



Okanagan College Education Council

Regular Meeting Agenda - Updated

Thursday, May 21, 2026

In person, Kelowna Campus S103B

3:00 – 6:30p.m.

[Link to Kuali Resources](#)

Okanagan College respectfully acknowledges that the Penticton, Kelowna and Vernon campuses are located on the lands of the Syilx Okanagan People and the Salmon Arm campus is located on the lands of the Secwépemc People. We honour our relations and hold up their knowledge, welcoming all to our house of learning.

Topic	Action	Presenter	Attached	Pages
1. CALL TO ORDER		J. Garrett		
2. ACKNOWLEDGEMENT		B. White		
3. DECLARATION OF CONFLICT		J. Garrett		
4. APPROVAL OF AGENDA <i>Recommended Motion: THAT the Education Council approves the May 21, 2026 agenda and thereby approves the consent agenda as presented.</i>	Approval	J. Garrett		1-2
4.1 Consent Agenda				
i. Education Council Regular Meeting Minutes – April 16, 2026	Approved with motion for agenda as above		Minutes	3-8
ii. Course Revisions: a) BUAD 215 Restaurant Management <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 215 Restaurant Management as presented.</i> b) BUAD 236 Accounting Computer Applications <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 236 Accounting Computer Applications as presented.</i> c) BUAD 272 Business Simulation <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 272 Business Simulation as presented.</i> d) BUAD 293 Entrepreneurship <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 293 Entrepreneurship as presented.</i> e) BUAD 298 Small Business Management <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 298 Small Business Management as presented.</i>				

Topic	Action	Presenter	Attached	Pages
f) BUAD 305 Logistics and Supply Chain Management <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 305 Logistics and Supply Chain Management as presented.</i> g) BUAD 330 International Business <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 330 International Business as presented.</i> h) BUAD 340 Strategic Management I <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 340 Strategic Management I as presented.</i> i) BUAD 354 Financial Modelling for Equity Analysis and Valuation <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 354 Financial Modelling for Equity Analysis and Valuation as presented.</i> j) BUAD 382 Operations Management <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 382 Operations Management as presented.</i> k) BUAD 390 Properties Management <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 390 Properties Management as presented.</i> l) BUAD 413 Finance for Entrepreneurship <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 413 Finance for Entrepreneurship as presented.</i> m) BUAD 461 Applied Corporate Finance <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 461 Applied Corporate Finance as presented.</i> n) TOUR 215 Restaurant Management <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: TOUR 215 Restaurant Management as presented.</i> o) PNUR 113 Human Anatomy and Physiology <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: PNUR 113 Human Anatomy and Physiology as presented.</i>				

Topic	Action	Presenter	Attached	Pages
5. NEW BUSINESS				
Health & Social Development				
5.1 Program Revision				
i. Health Care Assistant Certificate (HCA)	Approve & Recommendation	T. Noble	Kuali	-
<i>Recommended Motion: THAT the Education Council approves and recommends to the Board of Governors the revised program: Health Care Assistant Certificate (HCA) as presented.</i>				
Arts & Sciences				
5.2 Program Revision				
i. Common First Year Engineering Certificate (ENGR)	Approve & Recommendation	K. Langedyke	Kuali	-
<i>Recommended Motion: THAT the Education Council approves and recommends to Board of Governors the revised program: Common First Year Engineering Certificate (ENGR) as presented.</i>				
5.3 Course Cancellations	Approve & Recommendation	T. Becker	Kuali	-
i. LAA 116 Legal Office Procedures				
ii. LAA 100 Litigation Procedures I				
iii. LAA 101 Litigation Procedures II				
iv. LAA 112 Family Litigation Procedures				
v. LAA 115 Employment Law				
vi. LAA 120 Personal Injury				
vii. LAA 140 Conveyancing Procedures I				
viii. LAA 141 Conveyancing Procedures II				
ix. LAA 145 Intro to the Canadian Legal System				
x. LAA 152 Corporate Procedures I				
xi. LAA 153 Corporate Procedures II				
xii. LAA 160 Wills and Estates				
<i>Recommended Motion: THAT the Education Council approves and recommends to the Board of Governors the cancellation of the course: LAA 116 Legal Office Procedures and thereby approves and recommends the cancellation of the following courses:</i>				
LAA 116 Legal Office Procedures LAA 100 Litigation Procedures I LAA 101 Litigation Procedures II LAA 112 Family Litigation Procedures LAA 115 Employment Law LAA 120 Personal Injury LAA 140 Conveyancing Procedures I LAA 141 Conveyancing Procedures II LAA 145 Intro to the Canadian Legal System				

Topic	Action	Presenter	Attached	Pages
• LAA 152 Corporate Procedures I • LAA 153 Corporate Procedures II • LAA 160 Wills and Estates.				
Continuing Studies				
5.4 Revised Program & Courses				
i. Revised Program: AutoCAD Skills Certificate (ZACS) Revised Courses: • AD 100 File and Desktop Management • AD 101 Introduction to AutoCAD Skills • AD 102 Applied AutoCAD Skills <i>Recommended Motion: THAT the Education Council approves and recommends to the Board of Governors the revised program: AutoCAD Skills Certificate (ZACS) as presented and thereby approves and recommends the following revised courses:</i> • AD 100 File and Desktop Management • AD 101 Introduction to AutoCAD Skills • AD 102 Applied AutoCAD Skills	Approve & Recommendation	Z. Webster	Kuali & Resource Plan	17-18
5.5 New Program & Courses				
i. New Program: Greenhouse Fundamentals Micro-credential (MCGHFD) New Courses: • GHFD 100 Greenhouse Fundamentals • GHFD 101 Greenhouse Operations • GHFD 102 Plant Propagation <i>Recommended Motion: THAT the Education Council approves and recommends to the Board of Governors the new program: Greenhouse Fundamentals Micro-credential (MCGHFD) as presented and thereby approves and recommends the following courses:</i> • GHFD 100 Greenhouse Fundamentals • GHFD 101 Greenhouse Operations • GHFD 102 Plant Propagation	Approve & Recommendation	Z. Webster	Kuali & Resource Plan	19-20
5.6 Revised Programs				
i. Education Assistant Certificate New Courses • EA100 Foundations of Education Assistant Practice • EA101 Foundations of Child Development • EA102 Behaviour Supports in School Settings • EA103 Learning Support Strategies • EA104 Supporting Students with Diverse and Complex Learning Needs	Approve & Recommendation	Z. Webster	Kuali	-

Topic	Action	Presenter	Attached	Pages
EA105 Safe, Inclusive, and Effective Practices for Education Assistants EA106 Professional Practices for Education Assistants EA107 Education Assistant Practicum Recommended Motion: THAT the Education Council approves and recommends to the Board of Governors the program revision: Education Assistant Certificate presented and thereby approves and recommends the following courses: EA100 Foundations of Education Assistant Practice EA101 Foundations of Child Development EA102 Behaviour Supports in School Settings EA103 Learning Support Strategies EA104 Supporting Students with Diverse and Complex Learning Needs EA105 Safe, Inclusive, and Effective Practices for Education Assistants EA106 Professional Practices for Education Assistants EA107 Education Assistant Practicum				
Hall School of Business & Entrepreneurship				
5.7 Revised Programs				
i. Bachelor of Business Administration (BBA) Recommended Motion: THAT the Education Council approves and recommends to the Board of Governors the program revision: Bachelor of Business Administration (BBA) as presented.	Approve & Recommendation	A. Fontenla	Kuali	-
ii. Business Administration Diploma (BUAD) Recommended Motion: THAT the Education Council approves and recommends to the Board of Governors the program revision: Business Administration Diploma (BUAD) as presented.	Approve & Recommendation	A. Fontenla	Kuali	-
iii. Accounting Specialty (ACSP) Recommended Motion: THAT the Education Council approves and recommends to the Board of Governors the program revision: Accounting Specialty (ACSP) as presented.	Approve & Recommendation	A. Fontenla	Kuali	-
iv. Accounting Option (ACCT) Recommended Motion: THAT the Education Council approves and recommends to the Board of Governors the program revision: Accounting Option (ACCT) as presented.	Approve & Recommendation	A. Fontenla	Kuali	-
v. Small Business Computer Accounting (ACCT) Recommended Motion: THAT the Education Council approves and recommends to the Board of Governors the program revision: Small Business Computer Accounting (ACCT) as presented.	Approve & Recommendation	A. Fontenla	Kuali	-

Topic	Action	Presenter	Attached	Pages
Presentation				
5.8 Open Studies Update	Information	A. Pulvermacher	Verbal	-
Policy				
5.9 Program and Services Standards Policy	Advice	S. Lenci	Briefing	21-25
5.10 Admissions Policy	Advice	I. Wheeler	Briefing	26-28
5.11 Policy Overview	Information	S. Lenci	Briefing	29-30
5.12 New Credit Course and Program Implementation Policy	Advice	S. Lenci	Briefing	31-40
5.13 Implementation and Cancellation of Non-credit and Service Contract Courses and Programs Policy	Advice	S. Lenci	Briefing	41-50
5.14 Credit Program and Course Suspension and Cancellation Policy	Advice	S. Lenci	Briefing	51-54
Education Plan				
5.15 Education Plan	Advice	S. Lenci	Briefing	55-56
Governance				
5.16 Education Council Meeting Schedule <i>Recommended Motion: THAT the Education Council approve the 2026-2027 Meeting Schedule as presented.</i>	Approval	J. Garrett	Briefing	57-58
5.17 Education Council Chair and Vice-Chair Elections	Vote	I. Wheeler	Procedures	59-60
6. REPORTS				
6.1 Education Council Chair	Information	J. Garrett	Verbal	-
i. Education Council Proposal Presentation Guidelines	Information	J. Garrett	Attached	60-62
6.2 Academic Governance Committee	Information	J. Garrett	Verbal	-
6.3 Integrated Curriculum Committee	Information	J. Garrett	Verbal	-
6.4 Provost and Vice President Academic	Information	S. Lenci	Verbal	-
i. Procedures for Course Syllabus and Common Course Outline	Information	S. Lenci	Attached	61-64
ii. Procedures for Removing Inactive Programs and Courses from the Calendar	Information	S. Lenci	Attached	65-67
6.5 Registrar	Information	I. Wheeler	Verbal	-
7. OTHER BUSINESS & BUSINESS ARISING FROM CONSENT AGENDA				
8. ADJOURNMENT				

