

**Attendance** *(virtual\*)***Members**

## Program Faculty:

- Jillian Garrett, Education Council Chair (Arts)
- Brenda Ridgeley (Business)
- Christopher Torrie (Foundation)
- Brett Wade (Health and Social Development)
- Morgan Martin (Science and Technology)
- Kelly Brochu (Trades and Apprenticeship)

## Regional Faculty:

- Leanne Mallory (Vice Chair) (North Okanagan)
- Bryan White (Shuswap Revelstoke)
- Eva Gavaris (South Okanagan)

## Support

- Michelle Somerville (Support)

## Students:

- Samreet Kaur (Central Okanagan)
- Kaelah Riley (Shuswap Revelstoke)

**Regrets**

- Neil Fassina, President
- Danny Marques, Associate Dean, Trades & Apprenticeship
- Sean Johnston (Regional Faculty, Central Okanagan)

## Educational Administrators:

- Samantha Lenci, Provost and Vice President Academic
- Chris Newitt, Associate Dean, Arts and Foundational\*
- Joan Ragsdale, Special Advisor, In-community Program Design

## Non-voting:

- Rhea Dupuis, Director Indigenous Relations & Reconciliation
- Inga Wheeler, Registrar
- Cindy Battersby (Board of Governors)

## Recording:

- Elaine Booi, Governance Administrator

**Guests**

## Presenting:

- Sofia Sookochoff (Adult Upgrading)\*
- Norah Bowman (Interdisciplinary Studies)
- Michael Saad (Communications)\*
- Adrian Nieoczym (Communications)\*
- Michael Landry (English Language & Communications)\*
- Vivian Albrecht (English Language)\*
- Joe Baker, Dean, School of Business\*
- Paul Martin, Dean, Learning & Applied Research\*

## Observing:

- Halia Valladares, Dean, Science & Technology\*
- Joanna Campbell (Governance)
- Kristen Wiebe (Governance)\*
- Shannon Hawthorne (Executive Assistant)\*

**Topic****Action****1. CALL TO ORDER**

Quorum was established and the meeting called to order at 3:05p.m.

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Topic	Action
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## 2. ACKNOWLEDGEMENT

E. Gavaris and R. Dupuis provided a land acknowledgement.

## 3. DECLARATION OF CONFLICT

J. Garrett asked members if they had any declarations of conflict.

J. Garrett noted that she will abstain from voting on the new courses CMNS 225 Content Creation and Strategy for Social Media and CMNS 385 AI and Strategic Communication. There were no further declarations of conflict.

## 4. APPROVAL OF AGENDA

***Motion: THAT Education Council approves the May 1, 2025 agenda and thereby approves the consent agenda as presented.***

J. Garrett noted a member requested an amendment to the April 3, 2025 Education Council minutes. J. Garrett moved the minutes to Section 7, Other Business and Business Arising from Consent Agenda.

***M. Somerville***

**CARRIED**

### 4.1. Consent Agenda

i. Education Council Minutes – April 3, 2025

ii. Procedures for Education Council Chair and Vice Chair Elections:

*Motion: THAT Education Council approves the Procedures for Education Council Chair and Vice Chair Elections as presented.*

iii. Course revisions:

a) [BIOL 011 Biology: Life Sciences 011](#)

*Motion: THAT Education Council approves the course revisions for BIOL 011 Biology: Life Sciences 011 as presented.*

b) [BIOL 012 Biology: Anatomy and Physiology 012](#)

*Motion: THAT Education Council approves the course revisions for BIOL 012 Biology: Anatomy and Physiology 012 as presented.*

## 5. BUSINESS ARISING

### Governance

#### 5.1. Provisional Approval Committee

J. Garrett presented updates to the Provisional Approval Committee's Terms of Reference that include a new supporting document to outline the criteria for when the committee is utilized. It was clarified that the committee is only authorized to approve a single intake of students. Any subsequent intake must go through the full regular approval process.

