



Okanagan College Education Council

Regular Meeting Agenda

Thursday, June 5, 2025

Vernon Campus (D333)

3:30 – 6:30p.m.

[Link to Kuali Resources](#)

The meeting will be held on the unceded traditional lands of the Indigenous people who have inhabited and used the lands since time immemorial.

Topic	Action	Presenter	Attached	Pages
1. CALL TO ORDER		J. Garrett		
2. ACKNOWLEDGEMENT		J. Ragsdale		
3. DECLARATION OF CONFLICT		J. Garrett		
4. APPROVAL OF AGENDA <i>Recommended Motion: THAT Education Council approves the June 5, 2025 agenda and thereby approves the consent agenda as presented.</i>	Approval	J. Garrett		1-3
4.1 Consent Agenda				
i. Education Council Minutes – May 1, 2025	<i>Approved with motion for agenda as above</i>		Minutes	4-13
ii. Course revisions:				
a) CHEM 118 Introductory Chemistry for Water Engineering Technology <i>Motion: THAT Education Council approves the course revisions for CHEM 118 Introductory Chemistry for Water Engineering Technology as presented.</i>				
b) CHEM 128 Water Chemistry <i>Motion: THAT Education Council approves the course revisions for CHEM 128 Water Chemistry as presented.</i>				
c) CHEM 218 Applications of Environmental Chemistry <i>Motion: THAT Education Council approves the course revisions for CHEM 218 Applications of Environmental Chemistry as presented.</i>				
d) CHEM 225 Introduction to Analytical Chemistry for WET <i>Motion: THAT Education Council approves the course revisions for CHEM 225 Introduction to Analytical Chemistry for WET as presented.</i>				
e) COSC 224 Projects in Computer Science <i>Motion: THAT Education Council approves the course revisions for COSC 224 Projects in Computer Science as presented.</i>				
f) ENGL 100 University Writing <i>Motion: THAT Education Council approves the course revisions for ENGL 100 University Writing as presented.</i>				

Topic	Action	Presenter	Attached	Pages
5. BUSINESS ARISING				
Policy				
5.1 Final Assessment Policy <i>Recommended Motion: THAT Education Council approves the Final Assessment Policy to replace the Final Examination Policy as recommended by the Academic Regulations and Policy Committee and as presented.</i>	Approval	I. Wheeler & S. Lenci	Briefing	14-26
6. NEW BUSINESS				
Business				
6.1 Program Revision and New Courses: Tourism Management Diploma (TOURMG) <i>Recommended Motion: THAT Education Council approves the revised program: Tourism Management Diploma (TOURMG) for recommendation to the Board of Governors and thereby approves the following new courses:</i>	Recommend/ Approval	D. Robinson & T. Rutt	Kuali	-
<ul style="list-style-type: none"> • TOUR 200A Tourism Sector Study A • TOUR 200B Tourism Sector Study B 				
Trades				
6.2 New Programs and Courses:				
i. Solar Photovoltaic Systems Introduction & Installation Micro Credential (MCSPS) <i>Recommended Motion: THAT Education Council approves the new program: Solar Photovoltaic Systems Introduction & Installation Micro Credential (MCSPS) for recommendation to the Board of Governors and thereby approves the following new courses:</i>	Recommend/ Approval	W. Edis	Kuali	-
<ul style="list-style-type: none"> • RENW 100 Introduction to Clean Energy Technologies • SOLA 100 Introduction to Solar Photovoltaic Systems • SOLA 110 Solar Photovoltaic System Installation 				
ii. Solar Photovoltaic Systems for Professionals Micro Credential (MCSEI) <i>Recommended Motion: THAT Education Council approves the new program: Solar Photovoltaic Systems for Professionals Micro Credential (MCSEI) for recommendation to the Board of Governors and thereby approves the following new courses:</i>	Recommend/ Approval	W. Edis	Kuali	-
<ul style="list-style-type: none"> • SOLA 116 Solar Photovoltaic Trouble Shooting & Maintenance • SOLA 120 Solar Photovoltaic System Electrical Interconnections 				