*Draft minutes for approval May 21, 2026***Attendance****online***Members**

Program Faculty:

- Brenda Ridgeley (Business)
- Morgan Martin, Vice-Chair & Acting Chair (Science and Technology)
- Kelly Brochu (Trades and Apprenticeship)

Regional Faculty:

- Claude Hurtubise (Central Okanagan)
- [Leanne Mallory \(North Okanagan\)*](#)
- Wendy Wheeler (South Okanagan Similkameen)

Support Staff:

- Michelle Somerville
- Vivian Moretti

Students:

- Shirelle Nickoli (North Okanagan)
- [Malachi Gossen \(South Okanagan Similkameen\)*](#)
- Sara Delgado Soto (South Okanagan Similkameen)

Regrets

- Neil Fassina, President
- Jillian Garrett, Education Council Chair (Faculty Representative, Arts)
- Andrea Thiessen (Faculty Representative, Health and Social Development)
- Bryan White (Faculty Representative, Shuswap Revelstoke)
- Chelsey Simmons (Student Representative, Central Okanagan)
- Chris Newitt, Associate Dean, Arts and Foundational
- Joan Ragsdale, Special Advisor, In-community Program Design
- Rhea Dupuis, Director, Indigenous Relations

Educational Administrators:

- Samantha Lenci, Provost and Vice President, Academic
- Paul Martin, Dean, Teaching & Learning Innovations

Non-voting:

- Inga Wheeler, Registrar
- JoAnn Fowler (Board of Governors)

Recording:

- Elaine Booi, Governance Administrator

Guests

Presenting:

- [Leora Dahl, Chair, Psychology*](#)
- Bryan Penfound, Chair, Mathematics & Statistics
- Anne-Marie Brennan, Program Administrator, Continuing Studies
- Delacey Tedesco, Associate Director, Equity, Diversity & Inclusion
- [Chaoping Guo, Faculty, Computer Science](#)
- [Youry Khmelevsky, Chair, Computer Science](#)
- [Steve Crema, Associate Dean, Arts and Sciences*](#)
- Kara Kazimer, Program Administrator, Continuing Studies
- Troy Berg, Chair, Infrastructure and Computing Technology
- Helena Jordo, Program Administrator, Continuing Studies

Guests:

- Katrina Green, Recruiter

Topic	Action
1. CALL TO ORDER Quorum was established and the meeting called to order at 3:06p.m. The Acting Chair noted that the Chair is away and that they will cover the role of Chair for this meeting. The Acting Chair invited the new Board Representative, JoAnn Fowler to introduce herself.	
2. ACKNOWLEDGEMENT B. Ridgeley provided a land acknowledgement.	
3. DECLARATION OF CONFLICT The Chair asked members if they had any declarations. C. Hurtubise noted that they will abstain from items 4.1.i(b)-(c) and 5.2(i)-(ii) as they originated from their department.	
4. APPROVAL OF AGENDA The Chair asked members if they had any amendments to the agenda or would like to move any items out of the consent agenda. Members did not have any amendments and the Chair proceeded with reading the motion. <i>Recommended Motion: THAT the Education Council approves the April 16, 2026 agenda and thereby approves the consent agenda as presented.</i> K. Brochu	CARRIED
4.1 Consent Agenda i. Education Council Regular Meeting Minutes – January 22, 2026 ii. Education Council Regular Meeting Minutes – February 19, 2026 iii. Course Revisions: a) COSC 118 Networks and Telecommunications I <i>Motion: THAT the Education Council approves the revised course: COSC 118 Networks and Telecommunications I as presented.</i> b) DSCI 490 Data Science Project <i>Motion: THAT the Education Council approves the revised course: DSCI 490 Data Science Project as presented.</i> c) DSCI 491 Data Science Research Project <i>Motion: THAT the Education Council approves the revised course: DSCI 491 Data Science Research Project as presented.</i> d) PSYC 111 Introduction to Psychology: Basic Processes <i>Motion: THAT the Education Council approves the revised course: PSYC 111 Introduction to Psychology: Basic Processes as presented.</i> e) PSYC 121 Introduction to Psychology: Personal Functioning <i>Motion: THAT the Education Council approves the revised course: PSYC 121 Introduction to Psychology: Personal Functioning as presented.</i>	

Topic	Action
5. NEW BUSINESS	
Arts & Sciences	
5.1 New Course	
i. PSYC 345 The Psychology of Murder L. Dahl presented the new course PSYC 345 to Council. A member asked for clarification for why the course is numbered at the 300 level as there are no prerequisites. L. Dahl explained that the level is based on workload and course design, including the use of case studies and amount of writing. <i>I. Wheeler joined the meeting at 3:15p.m.</i> A member asked whether the course is intended for degree or diploma students. L. Dahl noted that the course will be available through Open Studies. A member asked whether the course would be articulated for transferability. L. Dahl noted that UBC is currently the only other institution offering a similar course and that they anticipate the course will articulate there. The member also asked whether dual credit students would be eligible to take the course. L. Dahl noted that dual credit students are eligible to take the course. The Provost thanked L. Dahl for their work on the course and commented that a single section may not be sufficient due to anticipated student interest. They also expressed appreciation for adding the course to Open Studies. A member raised concerns about how to communicate to students that the course is an upper-level offering and suggested including language indicating this. The Provost noted that they would discuss standard wording with the Associate Dean, Arts and Sciences, including the possibility of adding indicators such as writing or reading intensives to better prepare Open Studies students. L. Dahl noted that they would add a statement about the intensive writing component to the course description. Members did not have any further questions or comments and the Acting Chair proceeded with reading the motion. <i>Recommended Motion: THAT the Education Council approves and recommends to Board of Governors the new course: PSYC 345 The Psychology of Murder as presented.</i> S. Lenci <i>S. Nickoli joined the meeting at 3:22p.m.</i> <i>L. Dahl left the meeting at 3:22p.m.</i>	CARRIED
5.2 Program Revision	
i. Post-Diploma Certificate in Data Science (PDCDS) B. Penfound presented revisions to the Post-Diploma Certificate in Data Science. Members did not have any questions or comments and the Acting Chair proceeded with reading the motion. C. Hurtubise abstained from the motion. <i>Recommended Motion: THAT the Education Council approves and recommends to the Board of Governors the program revision: Post-Diploma Certificate in Data Science (PDCDS) as presented.</i> M. Somerville <i>Chaoping left the meeting at 3:25p.m.</i>	CARRIED

Topic	Action
ii. Mathematics and Statistics Emphasis (MAST) B. Penfound presented revisions to the Mathematics and Statistics Emphasis. Members did not have any questions or comments and the Acting Chair proceeded with reading the motion. C. Hurtubise abstained from the motion. <i>Recommended Motion: THAT the Education Council approves and recommends to the Board of Governors the program revision: Mathematics and Statistics Emphasis (MAST) as presented.</i> K. Brochu	CARRIED
Continuing Studies	
5.3 New Programs and Courses	
i. New Program: Fundamentals in Architecture, Construction and Engineering Micro-credential (MCFACE) New Courses: • FACE 120 Digital Modelling Fundamentals • FACE 121 Introduction to Construction Project Management, Communication and Professionalism • FACE 122 Introduction to Building Technology A. Brennan presented the new program and courses for the Fundamentals in Architecture, Construction and Engineering Micro-credential to Council. The Provost added that Resource Plans are now included in Council's agenda package. Members did not have any questions or comments and the Acting Chair proceeded with reading the motion. <i>Recommended Motion: THAT the Education Council approves and recommends to the Board of Governors the new program: Fundamentals in Architecture, Construction and Engineering Micro-credential (MCFACE) as presented and thereby approves and recommends the following courses:</i> • FACE 120 Digital Modelling Fundamentals • FACE 121 Introduction to Construction Project Management, Communication and Professionalism • FACE 122 Introduction to Building Technology C. Hurtubise <i>H. Jordo left the meeting at 3:30p.m.</i> ii. New Program: Leadership Skills for IT Professionals Micro-credential New Courses: • LSIT 100 Strategic IT Planning and Management • LSIT 101 Emotional Intelligence for Information Technology • LSIT 102 Leadership and Ethics for Information Technology • LSIT 103 Capstone Project A. Brennan presented the new program and courses for the Leadership Skills for IT Professionals Micro-credential. A member asked why only IT professionals are permitted to teach the well-being component of the course, noting that other faculty may also have relevant expertise in this area. T. Berg responded that IT professionals may speak directly to specific IT workplace scenarios. While	CARRIED

Topic	Action
many of the course deliverables are industry agnostic, having IT professionals teach the component helps ensure the content is grounded in and applicable to specific IT contexts. Members did not have any further questions or comments and the Acting Chair proceeded with reading the motion. W. Wheeler abstained from the motion. <i>Recommended Motion: THAT the Education Council approves and recommends to the Board of Governors the new program: Leadership Skills for IT Professionals Micro-credential as presented and thereby approves and recommends the following courses:</i> • LSIT 100 Strategic IT Planning and Management • LSIT 101 Emotional Intelligence for Information Technology • LSIT 102 Leadership and Ethics for Information Technology • LSIT 103 Capstone Project V. Moretti	CARRIED
<i>S. Crema left the meeting at 3:37p.m.</i>	
Presentation	
5.4 Accessibility Presentation	
The Associate Director, Equity, Diversity & Inclusion presented on accessibility within the College to Council. Members discussed accessibility concerns related to international student barriers for documentation, PowerPoint slides accessibility, and the cost implications for assessment and documentation. The Provost noted that the new LMS has the capability to automatically create accessible presentations including audible versions. The Dean, Teaching and Learning further emphasized the accessibility features and capabilities of the new LMS. The Acting Chair thanked the Associate Director, Equity, Diversity & Inclusion for their time. <i>D. Tedesco left the meeting at 4:14p.m.</i> <i>The Acting Chair called for a recess at 4:14p.m.</i> <i>The Acting Chair called the meeting back to order at 4:30p.m.</i> The Acting Chair noted that they move item 6.5 ahead because the Registrar needs to leave the meeting early.	
Governance	
5.5 Education Council Evaluation Survey 2025-2026	
The Acting Chair presented the Education Council Evaluation Survey 2025-2026 to Council. A member asked how the survey will be distributed and the Governance Administrator noted they will send the survey as a Microsoft Form. Members did not have any further questions or comments and the Acting Chair proceeded with reading the motion. <i>Recommended Motion: THAT the Education Council approves the Education Council 2025-2026 Evaluation Survey as presented.</i> W. Wheeler	
CARRIED	