J. Garrett met with the Education Council Chair of North Island College as they have a similar process in place. She shared insights from the conversation noting that the Education Council Chair encountered challenges due to a lack of clear guidelines for when

Topic	Action
<p>the committee should be used and expressed interest in the guidelines that Council is reviewing.</p> <p>A member suggested replacing the reference to the "Inspire Plan" with the "Strategic Plan," as the name may change in the coming years and J. Garrett agreed to update the guidelines.</p> <p>J. Garrett proposed that if the Provisional Approval Committee terms of reference is approved, it should be reassessed after one year to determine if further refinements are needed. She also explained that under the current structure any urgent proposals would fall to the Operations Committee. The Operations Committee has a smaller committee structure than the proposed Provisional Approval Committee.</p> <p>J. Garrett noted that she received feedback from a member suggesting that the criteria is too subjective.</p> <p>Members did not have additional comments or questions, and J. Garrett proceeded with reading the motion.</p> <p><i>Motion: <b>THAT the Education Council approve the Okanagan College Education Council Provisional Approval Committee Terms of Reference as presented.</b></i></p> <p><b>E. Gavaris</b></p> <p><i>K. Wiebe &amp; S. Hawthorne left the meeting at 3:21p.m.</i></p>	<p><b>CARRIED</b></p>

## 6. NEW BUSINESS

### Science and Technology

#### 6.1. New Course:

##### [MATH 022 Math Skills for Science and Calculus](#)

S. Sookochoff presented the new course MATH 022 to members noting the purpose is for students to update their existing math skills.

A member asked for clarification around reference to spreadsheets mentioned in the course calendar description. S. Sookochoff noted that the course is designed for students in math and science programs and they need to be able to work with different kinds of spreadsheets to be successful.

Members did not have any further questions or comments regarding MATH 022 and J. Garrett proceeded with reading the motion.

*Motion: **THAT Education Council approves the new course: MATH 022 Math Skills for Science and Calculus as presented.***

**M. Sommerville**

*S. Sookochoff left the meeting at 3:29p.m.*

**CARRIED**

### Arts and Foundational

#### 6.2. New Courses:

##### i. [GSWS 275 Feminist Art Studies](#)

N. Bowman presented the new course GSWS 275 to the council noting that the course was taught twice as a special topic offering and was fully enrolled and well-received by students. The course focuses on art theory writing, with a strong emphasis on feminist

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<p>theory as it emerges through art. N. Bowman noted that the course aligns with ongoing efforts in Arts and Foundations department to explore new courses for existing programs.</p> <p>A member raised a question about the course prerequisites, suggesting that the course could appeal to a broad audience. N. Bowman noted that while prerequisites are often waived, they are primarily in place to support university transfer requirements. N. Bowman confirmed that transfer credit has not yet been tested but agreed to explore this in the future. There was discussion about potentially changing the prerequisite to require six or nine credits in Arts, which could be considered later. J. Garrett noted that there has been resistance within Arts to Communications proposal to change prerequisites from communications to general arts credits.</p> <p>Members did not have any further questions or comments regarding GSWS 275 and J. Garrett proceeded with reading the motion.</p>	
<p><i>Motion: <b>THAT Education Council approves the new course: GSWS 275 Feminist Art Studies as presented.</b></i></p>	
<p><b>E. Gavaris</b></p>	<b>CARRIED</b>
<p>ii. <a href="#">GSWS 310 Gender and Sex Work</a></p>	
<p>N. Bowman presented GSWS 310 to the council, noting that the course is a strong fit as an upper-level elective. N. Bowman explained that while the course had previously been offered as a second-year special topics course, it is more appropriately positioned at the third-year level. The course also aligns well with the Applied Bachelor of Arts (ABA) program, as it focuses on social systems and power structures.</p>	
<p>A member inquired about transferability of the course to other institutions. N. Bowman confirmed that the course can transfer as a third-year gender studies course.</p>	
<p>Discussion followed regarding the sensitive nature of the course content. A member asked how safe spaces are created and how sessions are closed to support students. N. Bowman emphasized that the Gender Studies faculty are experienced in teaching sensitive topics. The department is also open to formal training and is highly aware of the importance of trauma-informed approaches.</p>	
<p>A member suggested that trauma-informed training be listed as a preferred qualification for faculty and recommended that such training be included across all gender studies courses. Another member raised the issue of the lack of designated safe spaces for students experiencing difficulties. N. Bowman noted that she will take the suggestion to the Gender Studies department for consideration.</p>	
<p>A member asked whether the course could be included in the Criminal and Social Justice (CSJ) diploma. N. Bowman explained that the CSJ program is tightly structured and only a two year diploma, making it unlikely that GSWS 310 could be accommodated. She reiterated that the course is better suited for third-year ABA students, particularly those with a social work orientation.</p>	
<p>Members did not have any further questions or comments regarding GSWS 310 and J. Garrett proceeded with reading the motion.</p>	

Topic	Action
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*Motion: **THAT Education Council approves the new course: GSWS 310 Gender and Sex Work as presented.***

**M. Martin**

**CARRIED**

*N. Bowman left the meeting at 3:51p.m.*

iii. [CMNS 225 Content Creation and Strategy for Social Media](#)

M. Saad presented CMNS 225 to the council noting the course is focused on content creation for creatives and creators. The course covers how to shoot, edit, and post content, as well as how to monitor and manage it with student's own devices. M. Saad emphasized the importance of creating original content rather than simply chasing engagement metrics.