Topic	Action	Presenter	Attached	Pages
Education Council Annual Workplan				
6.3 Education Annual Workplan 2025-2026 <i>Recommended Motion: THAT Education Council approves the Education Council Annual Workplan 2025-2026 as presented.</i>	Approval	J. Garrett	Briefing	27-30
6.4 Standing Committee Membership <i>Recommended Motion: THAT the Education Council approve the Education Council Standing Committee Membership as presented.</i>	Approval	J. Garrett	Briefing	31-33
7. OTHER BUSINESS & BUSINESS ARISING FROM CONSENT AGENDA				
8. REPORTS				
8.1 Education Council Chair	Information	J. Garrett	Verbal	-
8.2 Academic Regulations & Policies Committee	Information	J. Garrett	Verbal	-
8.3 Provost and Vice President Academic	Information	S. Lenci	Verbal	-
8.4 Registrar	Information	I. Wheeler	Verbal	-
8.5 Board of Governors	Information	C. Battersby	Verbal	-
9. ADJOURNMENT				

Draft Minutes for Approval June 5, 2025

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.

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: THAT the Education Council approve the Okanagan College Education Council Provisional Approval Committee Terms of Reference as presented.</i></p> <p>E. Gavaris</p> <p><i>K. Wiebe & S. Hawthorne left the meeting at 3:21p.m.</i></p>	<p>CARRIED</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

Topic	Action
<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: THAT Education Council approves the new course: GSWS 275 Feminist Art Studies as presented.</i></p>	
<p>E. Gavaris</p>	CARRIED
<p>ii. GSWS 310 Gender and Sex Work</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.

Topic	Action
<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: THAT Education Council approves the new course: CMNS 385 AI and Strategic Communication as presented.</i></p>	
<p>B. Wade</p>	CARRIED
<p>A. Nieoczym left the meeting at 4:18p.m.</p>	
<p>v. EAP 100 Introduction to Academic Discourse in Canadian Context</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
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Motion: THAT Education Council approves the new course: CMNS 385 AI and Strategic Communication as presented.

M. Somerville

CARRIED

School of Business

6.3. Block Transfer Agreement with Vancouver Community College

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).

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.

Members did not have any further questions or comments regarding the block transfer agreement and J. Garrett proceeded with reading the motion.

Motion: THAT Education Council approves the Block Transfer Agreement with Vancouver Community College for recommendation to the Board of Governors.

B. Wade

CARRIED

J. Baker, H. Valladares and B. Wade left the meeting at 4:41p.m.

J. Garrett called for a recess at 4:41p.m.

J. Garrett called the meeting back to order at 5:16p.m.

Policy

6.4. Final Assessment Policy

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. 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

Topic	Action
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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. 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.

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.

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.

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.

J. Garrett concluded the discussion by stating that the next step will be to organize the consultation process.

P. Martin left the meeting at 6:05p.m.

J. Garrett proposed a motion to extend the meeting to 6:45p.m. and all members were in favour.

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
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Motion: THAT Education Council approves the Education Council 2025-2026 Meeting Schedule as presented.

K. Brochu

CARRIED

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

7. OTHER BUSINESS & BUSINESS ARISING FROM CONSENT AGENDA

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.

Motion: THAT Education Council approves Education Council April 3, 2025 meeting minutes as amended.

K. Brochu

CARRIED

8. REPORTS

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
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8.2 Academic Regulations & Policies Committee

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..

J. Garrett noted that there is continued work on a course syllabus policy.

8.3 Provost and Vice President Academic

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.

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.

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.

J. Garrett also noted that once the Redundancy Committee's report is ready, a special Education Council meeting will be called.

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.

8.4 Registrar

I. Wheeler provided an election update on the Education Council seats.

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.

9. ADJOURNMENT

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



EDUCATION COUNCIL BRIEFING NOTE

June 5, 2025

Agenda #: 5.1

Proposal Summary

Subject:	Final Assessment Policy
Proposed by:	Inga Wheeler, Registrar
Submitted to:	Education Council
Implementation date:	Upon Approval

Background Statement:

Education Council and its sub-committee, the Academic Regulations and Policies Committee (ARP), reviewed and provide advice on a new Final Assessment policy to replace the Final Examination policy to ensure its alignment with the updated Academic Year policy approved by the Board in March 2025. ARP began reviewing the connection between the two policies in October 2024 and that review continued through May 2025. Based on the Committee's recommendations, the Final Assessment policy was revised to:

- Include more inclusive definitions of final assessments.
- Outline assessment weighting in the last five teaching days prior to the final assessment period.
- Ensure that the policy is consistent with similar policies across the post-secondary sector.