Topic	Action
6. REPORTS	
6.1 Education Council Chair	The Acting Chair noted that elections for the Education Council Chair and Vice Chair will take place at the May regular meeting.
6.2 Academic Governance Committee	The Acting Chair noted that the Committee reviewed and recommended the Education Council Evaluation Survey 2025-2026. The Committee continues to review the Course Syllabus and Common Course Outline Policy. The next AGC meeting is on May 14, 2026.
6.3 Integrated Curriculum Committee	The Acting Chair noted that the Committee reviewed the curriculum included on today's agenda and their next meeting is on May 7, 2026.
6.4 Provost and Vice President Academic	The Provost noted that Resource Plans will be included in the Education Council agenda package for all new programming going forward. The Provost noted that J. Ragsdale is retiring and that a different individual will be appointed to Council as an Educational Administrator. The Provost shared that on May 20, 2026 they will present an enrollment report to the Board with the VP, Enrolment and College Relations. On May 21, 2026 a copy of the enrollment report will be presented to Education Council with a program plan. Education Council will provide advice to the Board on the program plan as part of this process. The Provost noted that the program plan will be presented to the Board on June 23. They clarified that the enrollment report is separate from the program plan, with the program plan outlining what programs will and will not be offered in the fall. A member asked whether the plan would cover both fall and winter terms. The Provost responded that they could consider providing updates twice a year. A member asked about enrollment reports and whether the data systems are sufficiently accurate to support projections. The Provost noted that the data is currently lagging and reflects past and more recent historical information rather than real time projections. The Acting Chair asked whether Education Council members would receive the enrollment report and program plan prior to the meeting. The Provost clarified that both documents will be included in the agenda package. A member asked about the status of the Post-Secondary Sustainability Review report. The Provost noted that there has been no official update but that they expect the report to be released before the end of June.
6.5 Registrar	The Registrar provided an update on the Spring Elections noting that Jillian Garrett, Mary Ann Knoll, and Katrina Green were elected to Council by acclamation. They added that an election will take place for the Science and Technology faculty seat and the faculty running are Troy Berg, Erin Radoyske, and Amanda Krebs. The student representation seats for the Board were acclaimed and M. Gossen and S. Nickoli acclaimed the Central and North Okanagan Council seats.

Topic	Action
Nominations were extended to April 19, 2026 for remaining seats.	
6.6 Board of Governors	
The Board representative provided updates on the Board meetings and added that they are very appreciative of all of Council's work.	
7. OTHER BUSINESS & BUSINESS ARISING FROM CONSENT AGENDA	
No other Business was raised.	
8. ADJOURNMENT	
The meeting adjourned at 4:55p.m.	

Okanagan College Provost Office
Resource and Implementation Plan for New Program
Agenda #: 5.5.i
May 2026

Plan Overview

Name of Program:	Greenhouse Fundamentals Micro-credential
Program Length:	70 hours
Proposed for First Intake:	September 2026

Financial

Funding Source for Course/Program:	This program will initially be delivered under a funded contract with CIGan, which covers full delivery costs, including enhanced supports (e.g., additional mentors and staffing). Following the contract period, the program will transition to a standard cost-recovery model or future contract-funded delivery, depending on demand and funding opportunities.
The Course/Program is offered at full cost recovery:	Cost recovery is currently based on contract for delivery with CIGan.
Is funding temporary or ongoing?	Contract funding for this program is available for two cohorts in the 2027 fiscal year. In future, this program will run full cost recovery or as a funded contract.

Costs	Operating Years after Implementation Date		
	1st Year	2nd Year	3rd Year
Setup:	n/a - Licenced Curriculum @ no cost		
Operating: (Admin Costs @35%)	\$11,172	\$11,172	\$11,172
Salary:	\$17,766.52	\$8190	\$8190
Equipment and Supplies:	\$2726.35	\$5600	\$5600
Promotional:	\$250.00	\$250	\$250
Total Cost:	\$31,914.87 (funded)	\$25,212	\$25,212
Total Costs over 3 years:	\$50,424 (years 2 & 3)		

Demand

Projected enrolment: (include immediate + future)	16/cohort
Enrolment required for break-even:	The program demonstrates financial viability post-contract, with a low break-even threshold (7 participants) and projected positive contribution margin at typical cohort sizes (16 participants). - Contract instructor and support salary (\$8,190.00) - Equipment, greenhouse and student supplies (\$5600.00) - Marketing (\$250.00)

	Year 1 salary costs are higher due to additional supports included within the CIGan-funded delivery model. Years 2 and 3 reflect standard delivery costs under a cost-recovery model. Gross revenue: \$31,920.00 per year Direct Costs: \$14,040 (44%) Indirect Costs: \$11,172 (35%) Revenue Margin: \$6708 (21%)
List similar courses/programs assessed:	While this curriculum is delivered at other institutions through CIGan partnerships, there are currently no comparable offerings within Okanagan College's regional catchment area, positioning OC to meet an identified gap in applied greenhouse and agri-tech training.
The course/program has a defined target market:	The target market includes individuals seeking entry or advancement in greenhouse operations and sustainable agriculture. The program aligns with CIGan's national initiative to upskill 1,000 mid-career workers across agricultural technology, clean technology, and advanced manufacturing sectors, indicating strong sector demand.
The recruitment/marketing plan aligns with the implementation date.	Yes. Recruitment will leverage existing Continuing Studies marketing channels, industry partnerships, and CIGan networks, aligned with the proposed Fall 2026 intake.

Student Fees

Course/Program Tuition Fees:	Proposed tuition is \$1,995, aligned with comparable micro-credentials and cost-recovery requirements. Final pricing will be confirmed following completion of the CIGan contract period.
Course/Program Material Fees:	\$0.00
Other Course/Program Costs:	\$0.00

Note: This section must include all tuition and material fees that OC students will be assessed by the College for the course or program. Tuition fees must follow the [BC Tuition Limit Policy](#).

Human Resources

Staffing Plan:	Qualified contract instructors with demonstrated credentials will be contracted through Continuing Studies processes.
Number of faculty/instructors required:	1-3
List any additional staffing requirements if applicable (e.g. Toolroom Attendant, Lab Technician, support, etc.):	N/A
Staffing requirements for each position (continuing, term, contract):	Contract
Semesters/Intakes offered (Winter, Summer, Fall):	Program intake occurs in Fall, Winter and Spring terms as demand warrants. This program also provides a scalable model for future contract-funded and cost-recovery delivery in the agri-tech and sustainability training space, supporting ongoing growth in this sector.

Other Resources

Space & facilities required to offer curriculum (e.g. classrooms, labs, studios, etc.):	Delivery will be primarily in-person, with the potential to incorporate hybrid components where appropriate to increase accessibility.
Is the College required to provide new technological resources?	No
Describe how available resources (space, equipment, supplies) are adequate to run the new Course/Program.	Existing classroom space across campuses is sufficient. Local greenhouse facilities will be secured for hands-on components, with associated costs included in the budget.
List the campuses the Course/Program will be offered.	The program can be offered in any of OC's locations as well as in communities outside of the Okanagan valley via contracts.
What are the delivery methods (in-person, online, or hybrid)?	Primarily in-person, with the potential to incorporate hybrid components where appropriate to increase accessibility.



EDUCATION COUNCIL BRIEFING NOTE

May 21, 2026

Agenda #: 5.9

Proposal Summary	
Subject:	Council Advice to Rescind Programs and Services Standards Policy
Proposed by:	Sam Lenci, Provost and Vice President Academic
Submitted to:	Education Council
Implementation date:	Upon Approval

Background Statement:

The *Programs and Services Standards Policy* was brought to Education Council on March 6, 2025 for consideration of rescinding, based on the rationale that the principles and statements within the policy approved in 2007 have since been incorporated into new or updated College policies.

Council discussed whether key principles from the policy, including governance roles, staff resourcing, professional practice, student assessment, and accessibility, were sufficiently captured in newer policies. While members acknowledged that most elements are addressed through updated policies, collective agreements, or legislated requirements, concerns were raised that the intent of certain sections may not be fully represented elsewhere, leading to reluctance in approving a resolution to rescind the policy entirely. This policy is returning to the Council for further consideration and as Education Council is asked to provide advice to the Board on this policy, no resolution is being proposed.

The Chair noted that they would consult with the Provost on how to move forward and suggested members send their feedback for contribution. No feedback was received by the Governance Office.

The rationale below addresses the concerns outlined on March 6, 2025 at the Education Council meeting. Education Council is invited to provide any final advice as this Policy will be provided to the Board with that advice at their June meeting with a recommendation to rescind.

Recommendation:

That Education Council provide advice on the rescinding of this policy.

Rationale:

Each of the Program and Standards Policy sections, including Education Council's concerns during their previous review in March 2025 around certain provisions not being included in other policies have been referenced and addressed in the table below.

Council Members may note that some of the new policies developed over the past year or being recommended address some of the concerns previously raised.

Education Council - Program & Service Standards Policy Review		
Policy Statement:		Referenced or addressed by:
1.0	Concerns around inclusion in other policies, specifically "consistent and appropriate delivery and resourcing staff."	Embedded in the Inspire Plan and included in the Program Quality Review and Renewal Policy. Now also addressed by the Faculty Qualifications Policy.
2.0	<i>Policy Statement: OC will endeavour to ensure the effectiveness and quality of its programs...</i>	No concerns were raised around this section however this is addressed in the Program Quality Review and Renewal Policy and will be further outlined under the new policies and procedures developed for course and program development.
3.0	Concerns around general inclusion in other policies, including accountability requirements and reporting to EdCo.	It was noted in the March 2025 meeting that these are a Board responsibility. Education Council's requirement to provide advice to the Board is outlined in the College and Institute Act. The accountability requirements are addressed through the Strategic Plan, Education Plan and under the new policies and procedures for course and program development and renewal.
4.0/5.0	Concerns around general inclusion in other policies, including assessing students as they enter programs and ensuring the accessibility of programs and services.	These are addressed through the Admissions Policy, Indigenous Access Policy, Prior Learning Assessment Recognition Policy, and the Program Quality Review and Renewal Policy. These are Board policies on the advice of Education Council. Accessibility and inclusion are also embedded in the Inspire Plan, and addressed through the Accessibility Academic Accommodation for Students Policy which is currently under review. Course and program development that promotes accessibility is also a requirement within the proposed implementation and cancellation policies for credit and non-credit courses and programs.
6.0	Concerns around general inclusion in other policies, including monitoring cost efficiency of programs and services.	It was noted in the March 2025 meeting that this is a Board responsibility. Monitoring costs and regular review of programs is embedded in the College's annual Integrated Resource Planning and the Strategic Plan, its Education Plan, and is addressed in the Program Quality and Renewal Policy. It is also addressed in the resource plans that accompany curriculum proposals to Education Council, and included in the new suite of policies for course and program development and cancellation which will include monitoring and assessing the relevance and financial sustainability of programs.