A member asked for clarification whether the course includes a lab component. M. Saad explained that while a full lab was initially considered, the current structure includes one lecture block with one activity-based or lab-style component within the lecture block. The member noted that the proposal still contains references to a full lab, and M. Saad agreed to update the proposal to reflect the revised format.

A member asked for clarification regarding the minimum qualifications to teach the course and suggested including a requirement for social media experience. J. Garrett noted that qualifications are relevant for job postings and should be clearly defined and this matter would need to be discussed further within the department. M. Saad noted that experience with content creation is essential in modern communications and should be expected.

A member asked whether CMNS 225 would be added to the Communications, Culture, and Journalism Studies Diploma program. J. Garrett responded that this decision is on hold until the completion of Tier III program revisions in 2025-26.

Members did not have any further questions or comments regarding CMNS 225 and J. Garrett proceeded with reading the motion and noted that she will abstain from the motion because it is from her department.

*Motion: **THAT Education Council approves the new course: CMNS 225 Content Creation and Strategy for Social Media as presented.***

**E. Gavaris**

**CARRIED**

*M. Saad left the meeting at 4:05p.m.*

iv. [CMNS 385 AI and Strategic Communication](#)

A. Nieoczym presented CMNS 385 to the council, a course previously offered as a special topic class in the fall. The course is designed to prepare students entering a communications field to use AI tools critically and strategically.

A member asked about current prerequisites noting that science students might be interested in the course but do not have six credits of communications required in their program. A. Nieoczym explained that this is the standard prerequisite for upper-level Communications courses and noted that in the special topic version, students from IT backgrounds enrolled in the course. J. Garrett added that all third-year communications courses require six credits partly due to transfer requirements.

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<p>S. Lenci raised the idea of open enrollment, suggesting that members of the public might also be interested in taking the course. J. Garrett noted that any changes to prerequisites would need to be reviewed by the department and suggested the development of a second-year introductory course on communications and AI for the public.</p> <p>A member asked whether a science-focused communications course exists, and it was confirmed that it does not. This led to a suggestion that a course specifically addressing science communication and AI could be valuable. J. Garrett mentioned that more AI-related courses are being planned for development.</p> <p>Members did not have any further questions or comments regarding CMNS 385 and J. Garrett proceeded with reading the motion and noted that she will abstain from the motion because it is from her department.</p> <p><i>Motion: <b>THAT Education Council approves the new course: CMNS 385 AI and Strategic Communication as presented.</b></i></p>	
<p><b>B. Wade</b></p>	<b>CARRIED</b>
<p>A. Nieoczym left the meeting at 4:18p.m.</p>	
<p>v. <a href="#">EAP 100 Introduction to Academic Discourse in Canadian Context</a></p> <p>M. Landry and V. Albrecht presented EAP 100 noting that the course is designed to support students who use English as an additional language. The course offers a systematic approach to language, emphasizing the connection between language and culture while helping students build academic language proficiency.</p> <p>A member inquired about class size, noting that the lecture accommodates forty students while the lab is capped at twenty students. M. Landry clarified that there are two lab sections to support this structure. Another member asked whether the course includes discipline-specific language, such as technical terminology. M. Landry explained that the course is an elective focused on developing broad academic skills rather than specialized jargon though some topics may touch on specific areas.</p> <p>Regarding the lab component, a member asked for clarification on how it is delivered and assessed. M. Landry explained that the lab is used to reinforce lecture content through hands-on practice. J. Garrett added that in arts courses, labs are not evaluated separately but are intended to support skill development introduced in lectures.</p> <p>A question was raised about the course's transferability. M. Landry confirmed that EAP 100 is intended as a support course and counts as a 3-credit elective, with transfer credit available. V. Albrecht added that they are working with the Transfer Credit Coordinator and an Associate Dean of Arts and Foundational to align EAP 100 with similar offerings across the province. V. Albrecht also noted that based on discussions with the Associate Dean, the course cannot include exclusionary language in its description, meaning it must remain open to all students, though it is primarily targeted toward international students.</p> <p>Members did not have any further questions or comments regarding EAP 100 and J. Garrett proceeded with reading the motion.</p>	