At the May 1, 2025 Education Council meeting, the Chair presented the policy and recommended based on email feedback received prior to the meeting that further consultation with departments be considered. After receiving a presentation on recommended assessment percentages at the end of term at the May meeting, Education Council discussed the possibility of adding a missed midterm percentage to a final exam resulting in a heavily weighted final exam. Improved access to testing centers to reschedule midterms was also suggested. Council noted that the policy should limit stress on students at the end of the semester.

On May 9, 2025 the Education Council Chair sent a draft copy of the proposed Final Assessment policy and a feedback form to each portfolio Dean and Associate Deans for distribution within their departments.

Feedback on the proposed policy highlighted different applications of the policy across departments, in particular of section 8.3, suggesting it would not meet requirements for accreditation, support academic integrity, or provide flexibility where students may need to complete make up assignments or exams. Suggestions included excluding capstone projects from Section 8.3 and allowing re-weighting of missed assessments. Overall, the faculty requested more flexibility within the policy.

The ARP Committee met on May 22, 2025 to consider the feedback and recommended:

- Removing Section 8.3 of the Final Assessment policy, with plans to revisit this principle in the new academic year.
- Further review of percentage limits during the final week of classes and final assessment period and effects on accreditation, transfer, and articulation.
- Including capstone courses as an exception to the 15% final grade percentage in Section 8.1.

Recommendation:

It is recommended that Education Council members review and discuss the revised Final Assessment policy and vote on the proposed motion for its approval.

Rationale:

The proposed Final Assessment Policy represents a step forward in supporting student well-being and academic success at Okanagan College. The revised policy includes student-centered practices intended to reduce student stress during the final weeks of classes and assessment period. These include defining what constitutes a final assessment and establishing consistent expectations around final assessment scheduling and end of term course evaluations. Section 8 is intended to prevent students from being overwhelmed by multiple high-stakes evaluations in a short timeframe with exceptions made to ensure flexibility for courses/programs with unique requirements such as those that have lab exams, capstone projects, and field-based learning components.

The policy has been reviewed and recommendations made by ARP after considering input from faculty and instructors. The inclusion of diverse assessment formats such as presentations, term papers, and practical evaluations acknowledges the varied ways students demonstrate learning and supports inclusive teaching practices. The ARP Committee recommends that Education Council approve the revised Final Assessment policy as a student-focused policy that aligns with student success and Okanagan College’s values and strategic goals.

Supporting Materials:

- Final Assessment Policy – draft (clean)
- Final Assessment Policy – draft (redline)
- [Final Examination Policy](#) (link)

Action:	
Motion Required <input type="checkbox"/> Notice of Motion <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Advice <input type="checkbox"/> Referral	No Motion Required <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Recommended Motion	
<p><i>THAT Education Council approves the Final Assessment Policy to replace the Final Examination Policy as recommended by the Academic Regulations and Policy Committee and as presented.</i></p>	

Consultation History:

Group/Individual, Title	Reviewed	Recommended	Date
Academic Regulations and Policies Committee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10/7/2024
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10/15/2024
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	11/4/2024
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	11/18/2024
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2/3/2025
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	4/16/2025
Education Council	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5/1/2025
Academic Regulations and Policies Committee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5/22/2025



FINAL ASSESSMENT POLICY

Policy Area:	Academic		
Policy Number:			
Policy Sponsor:	Provost and Vice-President Academic		
Policy Contact:	Registrar		
Stakeholders:	Students and Employees		
Authority:	<i>College and Institute Act</i>		
Approval Authority:	Education Council		
Approval Date:			
Effective Date:	September 1, 2024		
Replaces:	OC Calendar - Examinations Policy / Out-of-Time Final Examinations		
Last reviewed:	February 2024	Scheduled review date:	February 2029
Procedures:	<i>None</i>		

1. Policy Statement

Student learning is evaluated through different approaches and the College acknowledges that Final Assessments are one of the many ways in which Students can demonstrate their learning, and that the results of a Final Assessment often contribute significantly to a student's final grade or academic standing.

2. Purpose

The purpose of this policy is to provide direction to departments, instructors, and Students on the rights and responsibilities with respect to Final Assessments and conditions around rescheduling Final Assessments.

3. Scope and Application

This policy applies to all College courses in which there are Final Assessments at the end of the course, and where those Final Assessments are scheduled by the Registrar during the Final Assessment Time Period.

