUAD 335 - Electronic Commerce</li> <li>• COSC 341 - User Experience</li> <li>• COSC 331 - Microservices and Software Architecture</li> <li>• COSC 360 - Server Platform as a Service</li> </ul>	<ul style="list-style-type: none"> <li>• BUAD335 - Electronic Commerce (3)</li> <li>• COSC341 - User Experience (3)</li> <li>• COSC331 - Microservices and Software Architecture (3)</li> <li>• COSC360 - Server Platform as a Service (3)</li> </ul>
	And at least one of:	And at least one of:
	<ul style="list-style-type: none"> <li>• COSC 318 - Network Programming</li> <li>• COSC 328 - Linux Networking</li> </ul>	<ul style="list-style-type: none"> <li>• COSC318 - Network Programming (3)</li> <li>• COSC328 - Linux Networking (3)</li> </ul>
	And at least two of:	And at least two of:
	<ul style="list-style-type: none"> <li>• COSC 416 - Topics in Database</li> <li>• COSC 436 - Data Warehousing</li> <li>• COSC 437 - Data Mining</li> </ul>	<ul style="list-style-type: none"> <li>• COSC416 - Topics in Database (3)</li> <li>• COSC436 - Data Warehousing (3)</li> <li>• COSC437 - Data Mining (3)</li> </ul>
	Plus a minimum of 6 upper-level COSC credits (not already chosen).	Plus, a minimum of 6 upper-level COSC credits (not already chosen).
	Upper-level (courses numbered 300 or higher): at least 42 credits (of which a minimum 36 credits must be upper-level computer science).	Required for all BCIS students, also complete the following:
	After completing the first two years, you must complete a total of 60 additional credits for the BCIS degree. These credits will include: PHIL 331 (required), at least six additional Arts credits, BUAD 123 (required) and at least three additional BUAD credits.	<ul style="list-style-type: none"> <li>• BUAD123 - Management Principles (3)</li> <li>• PHIL331 - Ethics of Computer Usage (3)</li> </ul>
	<b>Year 3 and 4 - General Studies Option</b>	<b>Year 3 and 4 - General Studies Option</b>
	<ul style="list-style-type: none"> <li>• BUAD 123 - Management Principles</li> <li>• PHIL 331 - Ethics of Computer Usage</li> </ul>	Complete 30 credits of upper-level COSC not already chosen.
	30 credits of upper-level COSC or NTEN courses not already chosen	Required for all BCIS students, also complete the following:
	Eight other three-credit courses	<ul style="list-style-type: none"> <li>• BUAD123 - Management Principles (3)</li> <li>• PHIL331 - Ethics of Computer Usage (3)</li> </ul>

Proposed Revisions:	Current	Proposed
	<p><b>Notes</b></p> <p>Electives for all students - 24 credits</p> <p>Electives must be chosen to ensure the following credit requirements are met. See group definitions below.</p> <p>Total credits: at least 120</p> <p>Group 1: at least 78 credits</p> <p>Group 2: at least 15 credits</p> <p>Group 3: at least 6 credits</p> <p>Upper-level (courses numbered 300 or higher): at least 42 credits</p> <p>Upper-level group 1: at least 36 credits</p> <p>Group 1: courses in Computer Science and other subjects which lead to an Associate of Science Degree, except MATH 120, plus Network and Telecommunications Engineering Technology, and Electronic Engineering Technology.</p>	<p>Students also need to complete 24 credits of electives to meet the total credits requirement. See Notes section for details on choosing electives.</p> <p><b>Required Academic Courses</b></p> <ul style="list-style-type: none"> <li>• Credits from Group 1 courses (Science, Technology and Engineering. See definition in Notes section): at least 78 (26 x 3-credit courses)</li> <li>• Credits from Group 2 courses (Communications and Arts. See definition in Notes section): at least 15 (5 x 3-credit courses)</li> <li>• Credits from Group 3 courses (Business Administration. See definition in Notes section): at least 6 (2 x 3-credit courses)</li> <li>• Credits from upper-level courses (courses numbered 300 or higher): at least 42 (14 x 3-credit courses)</li> </ul> <p>Credits from upper-level Group 1 courses: at least 36 (12 x 3-credit courses)</p> <p><b>Notes</b></p> <p>Course groups definitions:</p> <ul style="list-style-type: none"> <li>• Group 1: courses in Computer Science and other subjects that lead to an Associate of Science Degree, except MATH 120, plus Infrastructure and Computing Technology (ICT), and Electronic Engineering Technology (ELEN).</li> <li>• Group 2: courses in Communications and courses in other subjects which lead to an Associate of Arts Degree. This group does not include science courses.</li> <li>• Group 3: Business Administration courses.</li> </ul> <p>Notes for choosing electives and meeting the requirements:</p> <ul style="list-style-type: none"> <li>• By following the course of any of the options, the 78-credit</li> </ul>