Supporting Materials:

- [Programs and Services Standards Policy](#) (link)
- [Program Quality Review and Renewal Policy](#) (link)

Action:				
<u>Motion Required</u> ☐ Notice of Motion ☐ Approval ☐ Advice ☐ Referral				<u>No Motion Required</u> ☒ Discussion/Advice ☐ Information
Recommended Motion				
<i>None required.</i>				

Consultation History:

Group/Individual, Title	Reviewed	Recommended	Date
Education Council	☒	☐	03/06/2025



EDUCATION COUNCIL BRIEFING NOTE

May 21, 2026

Agenda #: **5.10**

Proposal Summary	
Subject:	Policy Advice - Admissions Policy (revised)
Proposed by:	Inga Wheeler, Registrar
Submitted to:	Education Council
Implementation date:	Upon Approval

Background Statement:

The Admissions Policy has been reviewed and proposed revisions made to support the implementation of First-Qualified, First-Admitted (FQFA) Admissions approach. Adopting an FQFA approach ensures that admission decisions are based on demonstrated readiness and not the current timing of application approach, by offering admission to Applicants of programs as they meet the admissions requirements. It further supports College enrolment management and planning by ensuring that qualified applicants are admitted earlier, and those who accept admission to a program are more likely to be successful in their program which supports student readiness and retention.

Several other updates have been made to the Admissions Policy to better align language with current practices, to clarify admissions expectations for applicants and employees applying the Admissions Policy. Overall, these include:

- Clarifying language confirming that admissions decisions apply first to qualified applicants and the addition of Program Waitlists for qualified applicants.
- Minor wording adjustments to ensure internal consistency across sections (e.g., alignment between principles, admissions decisions, and Program Waitlist provisions).
- Removal of the requirement for a Letter of Permission from visiting students who are now required only to meet course prerequisites.

Recommendation:

See individual briefing notes for recommendations.

Rationale:

The policy updates provide several operational benefits:

- **Workload** - Allows for more structured, early-cycle processing of admissions; reduces late-stage pressure and reactive workloads; improves predictability and alignment with academic timelines; and overall, shifts from reactive to proactive admissions operations.
- **Student readiness** - applicants in progress (e.g., high school or upgrading) will be assessed based on evidence of readiness, including interim grades and course enrolment. This ensures they

remain competitive within the FQFA model while maintaining the principle that offers of admission are tied to demonstrated progression toward meeting requirements.

- **Existing seat reserves** - (e.g., Indigenous, dual credit, or other priority access groups) will continue to be maintained under the policy and respected and applied within the FQFA model.

Overall the revised policy will improve applicant transparency and support earlier decision-making on admissions allowing better program access, both of which will support enrolment planning.

Supporting Materials:

- Revised Admissions Policy - draft redline version (attached)
- [Admissions Policy](#) – current (link)

Action:	
<u>Motion Required</u> ☐ Notice of Motion ☐ Approval ☐ Advice ☐ Referral	<u>No Motion Required</u> ☒ Discussion/Advice ☐ Information
Recommended Motion <i>None required.</i>	

Consultation History:

Group/Individual, Title	Reviewed	Recommended	Date
Provost Council	☒	☒	5/6/2026



ADMISSIONS POLICY

Policy Area:	Board		
Policy Number:	ADMPL_2405R_BA/PVPA		
Policy Sponsor:	Provost and Vice President Academic		
Policy Contact:	Registrar		
Stakeholders:	Students and Employees		
Authority:	<i>College and Institute Act</i>		
Approval Authority:	Board of Governors on advice of Education Council		
Approval Date:	May 21, 2024		
Effective Date:	October 1, 2024		
Replaces:	OC Academic Calendar Admission Policies		
Last reviewed:	May 2026	Scheduled review date:	May 2031
Procedures:	<i>Procedures for Admissions (under development)</i>		

1. Policy Statement

This Policy and related Procedures inform Applicants of the principles, requirements and processes for admission to Okanagan College and to specific programs/courses. The College will admit qualified Applicants, both domestic and international, in a consistent, transparent and timely manner according to approved admission requirements of the College and/or program/course.

2. Purpose

The purpose of this policy is to define the criteria and conditions for admission to the College and its programs. Some programs may have additional or modified admission criteria and Applicants are required to meet both the general College and program-specific admission criteria.

3. Scope and Application

This Policy applies to all Applicants and to all programs offered by the College. Admission requirements are approved on the advice of Education Council by the Board of Governors in accordance with section 23(1)(m) of the *College and Institute Act*. The College has related policies that may enhance or support enrolment decisions for applicants for admission who identify as Indigenous.

4. Definitions

Academic Admission Requirements	Means a list of courses, certifications, credentials, or skills that students must present to be admissible to a program.
Applicant	Means a person who has applied to a program.
Conditional Admission or Conditional Acceptance	Means acceptance offered before all admission requirements are met. Conditions must be met prior to the date Admissions provides to the student.
English Language Proficiency	Means the ability to function in an instructional environment where the language of instruction is English, as dictated by the program or course. This is demonstrated through completion of previous education in English, an upgrading course or an assessment test.
Flexible Admissions	Means an alternative admissions process that is based on identifying, assessing and recognizing skills, knowledge, or competencies that have been acquired through previous education, work experience, non-credentialed training, independent study, life experience, Indigenous knowledge, volunteer activities, etc.
International Student	Means students who meet the Immigration, Refugees and Citizenship Canada Guidelines established for International Students to be eligible to study in Canada.
Mature Student	Means a student who is 19 years or older and/or has not attended secondary school for at least one year.
Other Admission Requirements	Means program specific requirements other than Academic Admission Requirements such as Criminal Record Check, proof of immunization, and CPR certification.
Prerequisite	Means a course or other requirement necessary for registration into a specific course.
Prior Learning Assessment and Recognition (PLAR)	Means an assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs. Assessment can result in credit (assigned or unassigned) being granted to satisfy the graduation requirements or Prerequisites of a program offered by the College.
<u>Program Waitlist</u>	<u>Means a waitlist that is created once all available seats in a program have been allocated to qualified Applicants subject to enrolment limitations or reserved seats as determined by the Registrar.</u>
Student	Means any person enrolled as a student at Okanagan College. For the purpose of this policy, this term may also refer to Applicants or prospective Applicants seeking admission to the College.
Transfer Credit	Means the granting of credit toward a credential by one institution for programs or courses completed at another institution.
Transcript	Means the permanent academic record of all courses taken and grades earned by a student.
Unconditional Admission	Means students who have satisfied all admission requirements for the program to which they are being admitted.

Underage Applicants	Means any Applicant under 16 years of age.
Visiting Student	Means a student currently enrolled in a program of study at another recognized post-secondary institution and who applies to complete specific course(s) at Okanagan College to Transfer Credit back to their home institution.

5. Principles

- 5.1 The College has program admission requirements of both an academic and non-academic nature that will optimize Students' access and success.
- 5.2 Academic Admissions Requirements, Other Admission Requirements and course Prerequisites are considered to be reliable predictors of student success.
- 5.3 The College provides an admissions process that is fair, transparent, accessible, and timely.
- 5.4 To ensure that the College is not declining well qualified students because they have a non-traditional educational background, the College may use Flexible Admissions processes.
- 5.5 The College will accept valid and/or official documentation that demonstrates students' qualifications for entry to the College and its programs.
- 5.6 The College reserves the right to limit applications to oversubscribed programs.
- 5.7 The College reserves the right to deny admission.
- 5.8 Admission requirements for programs are listed in the College Calendar and website under the Program Descriptions.
- 5.9 The College provides an appeal process for Applicants who are not satisfied with an admissions decision. Admission appeals must be based on procedural error or unfairness in the admission process. Admission appeals may not be submitted based on stringency or nature of admission requirements.

6. General Admissions Criteria

- 6.1 To be admitted to the College, Applicants must qualify as either domestic students or International Students.
 - a) Domestic Applicants must:
 - i) be Canadian citizens, permanent residents, or convention refugees.
 - ii) be a secondary school graduate (or equivalent) or a Mature Student unless special admission is granted.
 - iii) meet any age requirements set by specific programs.
 - b) International Applicants must:
 - i) not be Canadian citizens, permanent residents or convention refugees.
 - ii) be secondary school graduates or a Mature Student unless special admission is granted under section 7.
 - iii) meet the English Proficiency requirements with one or more of the recognized English Language tests. English is the primary language of instruction at Okanagan College and all prospective international applicants students are required to demonstrate a minimum level of proficiency in English before they are admitted.

See the College Calendar for the specific English proficiency tests recognized by Okanagan College and minimum scores required for admission.

- iv) meet any age requirements set by specific programs.

7. Special Admission

Secondary School Students

- 7.1 Conditional Admission is granted to secondary school Applicants who apply for admission in their Grade 12 year on the basis of interim secondary school grades to determine whether students will meet the qualifications for program admission.
- 7.2 If any secondary school Applicant fails to meet requirements for graduation, their application will be deemed ineligible for admission.

Underage Applicants

- 7.3 The College may consider granting special admission to Underage Applicants on an individual basis, subject to the following:
 - a) Underage domestic Applicants must include in their application written consent from a parent or legal guardian and provide a reference from individuals who are familiar with the Applicant's circumstances (such as a school principal or health care provider).
 - b) The Applicant must have ~~the~~ written approval ~~of~~ from the appropriate Program Dean for the courses in which the Applicant plans to enroll.
 - c) The Underage Applicant has a record of academic success.

Special programs and courses that do not require the above criteria may be designed for and offered to younger students.