This policy also applies when determining the total value of end of term evaluations that contribute to the Student's final grade including term assignments, presentations, group projects, or any other form of evaluation scheduled in the five teaching days prior to the Final Assessment Time Period.

This policy does not apply to examinations that are administered by authorized professional governing bodies, trade licensure bodies, or industry training authorities.

4. Definitions

Examination Reschedule	Means granting a Student, under exceptional circumstances, to write their Final Examination at a date or time other than the scheduled date and time of the examination.
Exceptional Circumstances	Means instances that are beyond a Student's control and may negatively impact a Student's academic performance.
Final Assessment	Means an assessment of Student learning that is formally scheduled during the Final Assessment Time Period by the Registrar. A Final Assessment is a summative evaluation used to measure a learner's overall understanding, skills, or competencies at the end of a course. Final Assessments can take many forms, including but not limited to written Final Examinations, Final Papers/Projects/Portfolios, and Final Presentations/Practical Assessments (hands-on or lab-based evaluations), or a combination of these methods.
Final Assessment Schedule	Means a schedule listing all Final Assessments, their date, time, duration, designated location, and assigned invigilators.
Final Assessment Time Period	Means the period during which Final Assessments are scheduled.
Final Examination	Means a written exam scheduled within the Final Assessment Time Period.
Final Grade Appeal	Means a request for a Final Grade to be reviewed or changed based on the presence of grounds for appeal and evidence supplied by the student to support their case.
Final Paper/Project/Portfolio	Means a body of work that is scheduled to be due during the Final Assessment Time Period. Often students can submit their work early.
Final Presentation/Practical Assessment	Means a group or individual presentation or practical assessment (hands-on or lab-based evaluations) scheduled during the Final Assessment Time Period.
Instructor	Means College professor, vocational instructor, or continuing education instructor.
Student	Means any person enrolled as a student at Okanagan College. For the purpose of this policy means a Student who is on the official class list.
Support Person	Means someone who can assist a Student in understanding the College's policies and procedures and help a Student identify questions that they may have throughout institutional processes.

Examples include Student Services employees, Student Association representative, elder, friend.

5. Principles

- 5.1 The Final Assessment Time Period is published annually by the Registrar's Office and found at www.okanagan.bc.ca/dates.
- 5.2 Any Final Assessment scheduled during the Final Assessment Time Period, must be scheduled by the Registrar.
- 5.3 The Registrar is responsible to prepare the Final Assessment Schedule with the primary goal of ensuring the minimum number of schedule conflicts for Students.
- 5.4 Students are required to write or complete Final Examinations or Final Presentations/Practical Assessments at the time, date, and designated examination location indicated on the Final Assessment Schedule. Students should be aware that these may be scheduled on days and times that differ from regular class schedules, including evenings and weekends.
- 5.5 Subject to an Instructor's discretion and specific exam protocols, students are expected to begin the Final Examinations on time and latecomers will not be admitted after thirty (30) minutes. Students who arrive late for a Final Examination are not allowed additional time. Students may not leave the Final Examination setting within the first 30 minutes or the final thirty (30) minutes of the examination period.
- 5.6 Student requirements for Final Presentations/Practical Assessments are outlined by the Instructor and/or their department.
- 5.7 Final Papers/Projects/Portfolios that are scheduled by the Registrar during the Final Assessment Time Period, can generally be submitted earlier by Students to their Instructors up to the scheduled date and time.

6. Rescheduling

In the event of an Exceptional Circumstance that meets the criteria outlined below, Students may apply to write or complete a Final Examination or Final Presentation/Practical Assessment at a time other than the scheduled time using the [Request For Out-Of-Time Assessment form](#). For Final Papers/Projects/Portfolios, Students must speak with their Instructor directly. Requests must be received in advance of the assessment.

Criteria:

- 6.1 Assessments Schedule Conflict:
 - a) two or more Final Assessments scheduled at the same time;
 - b) three or more Final Assessments scheduled within a 24-hour period; or
 - c) insufficient time to travel between campuses for the purpose of writing or completing Final Examinations or Presentations/Practical Assessments.
- 6.2 Unforeseen Circumstances:
 - a) Medical/Health: Student has been injured, or hospitalized or is under the care of a health or care professional/practitioner for a condition which prevents the Student from writing or completing Final Examinations or Presentations/Practical Assessments at the scheduled time.