Proposed Revisions:	Current	Proposed
	<p>Group 2: refers to all courses in Communications and courses in other subjects which lead to an Associate of Arts Degree. This group does not include science courses.</p> <p>Group 3: Business Administration courses.</p> <p>Consider choosing from the following list for BUAD electives:</p> <ul style="list-style-type: none"> <li>• BUAD 111 - Financial Accounting I</li> <li>• BUAD 113 - Canadian Business</li> <li>• BUAD 116 - Marketing</li> <li>• BUAD 123 - Management Principles</li> <li>• BUAD 128 - Computer Applications I</li> <li>• BUAD 176 - Professional Sales</li> <li>• BUAD 209 - Business Law</li> </ul> <p>Other BUAD courses may be acceptable with the permission of the Computer Science department chair.</p> <p>BUAD 107 is not acceptable.</p>	<p>requirement in Group 1 is automatically met.</p> <ul style="list-style-type: none"> <li>• Choose at least two electives from Group 2. The 15-credit requirement in Group 2 can be met with the 3 mandatory courses (CMNS 113, CMNS 123 and PHIL 331) and the two Group 2 electives.</li> <li>• Choose at least one elective from Group 3. The 6-credit requirement in Group 3 is met with the mandatory BUAD 123 and the Group 3 elective. Note that if BUAD 335 is chosen in the Database and Big Data Management Option, it counts as a Group 3 course.</li> <li>• Consider choosing from the following list for BUAD electives: <ul style="list-style-type: none"> <li>○ BUAD111 - Financial Accounting I (3)</li> <li>○ BUAD113 - Canadian Business (3)</li> <li>○ BUAD116 - Marketing (3)</li> <li>○ BUAD128 - Computer Applications I (3)</li> <li>○ BUAD176 - Professional Sales (3)</li> <li>○ BUAD209 - Business Law (3)</li> </ul> </li> <li>• Other BUAD courses may be acceptable with the permission of the Computer Science department chair. BUAD 107 is not acceptable.</li> <li>• COSC 304 and COSC 315 are considered upper-level although they are typically taken in Year 2. Together with the 30 upper-level COSC credits in Year 3 and 4, the 36-credit requirement in upper-level Group 1 is automatically met, except that if BUAD 335 is chosen in Database and Big Data Management Option, in which case one upper-level Group 1 course should be taken as elective.</li> </ul> <p>At least one of the electives should be upper-level. The requirement for 42 upper-level credits can be met with the 36 upper-level Group 1 courses, PHIL 331 and the upper-level elective.</p>

## Okanagan College Education Council

### Proposal for Program Revision

March 2025

#### Program Revision Summary

<b>Name of Program:</b>	<b>Computer Information Systems Diploma (CIS)</b>
<b>Program Outcome/Credential:</b>	Diploma
<b>Program Length:</b>	60 credit/20 course (two years)
<b>Proposed Revision Effective:</b>	Fall 2025
<b>Education Council Approval Date:</b>	<b>2/6/2025</b>