Concurrent Students

- 7.4 Concurrent Students means students attending both secondary school and the College. Concurrent Students are responsible for the fees and tuition of the courses in which they enroll and, generally, the course credits earned are not used as secondary school credits. Concurrent Students must:
 - a) be enrolled at the grade 11 or 12 level in a program of studies that meets the regular entrance requirements of the College program to which admission is sought;
 - b) have the written approval of the appropriate Okanagan College Dean for the courses in which the Applicant plans to enroll;
 - c) have the written consent of a parent or legal guardian; and
 - d) have a record of academic success.

Students enrolled in concurrent studies who satisfy program entrance requirements upon secondary school graduation will be treated as continuing students and will not be required to reapply for admission to the College.

Dual Credit Students

- 7.5 Dual Credit Students are secondary school students who have been approved by their School District to attend the College and participate in a select College program. Dual Credit Students

are sponsored by the School Districts. Approved Dual Credit students are subject to the terms and conditions outlined in the College and School Districts' dual credit contractual agreements.

- 7.6 Applicants to dual credit programs are not required to meet the secondary school graduation requirement.
- 7.7 Dual Credit students will be treated as College students in all respects while attending [the College campus](#).

Visiting Students

- 7.8 Visiting students are students who are enrolled at other post-secondary (sending) institutions and are taking courses from Okanagan College to grant them credit toward a credential at the sending institution. ~~Visiting students must meet course prerequisites. To be admitted as a Visiting Student, Applicants must submit a "Letter of Permission" from a sending post-secondary institution.~~

Exchange Students

- 7.9 Students, either domestic or international, may be admitted to the College under a reciprocal exchange agreement established between the student's home institution and Okanagan College.

Recipients of the President's Entrance Scholarships

- 7.10 Special consideration is granted to recipients of Okanagan College President's Entrance and Tuition Scholarships. Student recipients will be granted priority to program admission (if applicable) and course registration.

8. Admissions Decisions

- 8.1 Applicants must complete all Academic Admission Requirements and Other Admission Requirements prior to being to be fully admitted into a program.
- 8.2 During the application process, applicants must submit Transcripts for courses and credentials earned at all previously attended secondary schools and post-secondary schools as applicable.
- ~~8.3 Admission to programs is generally granted on an application date basis. Exceptions include:~~
- ~~a) programs that use selective admissions processes to rank order qualified Applicants; and~~
 - ~~b) returning students who apply to be readmitted into a program at an advanced level, subject to availability of space.~~
- 8.3 Admission to programs is generally granted on a First-Qualified, First-Admitted (FQFA) basis, whereby Applicants are considered in the order in which they meet all Academic and Other Admission Requirements.
- 8.4 Exceptions to the FQFA approach may apply to programs that utilize Selective Admission processes, and to returning students who were previously re-admitted at an advanced level, subject to availability of space.
- 8.4.5 Students may apply for admission to a given program at more than one campus location if this option is available on the online application.
- 8.5.6 Applicants granted Conditional Acceptances must complete or confirm all of the stated admission requirements (Academic and Other Admission Requirements) by a specific deadline as indicated on their letter/email of admission in order to be fully admitted.

~~8.6~~8.7 Arts, Science and Business Applicants who fail to satisfy the specific English and/or math entrance requirements may be granted admission to their program as qualifying Students subject to the availability of space.

~~8.7 Applicants to a program who are not admitted because of enrolment limitations will be placed on a waitlist for admission to the program and, if a seat becomes available, they will be offered admission in chronological order of receipt of their application (except in ranked programs which will admit waitlisted Students according to their rank).~~

8.8 Applicants who are not admitted due to enrolment limitations, but who have met all admission requirements, may be placed on a Program Waitlist. Program Waitlists will consist only of qualified Applicants and offers will be made in order of the date on which Applicants become fully qualified, except in programs with Selective Admission.

~~8.8~~8.9 Indigenous Applicants may refer to the *Indigenous Access Policy* regarding additional Admissions options.

~~8.9~~8.10 Applicants not granted admission will be required to submit a new application for the same program or an alternate program for the next intake. Re-Applicants must be prepared to go through the full admission review process even though they may have met the admission requirements at the time of the original application.

~~8.10~~8.11 Acceptance of an offer of admission is confirmed by payment of any required deposit by the deadline specified in the offer. Failure to meet this requirement may result in the offer being withdrawn and the seat being offered to another qualified Applicant.

9. Deposit Refund

Program deposits are non-refundable; however, in exceptional mitigating circumstances, the College may apply the deposit as a credit toward a future term or another program. Requests will be reviewed on a case-by-case basis.

10. Incomplete Or Withdrawn Applications

10.1 The Registrar's Office reserves the right to cancel all incomplete applications if admission requirements or conditions to admittance have not been met, or Applicants do not respond to communications from the Registrar's Office.

10.2 If an application in progress passes the program application deadline, it may be considered incomplete and be deemed to be withdrawn.

11. Criminal Record Checks

11.1 Under the *Criminal Records Review Act*, Students working with children and/or vulnerable adults or having unsupervised access to children and/or vulnerable adults as part of their educational program must obtain a criminal record clearance from the B.C. Ministry of Public Safety and Solicitor General's Criminal Records Review Program Office.

11.2 Okanagan College Health and Social Development programs and some Continuing Studies programs include mandatory clinical, preceptorship or practicum placements involving work with children and/or vulnerable adults, and such placements will require criminal record checks. Accordingly, all Applicants to such programs are required to undergo a criminal record check as part of the admissions process and are advised that:

- a) A criminal record check clearance is a mandatory admission requirement to applicable

Okanagan College Health and Social Development programs and some Continuing Studies programs, as specified in the program admission requirements.

- b) The criminal record check must be completed through the B.C. Ministry of Public Safety and Solicitor General's Criminal Records Review Program Office within the timelines specified by the College's admissions offices.
- c) Should the criminal record check clearance not arrive at the College's admissions offices within the prescribed timelines, the Applicant's admission to, or registration in, the program to which they have applied will be cancelled. Any exceptions must be approved by the Registrar.
- d) The College may deny admission to a program where a criminal record check is required if it is determined that the criminal record check results present a risk to children or vulnerable adults.
- e) If a Student disputes the results of a Criminal Record Check, the College will not hold their seat pending the result. In these cases, Students may reapply to the program once their dispute is resolved.

12. Related Acts and Regulations

None.

13. Supporting References, Policies, Procedures and Forms

BC Ministry of Public Safety and Emergency Services – Criminal Record Checks
Criminal Records Review Act
Indigenous Access Policy
Prior Learning Assessment and Recognition Policy
Dual Credit Agreements (available through the Provost Office)

History / Revisions

Date	Action
2024-05-21	Revision Approved by Board of Governors: <i>Admissions Policy</i> on advice of Education Council (2024-03-07) Replaces OC Calendar Admissions Policies



EDUCATION COUNCIL BRIEFING NOTE

May 21, 2026

Agenda #: 5.11

Proposal Summary	
Subject:	Policy Advice
Proposed by:	Sam Lenci, Provost and Vice President Academic
Submitted to:	Education Council
Implementation date:	Upon Approval

Background Statement:

The College and Institute Act establishes clear expectations for the Board of Governors **to seek advice** from Education Council on specified academic matters. These include, among others, the implementation and cancellation of programs and courses, institutional priorities for new programming, and the evaluation of programs and educational services.

In January 2025, in her capacity as Chair of Education Council, Jill Garrett identified to the Board of Governors several policy gaps within the institution's academic governance framework. The sections of the College and Institute Act Chair Garrett identified and the policies written to address these gaps are:

- **Section 23(1)(c)** – reporting on implementation, without prior Education Council review, of:
 - new non-credit programs; and
 - programs offered under service contract*(addressed through the Implementation and Cancellation of Non-credit and Service Contract Courses and Programs Policy)*
- **Section 23(1)(d)** – establishing priorities for the implementation of new programs and courses leading to credentials
(addressed through the New Credit Course and Program Implementation Policy and the Credit Program and Credit Course Suspension and Cancellation Policy)
- **Section 23(1)(e)** – cancellation of programs or courses, and changes to program or course length or hours
(addressed through the Credit Program and Credit Course Suspension and Cancellation Policy)
- **Section 23(1)(f)** – evaluation of programs and educational services
(addressed through the previously approved Program Quality and Renewal Policy effective May 1, 2024)
- **Section 23(1)(i)** – policies on faculty member qualifications
(approved and effective January 1, 2026)

In addition, two supporting procedures have been developed to advance the College's broader responsibilities under the Act and the *Inspire Strategic Plan*. These documents are provided to Education

Council for information and to support a comprehensive understanding of the policy environment in which the proposed policies operate. They include:

- Course Syllabus and Common Course Outline Procedures (*new*)
- Removing Inactive Programs and Courses from the Calendar Procedures (*new*)

Each new policy and procedure is accompanied by an individual briefing note to assist Education Council in its review. A high-level diagram is also included to illustrate how some of these elements fit together within the broader academic governance and curriculum lifecycle framework.

When reviewing these policies and procedures it is strongly suggested that you pay attention to the definition section of each and their application within the policy or procedure. For clarity, defined terms appearing in the body of the policy or procedures are capitalized.

Recommendation:

See individual briefing notes for recommendations.

Rationale:

These policies strengthen the College's academic governance framework by addressing identified gaps and ensuring alignment with the *College and Institute Act*. They clarify processes, roles, and responsibilities across the lifecycle of courses and programs, supporting consistent, transparent, and accountable decision-making.

Collectively, the policies:

- Support compliance with legislated requirements for Board and Education Council roles;
- Establish clear and consistent processes for program and course management;
- Improve transparency and communication of academic decisions; and
- Align with the *Inspire Strategic Plan* by supporting quality, responsiveness, and student-centred delivery.