- b) Compassionate Reasons: a death, serious illness or injury of a member of the Student's immediate family, or other emergency situations.
 - c) Legal Obligations which include but are not restricted to jury duty or court appearances.
- 6.3 The Final Assessment Schedule conflicts with a recognized religion and spiritual days practiced by the Student.
- 6.4 The Final Assessment Schedule conflicts with Student participation in competitions (International, National, Provincial level), College-approved student competitions/events, and/or extraordinary employment opportunity (i.e confirmation of a job overseas).
- 6.5 At the discretion of the Program Dean/Director, or designate, consideration or alternative arrangements may also be given for other unforeseen events beyond the Student's control.

7. Assessment Papers and Documentation

- 7.1 Final Assessment papers and documentation including Instructor notes will be destroyed after a period of no less than one year.
- 7.2 In the event of a Final Grade Appeal, all Final Assessment papers and documentation will be retained by the College for twelve (12) months beyond the resolution of the appeal and will be destroyed after such date.

8. End of Term Course Evaluation

- 8.1 The College recognizes that the results of Final Assessments may contribute significantly to a Student's final grade and academic standing. Therefore, Students shall not be required to complete any other test, exam, or other assessment which contributes more than fifteen percent (15%) toward the final grade in a course during the last five teaching days of the semester/term as outlined in the Academic Year schedule created by the Registrar based on the *Academic Year Policy*.
- 8.2 No assessments shall have an assigned due date in the period between the end of the semester/term and the beginning of Final Assessment Time Period.
- 8.3 Section 8.1 does not apply to laboratory examination, capstone courses, or field courses and other courses whose schedules do not match that of the regular timetable, whether summer session or regular term.
- 8.4 Section 8.1. does not apply ongoing participation marks and self-assessments completed by the students.

9. Related Acts and Regulations

None.

10. Supporting References, Policies, Procedures and Forms

Academic Year Policy
Grading Practices (Grading Policy under review)
Accessibility Academic Accommodation for Students Policy
Final Grade Appeal Policy

History / Revisions

Date	Action
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2025-XX-XX

Final Assessment Policy

2024-02-01

Approved by Education Council:
Final Examination Policy (FNXPL_2402N_ED/PVPA)

Replaces OC Calendar - Examinations Policy / Out-of-Time Final Examinations

DRAFT



FINAL ASSESSMENT POLICY

Policy Area:	Academic		
Policy Number:			
Policy Sponsor:	Provost and Vice-President Academic		
Policy Contact:	Registrar		
Stakeholders:	Students and Employees		
Authority:	<i>College and Institute Act</i>		
Approval Authority:	Education Council		
Approval Date:			
Effective Date:	September 1, 2024		
Replaces:	OC Calendar - Examinations Policy / Out-of-Time Final Examinations		
Last reviewed:	February 2024	Scheduled review date:	February 2029
Procedures:	<i>None</i>		

1. Policy Statement

Student learning is evaluated through different approaches and the College acknowledges that Final Assessments are one of the many ways in which Students can demonstrate their learning, and that the results of a Final Assessment often contribute significantly to a student's final grade or academic standing.

~~A Final Assessment is a summative evaluation used to measure a learner's overall understanding, skills, or competencies at the end of a course. Final Assessments can take many forms, including but not limited to written Final Examinations, Final Papers/Projects/Portfolios, and Final Presentations/Practical Assessments (hands-on or lab-based evaluations), or a combination of these methods.~~

~~The results of a Final Assessment often contribute significantly to the student's final grade or academic standing. A Final Assessment is scheduled by the Registrar during the Final Assessment Period.~~

2. Purpose

The purpose of this policy is to provide direction to departments, instructors, and Students on the rights and responsibilities with respect to Final Assessments and conditions around rescheduling Final Assessments.

3. Scope and Application

This policy applies to all College courses in which there are Final Assessments at the end of the course, and where those Final Assessments are scheduled by the Registrar during the Final Assessment Time Period.

This policy also applies when determining the total value of end of term evaluations that contribute to the Student's final grade including term assignments, presentations, group projects, or any other form of evaluation scheduled in the five teaching days prior to the Final Assessment Time Period.

This policy does not apply to examinations that are administered by authorized professional governing bodies, trade licensure bodies, or industry training authorities.