#### Proposed Revised Program Outline

<b>Program description:</b>	The Computer Information Systems Diploma covers software development, database systems, and systems analysis. Students learn to develop software for computers, websites, mobile applications, and manage data for technological solutions. The program emphasizes hands-on learning and practical experience, preparing graduates for entry-level positions in the IT industry. Additionally, students can benefit from co-op work terms and opportunities to engage in real-world projects, ensuring they are well-equipped for the workforce.
<b>Program revision process:</b>	Proposed changes focused on the addition of a new introduction to computer sciences course. Updates include: <ul style="list-style-type: none"> <li>• Adding learning outcomes to the program.</li> <li>• Revising the program outline to include the new computer science course.</li> </ul>
<b>Career Outcomes and Pathways:</b>	Graduates of CIS may enter the following entry-level: <ul style="list-style-type: none"> <li>• Computer Programmer</li> <li>• Programmer/Analyst</li> <li>• Business Systems Designer/Developer/Analyst</li> <li>• Web Designer/Developer</li> <li>• Database Architect/Administrator</li> </ul>

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
<input checked="" type="checkbox"/> <b>Program Outcomes:</b>	<i>None</i>	<ul style="list-style-type: none"> <li>• <b>Programming:</b> Students learn to read, write and analyze computer programs in a number of programming languages and programming paradigms</li> <li>• <b>Application Design and Development:</b> Students learn to design and develop software for computer and web applications.</li> </ul>

Proposed Revisions:	Current	Proposed
		<ul style="list-style-type: none"> <li>• Operating Systems: Students learn how to effectively use, evaluate, install and tune operating systems including at least MS Windows, Unix and some Linux distributions.</li> <li>• Databases: Students learn how to create, design and use relational databases, including querying them.</li> <li>• Networks: Students learn about the layered structure of computer networks, network topologies, and communication protocols used on networks and the internet. Students learn the tools used for network monitoring and security.</li> <li>• Projects: Students learn to implement small projects including the phases of requirements gathering, team work delegation and scrums, version controlling and deployment.</li> <li>• Interpersonal Interactions and Soft Skills: Students learn to communicate (orally and in writing) and interact effectively, conscientiously and ethically with their peers, clients and managers.</li> </ul>
<input checked="" type="checkbox"/> <b>Program Outline:</b>	<p><b>Year 1</b></p> <p><b>Semester 1</b></p> <ul style="list-style-type: none"> <li>• CMNS 113 - Technical Communication I for Information Technology</li> <li>• COSC 109 - Technical Aspects of Operating Systems</li> <li>• COSC 111 - Computer Programming I</li> <li>• COSC 118 - Networks and Telecommunications I</li> <li>• MATH 139 - Mathematics for Information Technology</li> </ul> <p><b>Semester 2</b></p> <ul style="list-style-type: none"> <li>• CMNS 123 - Technical Communication II for Computer Science</li> <li>• COSC 121 - Computer Programming II</li> <li>• COSC 126 - Systems Analysis and Design</li> </ul>	<p><b>Year 1</b></p> <p><b>Semester 1</b></p> <ul style="list-style-type: none"> <li>• CMNS 113 - Technical Communication I for Information Technology (3)</li> <li>• COSC 109 - Technical Aspects of Operating Systems (3)</li> <li>• COSC 111 - Computer Programming I (3)</li> <li>• MATH 139 - Mathematics for Information Technology (3)</li> <li>• <b>COSC 117 - Computer Science Fundamentals (3)</b></li> </ul> <p><b>Semester 2</b></p> <ul style="list-style-type: none"> <li>• CMNS 123 - Technical Communication II for Computer Science (3)</li> <li>• COSC121 - Computer Programming II (3)</li> <li>• COSC126 - Systems Analysis and Design (3)</li> </ul>

**Proposed Revisions:****Current**

- COSC 131 - Visual Programming

And one of:

- COSC 221 - Introduction to Discrete Structures
- MATH 251 - Introduction to Discrete Structures

**Co-op Term**

May to August

- COSC 101 (Co-op Work Term I): 4 months

**Year 2****Semester 3**

- COSC 213 - Web development with LAMP
- COSC 219 - Client-side Web Systems
- COSC 222 - Computer Data Structures
- COSC 236 - Object-Oriented Systems Analysis and Design
- COSC 304 - Introduction to Database Management Systems

**Co-op Term**

January to December

- COSC 102 (Co-op Work Term II): 4 months January - April
- COSC 103 (Co-op Work Term III): 4 months May - August
- COSC 104 (Co-op Work Term IV): 4 months September - December

**Semester 4**

- COSC 205 - Project Management
- COSC 224 - Projects in Computer Science
- COSC 315 - Introduction to Operating Systems