Supporting Materials:

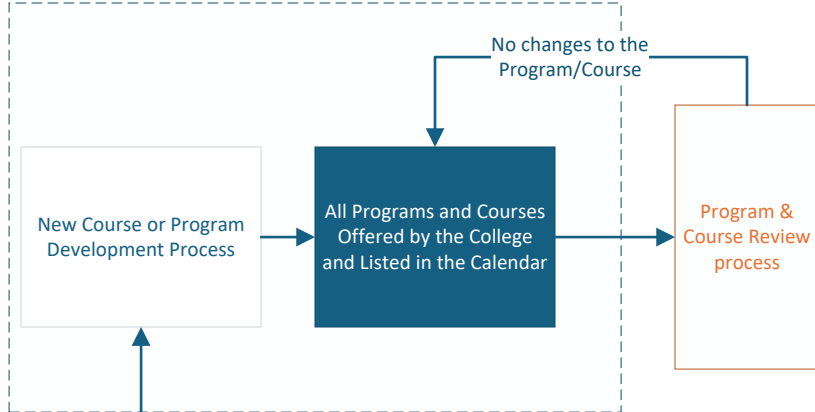
- Program & Course Management Diagram (attached)

Action:				
Motion Required ☐ Notice of Motion ☐ Approval ☐ Advice ☐ Referral				No Motion Required ☒ Discussion/Advice ☐ Information
Recommended Motion				
<i>None required.</i>				

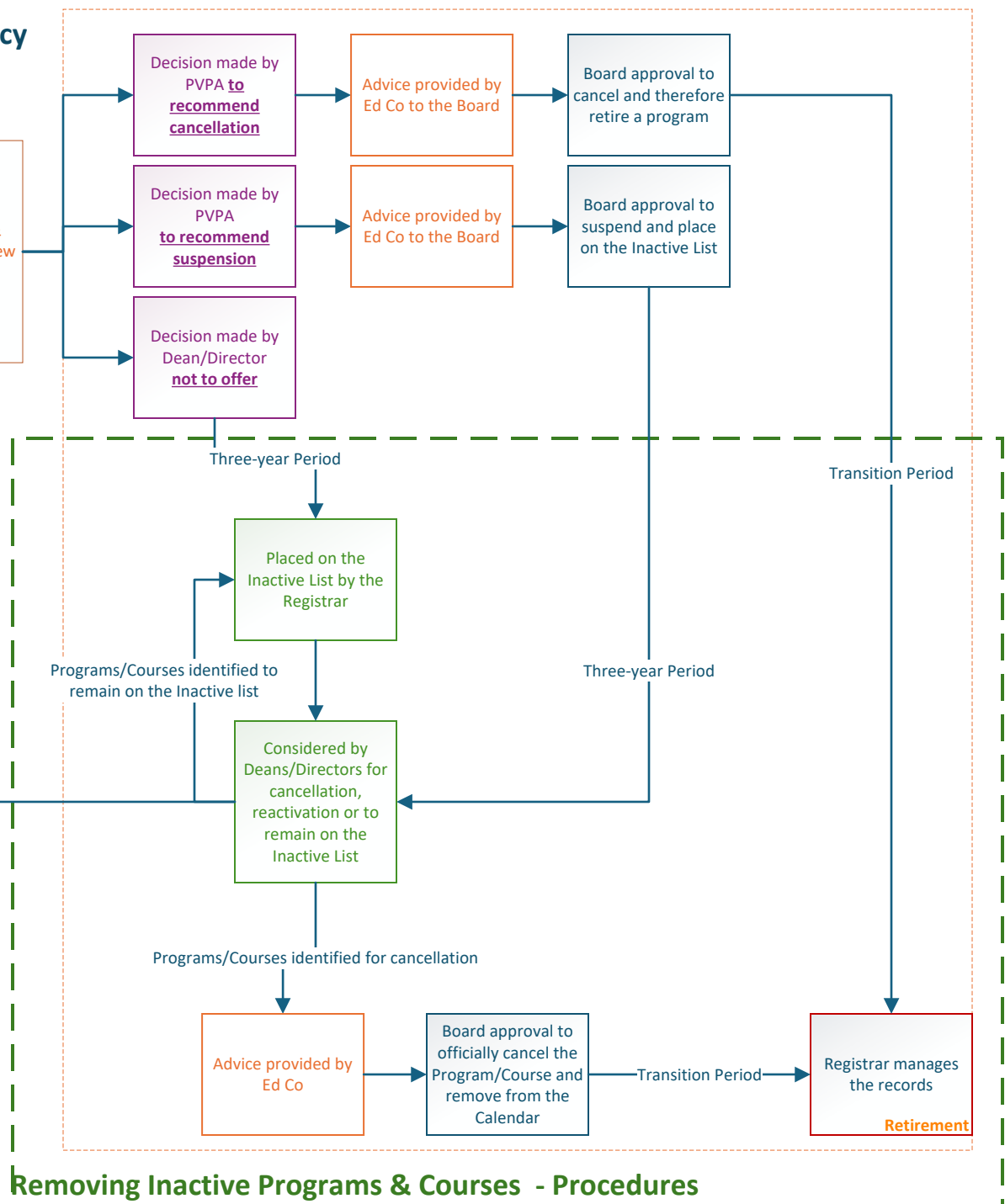
Consultation History:

Group/Individual, Title	Reviewed	Recommended	Date
	☐	☐	-

New Credit Course and Program Implementation Policy



Credit Program and Credit Course Suspension and Cancellation Policy



Program & Course Development, Suspension and Retirement Processes

This diagram does not include all the steps taken to suspend, cancel or retire a program. It outlines the overall steps covered in the process

Removing Inactive Programs & Courses - Procedures



EDUCATION COUNCIL BRIEFING NOTE

May 21, 2026

Agenda #: 5.12

Proposal Summary	
Subject:	Policy Advice - New Credit Course and Program Implementation Policy
Proposed by:	Sam Lenci, Provost and Vice President Academic
Submitted to:	Education Council
Implementation date:	Upon Approval

Background Statement:

While some processes for curriculum development and review are established through Education Council and their related procedures, there is currently no single, overarching Board-approved policy that clearly articulates the principles, roles, and decision-making considerations governing the implementation of new credit programs and courses.

The College and Institute Act assigns distinct but complementary responsibilities to the Board of Governors and Education Council. Education Council holds authority for curriculum approval and academic standards, while the Board is responsible for institutional oversight, including the approval of new programs and courses with consideration of financial, operational, and strategic factors.

In recent years, increasing expectations for accountability, responsiveness to labour market demand, and alignment with provincial quality assurance processes have reinforced the need for greater clarity and consistency in how new program and course proposals are evaluated and advanced to implementation.

This policy has been developed to establish a clear, transparent, and consistent framework that integrates academic quality considerations with institutional planning, resource allocation, and risk assessment in the approval of new credit offerings.

Recommendation:

Under Section 23 of the College and Institute Act, Education Council is asked to provide advice to the Board on this draft administrative policy relating to section 23.1(d).

The policy will be reviewed by the Board at their June 23, 2026 meeting and advice offered by the Council will be included in the material provided to the Board.

Rationale:

The introduction of this policy addresses several institutional needs:

- **Clarifying governance roles and decision-making** - The policy reinforces the distinct responsibilities of Education Council and the Board of Governors, ensuring that curriculum quality and

academic standards are appropriately considered alongside institutional sustainability, strategic alignment, and risk.

- **Strengthening consistency and transparency** - By establishing common principles and clearly defined evaluation criteria, the policy supports a more consistent and transparent approach to assessing new credit program and course proposals across the institution.
- **Aligning academic innovation with institutional capacity** - The policy ensures that proposals for new offerings are supported by appropriate planning for human, financial, capital, and technological resource requirements, and that long-term sustainability is a central consideration in decision-making.
- **Responding to external expectations and quality assurance requirements** - The policy supports compliance with provincial legislative requirements and aligns with external quality assurance and approval processes, ensuring that the College remains responsive to government, accrediting bodies, and industry expectations.
- **Enhancing responsiveness to community and labour market needs** - By requiring evidence of demand, environmental scanning, and stakeholder engagement, the policy strengthens the College's ability to develop programs and courses that are relevant, accessible, and impactful for students and the region.

Overall, the policy provides a structured and integrated approach to program and course implementation that supports academic excellence, institutional accountability, and strategic growth.

Supporting Materials:

- New Credit Course and Program Implementation Policy – draft (attached)

Action:				
<u>Motion Required</u> ☐ Notice of Motion ☐ Approval ☐ Advice ☐ Referral				<u>No Motion Required</u> ☒ Discussion/Advice ☐ Information
Recommended Motion				
<i>None required.</i>				

Consultation History:

Group/Individual, Title	Reviewed	Recommended	Date
	☐	☐	-



NEW CREDIT COURSE AND PROGRAM IMPLEMENTATION POLICY

Policy Area:	Academic		
Policy Number:	To be assigned by Office of Policy Coordination		
Policy Sponsor:			
Policy Contact:			
Applies to:	Employees		
Authority:	College and Institute Act		
Approval Authority:	Board of Governors		
Approval Date:			
Effective Date:			
Replaces or New:	New		
Last reviewed:	June 2026	Scheduled review date:	Month Year
Procedures:	Procedures for New Credit Course and Program Development (under development)		

1. Policy Statement

The College is committed to delivering exceptional educational experiences through Credit Programs and Courses that are current, effective, sustainable, and aligned with its commitments to continuous improvement, reconciliation, and accessibility.

2. Purpose

Credit Course and Program development and review are essential to maintaining the quality, relevance, and sustainability of Okanagan College programming. To ensure timely alignment with industry, employer, community, and student needs, the College regularly identifies, develops, implements, evaluates, refreshes, and, where necessary, discontinues Credit Programs and Courses.

This policy establishes the key principles guiding these processes at Okanagan College to ensure that New Credit Programs and New Credit Courses demonstrate academic quality, educational innovation, responsiveness to community and industry needs, cultural inclusivity, and administrative and financial sustainability in accordance with section 19(1)(d) of the College and Institute Act (CIA).

3. Scope and Application

This policy applies to all Credit Programs and Credit Courses that lead to a college Credential. It does not apply to Non-Credit Courses or Programs.

4. Definitions *(For clarity, defined terms appearing within the body of this policy are capitalized.)*

Academic Calendar (or Calendar) Means the official record listing the Credit Programs and Credit Courses, Non-Credit Programs and Courses and micro credentials available to be offered by the College, including admission and completion requirements.

<https://www.okanagan.bc.ca/calendar>

Academic Credit Means the value assigned to a Credit Course or some other form of learning that counts toward a Credit Program or Credential completion.¹ Academic Credit(s) are numerical values assigned to Courses or learning activities, representing the amount of learning achieved, commonly relating to instructional hours or learning outcomes.² Academic Credit may be applied at the Course or Program level.