4. Definitions

Examination Reschedule	Means granting a Student, under exceptional circumstances, to write their Final Examination at a date or time other than the scheduled date and time of the examination.
Exceptional Circumstances	Means instances that are beyond a Student's control and may negatively impact a Student's academic performance.
Final Assessment	Means an assessment of Student learning that is formally scheduled during the Final Assessment Time Period by the Registrar (see also 1. Policy Statement) . <u>A Final Assessment is a summative evaluation used to measure a learner's overall understanding, skills, or competencies at the end of a course. Final Assessments can take many forms, including but not limited to written Final Examinations, Final Papers/Projects/Portfolios, and Final Presentations/Practical Assessments (hands-on or lab-based evaluations), or a combination of these methods.</u>
Final Assessment Schedule	Means a schedule listing all Final Assessments, their date, time, duration, designated location, and assigned invigilators.
Final Assessment Time Period	Means the period during which Final Assessments are scheduled.
Final Examination	Means a written exam scheduled within the Final Assessment Time Period.
Final Grade Appeal	Means a request for a Final Grade to be reviewed or changed based on the presence of grounds for appeal and evidence supplied by the student to support their case.
Final Paper/Project/Portfolio	Means a body of work that is scheduled to be due during the Final Assessment Time Period. Often students can submit their work early.
Final Presentation/Practical Assessment	Means a group or individual presentation or practical assessment (hands-on or lab-based evaluations) scheduled during the Final Assessment Time Period.

Instructor	Means College professor, vocational instructor, or continuing education instructor.
Student	Means any person enrolled as a student at Okanagan College. For the purpose of this policy means a Student who is on the official class list.
Support Person	Means someone who can assist a Student in understanding the College's policies and procedures and help a Student identify questions that they may have throughout institutional processes. Examples include Student Services employees, Student Association representative, elder, friend.

5. Principles

- 5.1 The Final Assessment Time Period is published annually by the Registrar's Office and found at www.okanagan.bc.ca/dates.
- 5.2 Any Final Assessment scheduled during the Final Assessment Time Period, must be scheduled by the Registrar.
- 5.3 The Registrar is responsible to prepare the Final Assessment Schedule with the primary goal of ensuring the minimum number of schedule conflicts for Students.
- 5.4 Students are required to write or complete Final Examinations or Final Presentations/Practical Assessments at the time, date, and designated examination location indicated on the Final Assessment Schedule. Students should be aware that these may be scheduled on days and times that differ from regular class schedules, including evenings and weekends.
- 5.5 Subject to an Instructor's discretion and specific exam protocols, students are expected to begin the Final Examinations on time and latecomers will not be admitted after thirty (30) minutes. Students who arrive late for a Final Examination are not allowed additional time. Students may not leave the Final Examination setting within the first 30 minutes or the final thirty (30) minutes of the examination period.
- 5.6 Student requirements for Final Presentations/Practical Assessments are outlined by the Instructor and/or their department.
- 5.7 Final Papers/Projects/Portfolios that are scheduled by the Registrar during the Final Assessment Time Period, can generally be submitted earlier by Students to their Instructors up to the scheduled date and time.

6. Rescheduling

In the event of an Exceptional Circumstance that meets the criteria outlined below, Students may apply to write or complete a Final Examination or Final Presentation/Practical Assessment at a time other than the scheduled time using the [Request For Out-Of-Time Assessment form](#). For Final Papers/Projects/Portfolios, Students must speak with their Instructor directly. Requests must be received in advance of the assessment.

Criteria:

- 6.1 Assessments Schedule Conflict:
 - a) two or more Final Assessments scheduled at the same time;

- b) three or more Final Assessments scheduled within a 24-hour period; or
- c) insufficient time to travel between campuses for the purpose of writing or completing Final Examinations or Presentations/Practical Assessments.

6.2 Unforeseen Circumstances:

- a) Medical/Health: Student has been injured, or hospitalized or is under the care of a health or care professional/practitioner for a condition which prevents the Student from writing or completing Final Examinations or Presentations/Practical Assessments at the scheduled time.
- b) Compassionate Reasons: a death, serious illness or injury of a member of the Student's immediate family, or other emergency situations.
- c) Legal Obligations which include but are not restricted to jury duty or court appearances.

6.3 The Final Assessment Schedule conflicts with a recognized religion and spiritual days practiced by the Student.

6.4 The Final Assessment Schedule conflicts with Student participation in competitions (International, National, Provincial level), College-approved student competitions/events, and/or extraordinary employment opportunity (i.e confirmation of a job overseas).