Topic	Action
<p><i>Motion: <b>THAT Education Council approves the new course: CMNS 385 AI and Strategic Communication as presented.</b></i></p> <p><b>M. Somerville</b></p>	<b>CARRIED</b>
School of Business	
6.3. Block Transfer Agreement with Vancouver Community College	
<p>J. Baker presented the block transfer agreement with Vancouver Community College noting that Business is hoping to continue to attract students from across the province who have diplomas to the Bachelor of Business Administration Degree (BBA).</p>	
<p>A member asked if block transfer students will be assessed based on their success in the BBA. J. Baker noted that they currently do not have research on the success of the block transfer student but have a strong working relationship with Vancouver Community College. The focus is making the transition easier for students who would like to complete a BBA.</p>	
<p>Members did not have any further questions or comments regarding the block transfer agreement and J. Garrett proceeded with reading the motion.</p>	
<p><i>Motion: <b>THAT Education Council approves the Block Transfer Agreement with Vancouver Community College for recommendation to the Board of Governors.</b></i></p>	
<p><b>B. Wade</b></p> <p><i>J. Baker, H. Valladares and B. Wade left the meeting at 4:41p.m.</i></p> <p><i>J. Garrett called for a recess at 4:41p.m.</i></p> <p><i>J. Garrett called the meeting back to order at 5:16p.m.</i></p>	<b>CARRIED</b>
Policy	
6.4. Final Assessment Policy	
<p>J. Garrett opened the discussion by noting that several emails have been received regarding concerns with the proposed Final Assessment policy. The Academic Regulations and Policy (ARP) Committee reviewed the policy over a six-month period, acknowledging that faculty across disciplines on the committee had initially voiced similar concerns. The committee engaged in extensive discussions about effective and student-centered assessments. J. Garrett emphasized the importance of providing context for the policy's development and noted that the motion to approve the policy would not be read at this meeting. Instead, the policy will be distributed for faculty and instructor consultation to gather discipline-specific feedback. The policy will be returned to ARP for further consideration before being brought back to Education Council.</p>	
<p>P. Martin presented his research, noting that he reviewed fourteen policies from different institutions and found consistent themes. Many institutions limit the amount of work assigned in the final days of a semester to allow students time to prepare for final assessments and receive feedback. Some institutions prohibit assignments in the last five days, while others extend this to the final two weeks. These limits aim to reduce student stress and improve learning outcomes. P. Martin noted that there is a lot of research suggesting that heavily weighted final assessments can increase anxiety and the risk of academic misconduct. P. Martin expressed concern about scenarios where missed</p>	

Topic	Action
<p>midterms result in final exams being weighted up to 60% placing undue pressure on students. The policy aims to mitigate such situations by encouraging more balanced assessment strategies.</p> <p>P. Martin recognized concerns around lab exams and noted that in his research few policies made exceptions for lab exams and suggested that this is an area that warrants further consultation. A member noted that the policy's cumulative assessment clause (Section 8.3) raised concerns, particularly from the science portfolio where many courses could be affected. Members recommended summarizing faculty feedback and consulting departments directly. Testing services support was identified as a potential aid in implementing the policy, especially for managing make-up exams.</p> <p>I. Wheeler addressed Section 8.1, which proposes that all assessments be scheduled through the Registrar's Office to ensure students have adequate time between evaluations. I. Wheeler highlighted the challenge of providing timely feedback when assessments are concentrated at the end of the term. Members discussed the philosophical shift toward more supportive and student-centered assessment strategies and emphasized the need for consultation.</p> <p>Several members expressed mixed feedback from their colleagues, with some supporting the policy and others opposing it. S. Lenci emphasized the importance of the policy, particularly regarding grade appeals and the withdrawal date.</p> <p>Members also suggested reaching out to online instructors and considering the experiences of students transitioning from high school, where they may not be accustomed to percentage-based grading. When asked whether similar policies exist at universities, P. Martin confirmed that comparable policies are common across Canada and the U.S., with many institutions framing them as student success initiatives.</p> <p>J. Garrett concluded the discussion by stating that the next step will be to organize the consultation process.</p> <p><i>P. Martin left the meeting at 6:05p.m.</i></p> <p><i>J. Garrett proposed a motion to extend the meeting to 6:45p.m. and all members were in favour.</i></p>	

#### Education Council Schedule

##### 6.5 Education Council 2025-2026 Meeting Schedule

J. Garrett presented the 2025-2026 Education Council meeting schedule noting the inclusion of scheduled strategy meetings to allow council time to discuss policies and set priorities. Urgent proposals may be looked at during strategy meetings if necessary. J. Garrett noted that at the June 5, 2025 Education Council meeting, Council will review a draft of the Education Council workplan that will help determine topics of the strategy sessions.