**Proposed**

- **COSC118 - Networks and Telecommunications I (3)**

And one of:

- COSC221 - Introduction to Discrete Structures (3)
- MATH251 - Introduction to Discrete Structures (3)

**Co-op Term**

May to August

- COSC 101 (Co-op Work Term I): 4 months

**Year 2****Semester 3**

- COSC213 - Web development with LAMP (3)
- COSC222 - Computer Data Structures (3)
- COSC236 - Object-Oriented Systems Analysis and Design (3)
- COSC304 - Introduction to Database Management Systems (3)
- **COSC219 - Client-side Web Systems (3)**

**Co-op Term**

January to December

- COSC 102 (Co-op Work Term II): 4 months January - April
- COSC 103 (Co-op Work Term III): 4 months May - August
- COSC 104 (Co-op Work Term IV): 4 months September - December

**Semester 4**

- COSC205 - Project Management (3)
- COSC224 - Projects in Computer Science (3)
- COSC315 - Introduction to Operating Systems (3)
- **COSC131 - Visual Programming (3)**

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
	<p>Two electives</p> <p><b>Notes:</b></p> <p>Students must choose electives from COSC or ICT or NTEN courses. COSC 115, COSC 122 and COSC 180 may not be used as electives.</p> <p>Other electives may be available; contact the Computer Science department chair.</p>	<p>One elective</p> <p><b>Notes:</b></p> <p>Students must choose electives from COSC or ICT (formerly NTEN) courses. COSC 115, COSC 122, and COSC 180 may not be used as electives.</p> <p>Other electives may be available; contact the Computer Science department chair.</p>

**Okanagan College Education Council**  
**Proposal for Program Revision**  
**March 2025**

### Program Revision Summary

<b>Name of Program:</b>	<b>Pharmacy Technician Certificate (PHTE)</b>
<b>Program Outcome/Credential:</b>	Certificate
<b>Program Length:</b>	360 hours (practicum) / 13 courses (theory) (41 weeks)
<b>Proposed Revision Effective:</b>	July 2025
<b>Education Council Approval Date:</b>	<b>02/06/2025</b>

### Proposed Revised Program Outline

<b>Program description:</b>	The Pharmacy Technician Certificate provides knowledge and skills relevant to the technical and clerical aspects of the pharmacy profession, including pharmacy equipment, prescription preparation, record keeping, pharmaceutical products, compounding, sterile product handling. The program combines theory, demonstrations, and practical experience, with placements in various pharmacies, ensuring graduates are well-equipped for the workforce.
<b>Program revision process:</b>	The Canadian Council for Accreditation of Pharmacy Programs (CCAPP) standards for pharmacy technician admissions were updated and must be effective by July 2025 at all institutions. The academic requirements were increased to Grade 12 for English, Math, Chemistry, and Biology and are reflected in the program revision updates.
<b>Career Outcomes and Pathways:</b>	Graduates are prepared for roles in community and hospital pharmacies. They can pursue careers as pharmacy technicians and can become a regulated pharmacy technician by completed the required steps outlined by the College of Pharmacists of British Columbia after graduation.

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
<input checked="" type="checkbox"/> <b>Admission Requirements:</b>	<ul style="list-style-type: none"> <li>B.C. secondary school graduation or equivalent (Adult Graduate Diploma).</li> <li>English 12 with minimum 60% or <a href="#">alternatives</a>.</li> <li>For applicants whose first language is not English: <ul style="list-style-type: none"> <li>Language proficiency test results that meet the National Association of Pharmacy Regulatory</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>B.C. secondary school graduation or equivalent (Adult Graduate Diploma).</li> <li>English 12 with minimum 60% or <a href="#">alternatives</a>.</li> <li>For applicants whose first language is not English: <ul style="list-style-type: none"> <li>Language proficiency test results that meet the National Association of Pharmacy Regulatory Authorities</li> </ul> </li> </ul>