6.5 At the discretion of the Program Dean/Director, or designate, consideration or alternative arrangements may also be given for other unforeseen events beyond the Student's control.

7. Assessment Papers and Documentation

7.1 Final Assessment papers and documentation including Instructor notes will be destroyed after a period of no less than one year.

7.2 In the event of a Final Grade Appeal, all Final Assessment papers and documentation will be retained by the College for twelve (12) months beyond the resolution of the appeal and will be destroyed after such date.

8. End of Term Course Evaluation

8.1 The College recognizes that the results of Final Assessments may contribute significantly to a Student's final grade and academic standing. Therefore, Students shall not be required to complete any other test, exam, or other assessment which contributes more than fifteen percent (15%) toward the final grade in a course during the last five teaching days of the semester/term as outlined in the Academic Year schedule created by the Registrar based on the *Academic Year Policy*.

8.2 No assessments shall have an assigned due date in the period between the end of the semester/term and the beginning of Final Assessment Time Period.

~~8.3 Cumulatively, any combination of assessments during the last five teaching days of the semester/term and during the exam period, cannot exceed forty percent (40%) of the final grade, unless it is for courses or industries that may require students to demonstrate their learning through a more heavily weighted final assessment.~~

~~8.48.3~~ Section 8.1 does not apply to laboratory examination, [capstone courses](#), or field courses and other courses whose schedules do not match that of the regular timetable, whether summer session or regular term.

~~8.58.4~~ Section 8.1. does not apply ongoing participation marks and self-assessments completed by the students.

9. Related Acts and Regulations

None.

10. Supporting References, Policies, Procedures and Forms

Academic Year Policy

Grading Practices (Grading Policy under review)

Accessibility Academic Accommodation for Students Policy

Final Grade Appeal Policy

History / Revisions

Date	Action
2025-XX-XX	<i>Final Assessment Policy</i>
2024-02-01	Approved by Education Council: <i>Final Examination Policy (FNXPL_2402N_ED/PVPA)</i> Replaces OC Calendar - Examinations Policy / Out-of-Time Final Examinations



EDUCATION COUNCIL BRIEFING NOTE

June 5, 2025

Agenda #: 6.3

Proposal Summary

Subject:	Education Council Annual Workplan 2025-26
Proposed by:	Jillian Garrett, Education Council Chair
Submitted to:	Education Council
Implementation date:	September 2025

Background Statement:

Education Council plays a central role in academic governance at Okanagan College. To support the Council's effectiveness and ensure timely execution of its responsibilities, an Annual Workplan has been developed.

This workplan consolidates recurring responsibilities outlined in the Council's bylaws, terms of reference, and standing committee terms of references. It serves as a planning and accountability tool to guide the Council's activities throughout the academic year, ensuring that key decisions and reviews are scheduled and completed.

Recommendation:

That Education Council review and approve the proposed Education Council Annual Workplan for 2025-2026. The Annual Workplan is intended as a guide and can be revised throughout the year.

Rationale:

The Education Council Annual Workplan provides a structured approach to managing the Council's responsibilities throughout the academic year. By incorporating recurring tasks and past practices, the workplan promotes consistency and proactive governance. Approving the workplan reinforces the Council's commitment to effective academic oversight and strategic alignment with Okanagan College's mission.

Supporting Materials:

- Education Council Annual Workplan 2025-26

Action:	
<u>Motion Required</u> <input type="checkbox"/> Notice of Motion <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Advice <input type="checkbox"/> Referral	<u>No Motion Required</u> <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Recommended Motion	
Motion: "THAT the Education Council approve Education Council Annual Workplan 2025-2026 as presented."	

Consultation History:			
Group/Individual, Title	Reviewed	Recommended	Date
J. Garrett, Education Council Chair	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5/29/25

As required									
By-elections Education Council Report to the Board Review proposals: course deletions Review proposals: new programs Review proposals: program deletions Review proposals: revised courses Review proposals: revised programs Chair & Committee Reports to Education Council Policy - Admission Policy Policy - Grading Policy Policy - Transfer Credit Policy Policy - Academic Year Policy Policy - Final Examination (Assessment) Policy Policy - Inactive Course Policy									
September 2026									
EdCo Terms of Reference Review									
Committee Terms of Reference Review									



EDUCATION COUNCIL BRIEFING NOTE

June 5, 2025

Agenda #: 6.4

Proposal Summary

Subject:	Education Council Standing Committee Membership
Proposed by:	Jillian Garrett, Education Council Chair
Submitted to:	Education Council
Implementation date:	September 2025

Background Statement:

As outlined in the Education Council Bylaws, Committee membership is established by a resolution of the Council. The Role of the Education Council Chair outlines that the Chair makes committee assignment recommendations to the Council considering the skills, expertise, and alignment with the Council and each Committee's Terms of Reference.