Members did not have questions or comments regarding the Education Council meeting schedule and J. Garrett proceeded with reading the motion.

Topic	Action
<p><i>Motion: <b>THAT Education Council approves the Education Council 2025-2026 Meeting Schedule as presented.</b></i></p> <p><b>K. Brochu</b></p>	<p><b>CARRIED</b></p>
Elections	
6.6 Chair and Vice Chair Elections	
I. Wheeler conducted the election procedures for Education Council Chair.	
J. Garrett accepted the nomination of Education Council Chair for the August 1, 2025 – July 31, 2026 term and was acclaimed to the position	
I. Wheeler conducted the election procedures for Education Council Vice Chair.	
M. Martin accepted the nomination of Education Council Vice Chair August 1, 2025 – July 31, 2026 term and was acclaimed to the position	
<b>7. OTHER BUSINESS &amp; BUSINESS ARISING FROM CONSENT AGENDA</b>	
Members did not raise other business.	
J. Garrett addressed the April 3, 2025 meeting minutes that were moved from the consent agenda. Amendments were suggested to the wording of item 8.2 and members agreed to the revisions.	
<i>Motion: <b>THAT Education Council approves Education Council April 3, 2025 meeting minutes as amended.</b></i>	
<p><b>K. Brochu</b></p>	<p><b>CARRIED</b></p>
<b>8. REPORTS</b>	
8.1 Education Council Chair	
J. Garrett provided an update regarding the upcoming changes to the standing committees. The current standing committees, including the ARP and CPRCs, will be dissolved at the end of June. In their place, the Academic Governance Committee (AGC) and the Integrated Curriculum and Program Review Committee (ICPR) will be established starting September.	
E. Booi will distribute a form for members to indicate their preference for which committee they would like to join and provide information about the skills they would bring to each committee. Assignments will be made by J. Garrett based on both preferences and relevant skills.	
A question was raised regarding the role of departmental CPRCs. J. Garrett clarified that when the terms of reference for the ICPR was approved, it included procedures for Deans outlining proposal requirements. Proposals may be returned to the department if they are not adequately prepared.	
J. Garrett reminded members that the June Education Council meeting is in Vernon. E. Booi will send out a poll to determine whether members are available to begin the meeting earlier than 4:00p.m.	

Topic	Action
<p>8.2 Academic Regulations &amp; Policies Committee</p> <p>J. Garrett noted that the Final Assessment policy was approved for recommendation at the April meeting. J. Garrett also noted that the ARP Committee reviewed gaps between Okanagan College’s current policies and the College and Institute Act. The committee identified that 23(1)(f) “evaluation of programs and educational services should be the prioritized for development in 2025/06..</p> <p>J. Garrett noted that there is continued work on a course syllabus policy.</p>	
<p>8.3 Provost and Vice President Academic</p> <p>S. Lenci shared that she has met the Student Association monthly and the meetings have become rich conversations with many thoughtful questions from students. She suggested that if students raise questions that Education Council could help answer, it would be beneficial to provide responses. Additionally, if members have any information they would like to share with the Student Association, S. Lenci can facilitate that communication.</p> <p>S. Lenci provided an update on the Redundancy Committee, which has met twice and will meet again next week. The committee plans to use the full 30-day period for thorough discussion. S. Lenci acknowledged the complexity of the issues being addressed and noted that the committee is currently working on the structure of their report. Once the report is received, Education Council will have 20 days to respond.</p> <p>J. Garrett commented on the student meetings, highlighting the importance of work-integrated learning, mentorship opportunities, and community engagement. She emphasized the value of identifying and sharing best practices across the institution to enhance student experiences.</p> <p>J. Garrett also noted that once the Redundancy Committee’s report is ready, a special Education Council meeting will be called.</p> <p>A member inquired about the special meeting scheduled for May 27, 2025. S. Lenci explained that this meeting is intended to strengthen the connection between the Executive and Education Council.</p>	
<p>8.4 Registrar</p> <p>I. Wheeler provided an election update on the Education Council seats.</p> <p>The student elections were successful with the new term dates of August 1, 2025 – July 31, 2026 and Shirelle Nickoli and Sarasvaty Delgado Soto were elected. L. Mallory and B. White were re-elected by acclamation for the regional faculty seats. Wendy Wheeler was elected by acclamation for the South OK-Similkameen seat. There is currently an election for the Central Okanagan Seat between Youry Khmelevsky and Claude Hurtubise.</p>	

## 9. ADJOURNMENT

The meeting was adjourned at 6:42p.m.

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