Comprehensive Proposal Means a detailed proposal that outlines the specific details relative to the evaluation criteria set forward in Section 6 of this policy.

Concept Outline Means a document that describes the proposed Credit Program or Credit Course concept, including the description, environmental scan, resource requirements, consultations, community impact, and a preliminary budget demonstrating economic sustainability.

Course or Program Development (or Development) Means the structured process of identifying, planning, researching, developing, and designing required to create curriculum and the business case for a new Credit Course or Credit Program.

Credential Means the official recognition issued by Okanagan College or SkilledTradesBC that verifies the successful completion of a Credit Program.

Credit Course (also Course) Means an organized and coherent unit of curriculum with specified learning outcomes or competencies, content, and assessment, that is assigned Academic Credit a contact hour

¹ www.bccat.ca/pubs/WhatAcademicCred.pdf

² www.qaa.ac.uk/docs/qaa/quality-code/what-is-credit-guide-for-students.pdf & www.bccat.ca/pubs/WhatAcademicCred.pdf

	value, and offered by Okanagan College independently or as part of a Credit Program.
Credit Program (also Program)	Means a set of Credit Courses or other academic requirements that leads to the awarding of a Credential that meets the requirements of SkilledTradesBC, the BC Post Secondary Institutional Proposal System, the BC Degree Quality Assurance Board, or the Minister assigned the post-secondary or skilled trades portfolio.
New Credit Course or Credit Program	Means a Credit Program or Credit Course that has not previously been offered by the College. An existing Credit Course or Credit Program may be considered New where substantive changes have been recommended by any one of the parties involved in Credit Course and Credit Program Development and approval.
Non-Credit Course	Means an organized set of learning outcomes, competencies, workshops, or other learning activities offered by Okanagan College that are not assigned Academic Credit(s),
Non-Credit Program	Means a set of Non-Credit Courses or other learning requirements that collectively lead to the awarding of a Micro-credential, certificate of completion, or an alternative Non-credit Credential.
Proposer	Means the Department, Dean, Director, or Provost Council initiating or taking carriage of a proposal under this Policy.
Resource Plan	Means a documented plan outlining the full costs associated with offering a Credit Course or Credit Program, including but not limited to supplies, space utilization costs, and set-up or start-up costs.

5. Principles

5.1 Proposers are expected to apply the following principles when planning, developing, reviewing, and implementing a new Credit Program or Credit Course:

- a) be consistent with the College's Strategic Plan, the College's Learning Framework, the College's Credential Framework, the procedures related to this policy and other guiding plans and documents;
- b) contribute to educational and work-integrated learning opportunities within the college region;
- c) comply with relevant legislation and regulations;
- d) address local, provincial, and national labour market needs;
- e) meet external accreditation, regulatory, or certification standards;

- f) promote accessibility and inclusion for all learners;
- g) consider Indigenous knowledge, perspectives, and ways of being into teaching and learning practices; and
- h) follow a consistent, standardized, and systematic development process.

5.2 In addition, New Programs and New Courses may be required to meet specific requirements and follow prescribed procedures established by external accrediting bodies, granting agencies, or the Ministry responsible for post-secondary education. This may include, where applicable, requirements of SkilledTradesBC, the BC Post-Secondary Institution Proposal System, or the BC Degree Quality Assessment Board.

6. Considerations for New Credit Program or New Credit Course Approval and Implementation

6.1 In determining whether New Credit Programs or New Credit Courses will be implemented, the Board of Governors will assess the proposal and supporting rationale, which may include, but is not limited to, the following considerations:

- a) A defined target market specifying geography, industry, and demographic profiles;
- b) A quantitative assessment of the immediate and future demand in market for the Program or Course;
- c) An assessment of similar or competitive offerings in the market;
- d) The anticipated start date of recruitment and registration of students;
- e) The anticipated length of time that the Program or Course will be offered by the college;
- f) The defined implementation plan for the Program or Course;
- g) The overall human, financial, capital, and technological operational resource requirements to create, implement and sustain the ongoing offering of the Program or Course;
- h) The internal or external source of the human, financial, capital, and technological operational resources required to create, implement and sustain the ongoing operation of the Program or Course;
- i) Any related risk to the internal or external source of operational resources required to implement and sustain the Program or Course;
- j) Any reputational risk to the institution created by the implementation of the Credit Program or Course.
- k) That Education Council has met its responsibility for evaluating proposed curriculum and providing advice to the Board of Governors regarding priorities for curriculum implementation. The Curriculum content approved by Education Council for each Credit Course is documented in a Common Course Outline as outlined in the *Procedures for Common Course Outlines and Syllabus* which

establishes the official record and learning contract with Students for individual Credit Courses.

l) Advice from Education Council:

- i) on the priorities for the implementation of the Credit Course or Credit Program (CIA: Section 23(1)(d));
- ii) on the establishment of quality assurance measures (CIA: Section 23(1)(f)).

m) Confirmation by Education Council of:

- i) clearly defined expectations for the examinations and evaluations of student performance (CIA: Section 24(2)(a);
- ii) established criteria for academic standing, academic standards and the grading system (CIA: Section 24(2)(c);
- iii) curriculum content including clearly defined learning outcomes or competencies (CIA: Section 24(2)(f)).

6.2 If a previously Non-Credit Course or Non-Credit Program is being prepared as a New Credit Course or Program the Board of Governors will assess the proposal and supporting rationale as noted in Section 6.1 of this policy and:

- a) The overall human, financial, capital and technology resources required to create, implement, and sustain the ongoing operation of the New Credit Course or Credit Program are at minimum fully covered by external or reallocated internal sources of financial resources.

7. Approval

7.1 New Credit Course or Credit Program Development may be initiated by a Proposer and should follow a two-step process:

- a) Phase 1 – Development of a Concept Outline
- b) Phase 2 – Develop of a Comprehensive Proposal

7.2 Provost Council is responsible for evaluation and endorsement of all Concept Outlines prior to the development of a Comprehensive Proposal to:

- a) Ensure that the proposed initiatives align with the College's principles for Credit Course or Credit Program Development; and
- b) That consideration has been given by the Proposer regarding the ongoing sustainability of the New Credit Program or Course.

7.3 The appropriate Dean or Director is responsible for ensuring that the principles and consideration outlined in Sections 5 and 6 of this policy are adhered to and may discontinue the development of a Concept Outline or Comprehensive Proposal at any stage of the curriculum Development process if adherence is not met.

- 7.4 Proposals for the implementation of New Credit Programs and New Credit Courses will be presented to the Board of Governors by the Provost and Vice President, Academic, and the Chair of Education Council, as follows:
- a) The Provost and Vice President Academic will present the proposal with respect to the criteria outlined in Section 6.1 (except for 6.1(k), (l), and (m)) of this policy and proposed tuition and related fees.
 - b) The Chair of Education Council will present the proposal with respect to the criteria outlined in Section 6.1(k), (l), (m) of this policy.
- 7.5 The Board of Governors is responsible for the final approval of New Credit Programs or New Credit Courses after determining that the proposal meets the principles and considerations outlined in Sections 5 and 6 of this Policy.
- 7.6 The approval to offer a new Credit Program excluding SkilledTradesBC and Degree Credit Programs are contingent upon the new Credit Program being subjected to the BC Post-Secondary Institutional Proposal System.
- 7.7 The approval to offer a New Credit Degree Program is contingent upon the New Credit Degree Program being subject to the BC Degree Quality Assurance Board and the Minister responsible for post-secondary education.
- 7.8 The approval to offer a new SkilledTradesBC program is contingent on approval by SkillsTradesBC.
- 7.9 The Registrar is responsible for adding the approved New Credit Program and/or New Credit Course to the Academic Calendar.

8. Reporting

- 8.1 The Board will receive an annual report from the Provost and Vice President, Academic that outlines the health and sustainability of the academic ecosystem and classifies Programs or Courses as follows:
- a) Currently in a growth phase
 - b) Program/Course is healthy and sustainable and therefore scheduled for continuation;
 - c) Program/Course is scheduled for renewal based on health and sustainability assessment;
 - d) Programs/Courses currently Suspended;
 - e) Programs/Courses recommended for Suspension;
 - f) Programs/Courses Cancelled within the past year; or
 - g) Programs/Courses suggested for Cancellation.

9. Related Acts and Regulations*College and Institute Act (CIA)***10. Supporting References, Policies, Procedures and Forms***Learning Framework**Credential Framework**Project Report: Program Development, Renewal and Retirement.**Ministry of Post-Secondary Education and Future Skills: Quality Assessment Process and Criteria for BC Public Post-Secondary Institutions**Program Quality Review Renewal Policy***History / Revisions**

Date	Action
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YYYY-MM-DD	Approved by Board of Governors:
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EDUCATION COUNCIL BRIEFING NOTE

May 21, 2026

Agenda #: 5.13

Proposal Summary	
Subject:	Policy Advice - Implementation and Cancellation of Non-credit and Service Contract Courses and Programs Policy
Proposed by:	Sam Lenci, Provost and Vice President Academic
Submitted to:	Education Council
Implementation date:	Upon Approval

Background Statement:

Okanagan College delivers a broad range of non-credit and service contract courses and programs to support workforce development, community learning, and responsive training opportunities. These offerings are distinct from credit programs and courses in that they do not lead to a credential governed by Education Council and are often developed and delivered in partnership with industry, employers, and community organizations.

Pursuant to section 23(1)(c) of the College and Institute Act, Education Council may provide advice on matters concerning the educational policy of the institution, including as it relates to non-credit programming. Consistent with this advisory role, the draft policy includes a requirement for the President to provide an annual report to the Board of Governors on non-credit courses and programs, which will also be shared with Education Council.

While the College has operational practices in place to support the development and delivery of non-credit offerings, there is currently no single Board-approved policy that establishes consistent governance expectations, decision-making criteria, and accountability for the implementation and cancellation of these offerings.

This policy has been developed to provide a clear and consistent framework for the oversight and management of non-credit and service contract courses and programs, including the delegation of authority from the Board to the President, and to ensure appropriate transparency and reporting to the Board.

Recommendation:

Under Section 23.1(c) of the College and Institute Act, Education Council is asked to provide advice to the Board on the area in this draft policy that relate to reporting on these courses and programs (Section 7.2).

The policy will be reviewed by the Board at their June 23, 2026 meeting and advice offered by the Council will be included in the material provided to the Board.