In making the recommended committee assignments, the Chair has applied the following principles:

- That Council members normally serve on at least one (1) committee, but not two (2) committees unless required for governance continuity (e.g., when council vacancies exist). This principle does not apply to the Ex-officio, Non-voting, and Operations Committee members.
- That the Chair may consider the personal interests expressed by Council members to serve on certain committees when determining committee membership
- As per the Committees' Terms of Reference, the Education Council Chair and Provost & Vice President serve as ex-officio members all committees and the Registrar serves as a non-voting member of the Academic Governance and Integrated Curriculum Proposal Review Committees.

On May 23, 2025 the Education Council Chair sent a form requesting that members indicate their committee participation preference and provide information on their knowledge and skills to be considered in relation to each Council Committee.

Recommendation:

That Education Council review and approve the proposed committee membership of the Academic Governance Committee and the Integrated Curriculum Proposal Review Committee.

Rationale:

The membership of both the Academic Governance Committee and Integrated Curriculum Proposal Review Committee includes a representative distribution of Faculty/Instructor, Support Staff, Student, and Educational Administrator members defined within their Terms of Reference. The Operations Committee's membership is based on positions on the Council.

- [Academic Governance Committee Terms of Reference](#)
- [Integrated Curriculum Proposal Review Committee Terms of Reference](#)
- [Operations Committee Terms of Reference](#)

Supporting Materials:

- [Education Council Bylaws](#)
- [Role of the Chair](#)
- Education Council Standing Committee Assignments Recommendation

Action:	
<p>Motion Required</p> <input type="checkbox"/> Notice of Motion <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Advice <input type="checkbox"/> Referral	<p>No Motion Required</p> <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Recommended Motion	
<p>Motion: “THAT the Education Council approve the Education Council Standing Committee Membership as presented.”</p>	

Group/Individual, Title	Reviewed	Recommended	Date
	☒	☒	5/29/25



Okanagan College Education Council Committee Membership

Committees

Name	Representing	Membership	Committees	
			Academic Governance	Integrated Curriculum Proposal Review
Jillian Garrett	Faculty / Program	<i>Council Chair</i>	Member (X)	Member (X)
Samantha Lenci	Education Administrator	<i>Appointed (Provost)</i>	Member (X)	Member (X)
Morgan Martin	Faculty / Program	<i>Council Vice Chair</i>	Member (F)	
Chris Newitt	Education Administrator	<i>Appointed</i>		Member (ED)
Danny Marques	Education Administrator	<i>Appointed</i>		
Joan Ragsdale	Education Administrator	<i>Appointed</i>	Member (ED)	
Brenda Ridgeley	Faculty / Program	<i>Elected</i>		Member (F)
Brett Wade	Faculty / Program	<i>Elected</i>		Member (F)
Chris Torrie	Faculty / Program	<i>Elected</i>		Member (F)
Kelly Brochu	Faculty / Program	<i>Elected</i>	Member (F)	
Bryan White	Faculty / Region	<i>Elected</i>	Member (F)	
Claude Hurtbuisse	Faculty / Region	<i>Elected</i>		Member (F)
Leanne Mallory	Faculty / Region	<i>Elected</i>		Member (F)
Wendy Wheeler	Faculty / Region	<i>Elected</i>	Member (F)	
Kaelah Riley	Student	<i>Elected</i>		
Samreet Kaur	Student	<i>Elected</i>		Member (ST)
Shirelle Nickoli	Student	<i>Elected</i>	Member (ST)	
Sarah Delgado	Student	<i>Elected</i>		
Michelle Somerville	Support	<i>Elected</i>		Member (SU)
<i>Vacant</i>	Support	<i>Elected</i>		
Inga Wheeler	Non-voting	<i>Non voting</i>	<i>Non voting</i>	<i>Non voting</i>