**Proposed Revisions:**

**Current**

- Authorities (NAPRA) Language Proficiency Requirement
- A TOEFL score of at least 91 (Internet-based)
- Or, an overall band score of 6.5 on the academic version of IELTS
- Or, graduation from a high school in Canada with three consecutive, first language English courses
- Or an undergraduate degree from a university in Canada, whose instruction was provided in English.
- A minimum grade of 60% in BIOL 11, Life Sciences 11, or an equivalent Advanced Level ABE Biology course, or Biology 12, Anatomy and Physiology 12, or an equivalent. The Biology course must include a human anatomy and physiology component.
- For applicants who have completed their Biology courses in B.C. (at the senior secondary level or through ABE), Biology 12 is required. B.C. Biology 11 does not include a human anatomy and physiology component.
- A minimum grade of 60% in Chemistry 11 or an equivalent Advanced Level Adult Basic Education Chemistry course. Chemistry 12 is recommended.

**Proposed**

(NAPRA) Language Proficiency Requirement:

International English Language Testing System (IELTS) Required Scores (IELTS scoring bands range from 0 to 9)

Reading	7.0
Listening	7.0
Speaking	7.0
Writing	6.5

Applicants must complete all four subtests in a single testing session of any approved test and achieve passing scores for each. It is imperative for applicants to achieve the cut score in each subtest, as the **overall score** is not considered.

Occupational English Test (OET) is also accepted

(OET scores range from 0 to 500 in increments of 10, and are reported as letter grades from A to E)

Reading	B
Listening	B
Speaking	B
Writing	C+

Or, graduation from a high school in Canada with three consecutive, first language English courses.

Or an undergraduate degree from a university in Canada, whose instruction was provided in English.

- Applicants must be currently attending high school, or possess a high school equivalency certificate, or be a high school graduate.
- A minimum grade of 60% in BIOL 12, Anatomy & Physiology 12, or an equivalent Provincial Level ABE Biology

Proposed Revisions:	Current	Proposed
	<p><b>Math requirement:</b></p> <ul style="list-style-type: none"> <li>• A minimum of 60% in any of:               <ul style="list-style-type: none"> <li>○ Pre-calculus Grade 11</li> <li>○ Principles of Mathematics 11</li> <li>○ Adult Basic Education MATH 011</li> <li>○ Okanagan College MATH 120.</li> <li>○ Or a minimum of 70% on an Okanagan College Mathematics 11 Proficiency Exam.</li> </ul> </li> <li>• Applicants who have not satisfied this requirement within the last seven years may write the Okanagan College Mathematics 11 Proficiency exam and must receive a minimum grade of 70%.</li> <li>• A criminal record check clearance from the B.C. Ministry of Public Safety and Solicitor General's Criminal Records Review Office. Okanagan College's admission offices will provide applicants with instructions and forms for applicants to submit to the Solicitor General's Office and a deadline for the College to receive the clearance letter. Applicants should only initiate their criminal record check when instructed by Admissions. Failure to provide a clearance letter by the deadline will result in a cancellation of the applicant's admission application.</li> </ul>	<p>course, or an equivalent. The Biology course must include a human anatomy and physiology component.</p> <ul style="list-style-type: none"> <li>• A minimum grade of 60% in Chemistry 12 or an equivalent Provincial Level Adult Basic Education Chemistry course.</li> </ul> <p><b>Math requirement:</b></p> <ul style="list-style-type: none"> <li>• A minimum of 60% in any of:               <ul style="list-style-type: none"> <li>○ Pre-calculus Grade 12</li> <li>○ Principles of Mathematics 12</li> <li>○ Adult Basic Education MATH 012</li> <li>○ Okanagan College MATH 120.</li> <li>○ Or a minimum of 70% on an Okanagan College Mathematics 12 Proficiency Exam.</li> </ul> </li> <li>• Applicants who have not satisfied this requirement within the last seven years may write the Okanagan College Mathematics 12 Proficiency exam and must receive a minimum grade of 70%.</li> <li>• A criminal record check clearance from the B.C. Ministry of Public Safety and Solicitor General's Criminal Records Review Office. Okanagan College's admission offices will provide applicants with instructions and forms for applicants to submit to the Solicitor General's Office and a deadline for the College to receive the clearance letter. Applicants should only initiate their criminal record check when instructed by Admissions. Failure to provide a clearance letter by the deadline will result in a cancellation of the applicant's admission application.</li> </ul>