Rationale:

This policy addresses several key institutional needs:

- **Clarifying governance and decision-making authority** - The policy establishes a clear governance framework for Non-Credit and service contract offerings, confirming the Board's authority and formally delegating implementation and cancellation decisions to the President, while recognizing that these offerings fall outside Education Council's jurisdiction.
- **Ensuring consistency, transparency, and accountability** - By defining common principles and required considerations for implementation and cancellation, the policy supports a consistent and transparent approach across the College and strengthens institutional accountability.
- **Supporting agility and responsiveness** - Non-credit programming often requires rapid development and adaptation to meet industry, employer, and community needs. The policy enables timely decision-making while ensuring that appropriate due diligence, including market demand and resource assessment, is maintained.
- **Strengthening financial oversight and sustainability** - The policy ensures that non-credit offerings are evaluated with respect to financial viability, resource requirements, and risk, supporting responsible stewardship of institutional resources.
- **Protecting learner interests and program quality** - The policy formalizes expectations for quality assurance and transition planning, ensuring that learners are supported in the event of program changes or cancellations and that offerings maintain appropriate standards.
- **Enhancing Board oversight and reporting** - The policy introduces a structured reporting mechanism through the President to the Board, improving visibility into the scope, performance, and lifecycle of Non-Credit programming across the institution.

Overall, the policy provides a structured, flexible, and accountable framework for managing Non-Credit and service contract programming, supporting the College's ability to respond to emerging needs while maintaining appropriate governance and oversight.

Supporting Materials:

- Implementation and Cancellation of Non-credit and Service Contract Courses and Programs Policy – draft (attached)

Action:		
<u>Motion Required</u> ☐ Notice of Motion ☐ Approval ☐ Advice ☐ Referral		<u>No Motion Required</u> ☐ Discussion/Advice ☒ Information
Recommended Motion		
<i>None required.</i>		

Consultation History:

Group/Individual, Title	Reviewed	Recommended	Date
	☐	☐	-



IMPLEMENTATION AND CANCELLATION OF NON-CREDIT AND SERVICE CONTRACT COURSES AND PROGRAMS POLICY

Policy Area:	Board		
Policy Number:	To be assigned by Office of Policy Coordination		
Policy Sponsor:			
Policy Contact:			
Applies to:	Employees		
Authority:	<i>College and Institute Act</i>		
Approval Authority:	Board of Governors		
Approval Date:			
Effective Date:			
Replaces or New:	List the most recent policy version being replaced, or indicate new.		
Last reviewed:	New	Scheduled review date:	Month Year
Procedures:	<i>Under development</i>		

1. Policy Statement

To ensure the timely alignment of college courses and programs to industry, employer, community, and student needs, the college identifies, creates, implements, evaluates, refreshes, and cancels courses and programs offered by the College that are not for credit or are offered through a contract for services.

2. Purpose

The purpose of this policy is to establish governance requirements and institutional standards for the addition and deletion of Non-Credit Courses and Programs offered by the College, in accordance with section 19(1)(d) and 23(1)(c) of the College and Institute Act (CIA).

3. Scope and Application

- 3.1 This policy applies to all College Non-Credit Courses and Programs that do not lead to a College Credential but lead to:
- a) Not-for-Credit certificates of completion;
 - b) Not-for-Credit Micro-credentials;
 - c) Customized corporate or community training or learning; and

d) Training or learning delivered through a contract for services.

3.2 The policy does not apply to Credit Courses and Programs.

4. **Definitions** *(For clarity, defined terms appearing within the body of this policy are capitalized.)*

Credit Course	Means an organized and coherent unit of curriculum with specified learning outcomes or competencies, content, and assessment, that is assigned Academic Credit or a contact hour value, and offered by Okanagan College independently or as part of a Credit Program.
Education Plan	Means the list of Credit Courses and/or Programs that are planned to be provided by an institution in any single academic year. It does not address when, where, or how any given Course, section, and/or Program will be scheduled during the academic year.
Non-Credit Program or Course	Means an organized set of learning outcomes, competencies, workshops, or other learning activities offered by Okanagan College that are not assigned Academic Credit(s), that collectively lead to the awarding of a Micro-credential, certificate of completion, or an alternative Non-Credit Credential.
Micro-credential	Means a short, stand-alone competency-based learning experience that aligns with labour market or community needs and is assessed and recognized for employment or future learning ¹ .
Transition Plan	Means a plan that bridges one or multiple Education Plans that will allow all currently enrolled students, to complete, transfer or withdraw from their course of study within the Suspension Period.

5. **Principles**

- 5.1 The development, implementation, and cancellation of Non-Credit Courses and Programs at the College will be guided by the following principles:
- a) *Responsiveness*: Programming responds to demonstrated industry, employer, community, and learner needs.
 - b) *Financial Sustainability*: Non-Credit offerings are financially viable as stand-alone offerings and are responsibly resourced.
 - c) *Quality*: Appropriate quality assurance practices support effective and credible learning experiences.
 - d) *Agility*: Non-Credit programming enables timely implementation, adaptation, and cancellation.
 - e) *Risk Awareness*: Decisions are informed by financial, operational, and reputational risk considerations.

¹ https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/micro-credentials/mc_framework.pdf

- f) *Learner Fairness*: Learner interests are considered when programs are changed or discontinued.
- g) *Transparency*: The scope and status of non-credit offerings are clear and well communicated.
- h) *Indigenous Knowledge*: Teaching and learning practices respect and incorporate Indigenous knowledge, perspectives, and ways of being; and
- i) *Structured Development*: Non-Credit courses and programs follow a consistent, standardized, and systematic development and review process.

6. Authority and Delegation

- 6.1 In accordance with Section 19(1)(d) of the College and Institute Act, the Board of Governors delegates to the President the authority to implement and cancel Non-credit Courses and Programs that fall within the scope of this policy.
- 6.2 Non-Credit Courses and Programs governed by this policy are not subject to Education Council approval under Section 23(1)(c) of the College and Institute Act.

7. Quality Assurance and Oversight

- 7.1 The College will apply proportionate quality assurance processes to Non-Credit Courses and Programs to ensure relevance, learner experience, and alignment with institutional standards.
- 7.2 Pursuant to Section 23(1)(c) of the College and Institute Act, the President will provide the Board of Governors with an annual report of Non-Credit Courses and Programs offered by the College that are not reviewed by Education Council under Section 24(2)(f). The report will also be shared with Education Council.

8. Requirements for Implementation or Cancellation of Non-Credit Courses and Programs

- 8.1 Before implementing a new Non-Credit Course or Program, the President will ensure that the following considerations are documented and assessed, as appropriate:
 - a) A clearly defined target market, including geography and demographic profile(s);
 - b) A quantitative assessment of immediate and anticipated future market demand;
 - c) An assessment of similar or competing offerings in the market;
 - d) The anticipated start date for recruitment and registration;
 - e) The anticipated duration of the offering, including whether it is time-limited or ongoing;
 - f) A defined implementation plan;
 - g) The human, financial, capital, and technological resources required to implement and sustain the course or program;
 - h) The internal or external sources of required operational resources;
 - i) Risks associated with the availability or sustainability of required resources;
 - j) Expectations related to examinations, assessments, and evaluation of learner performance, where applicable; and
 - k) Core curriculum content or learning outcomes.

- 8.2 Before cancelling a Non-Credit Course or Program, the President will ensure that the following considerations are documented and assessed, as appropriate:
- a) Past and current learner enrolment;
 - b) Changes or saturation in the defined target market (geographic or demographic);
 - c) Changes in immediate or anticipated future market demand affecting enrolment;
 - d) Changes to human, financial, capital, or technological resource requirements that render ongoing delivery unsustainable;
 - e) Changes to internal or external sources of operational resources;
 - f) Evidence of decline in quality assurance outcomes, including the results of any corrective actions undertaken;
 - g) The anticipated closure date for the course or program; and
 - h) A Transition Plan to ensure that learners currently enrolled are able to complete the course or program or a reasonable alternative within an appropriate timeframe.

9. Related Acts and Regulations

Add links to other applicable Acts/Regulations

10. Supporting References, Policies, Procedures and Forms

List any related policies, and supporting procedures / documents (do not include procedures under the policy as those are listed above)

History / Revisions

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



EDUCATION COUNCIL BRIEFING NOTE

May 21, 2026

Agenda #: 5.14

Proposal Summary	
Subject:	Policy Advice - Credit Program and Course Suspension and Cancellation Policy
Proposed by:	Sam Lenci, Provost and Vice President Academic
Submitted to:	Education Council
Implementation date:	Upon Approval

Background Statement:

While there are some existing practices and procedures to support program review and operational decision-making, there is currently no single, Board-approved policy that clearly establishes the principles, roles, and decision-making framework for program and course suspension and cancellation.

Under the *College and Institute Act*, the Board of Governors has responsibility for the management of the institution, including decisions related to the approval and discontinuation of programs, while Education Council holds authority for curriculum and academic standards. As program and course suspension and cancellation decisions often involve both academic considerations and institutional sustainability, a coordinated governance framework is required to ensure clarity and appropriate oversight.

In an increasingly dynamic post-secondary environment, characterized by changing enrolment patterns, evolving labour market demands, and financial pressures, the College must regularly assess the viability and relevance of its academic offerings. This policy has been developed to provide a consistent and transparent approach to managing the transitions of programs and courses, including the use of suspension periods, transition planning for students, and defined pathways to renewal or cancellation.

Recommendation:

Under Section 23 of the *College and Institute Act*, Education Council is asked to provide advice to the Board on this draft administrative policy relating to section 23.1(e).

The policy will be reviewed by the Board at their June 23, 2026 meeting and advice offered by the Council will be included in the material provided to the Board.

Rationale:

This policy responds to institutional governance needs by:

- Clarifying governance roles and accountability:** The policy reinforces the respective responsibilities of Education Council and the Board of Governors in decisions related to program and course suspension and cancellation, ensuring appropriate consideration is given to academic quality and institutional sustainability.

- **Supporting a transparent and consistent decision-making framework:** By establishing common principles and evaluation criteria including considerations around enrolment, market demand, resource requirements, and quality assurance, the policy provides a consistent and transparent approach to determining when programs and courses should be suspended, renewed, or cancelled.
- **Protecting the student experience:** The policy formalizes requirements for suspension periods and transition plans to ensure that currently enrolled students are supported in completing, transferring, or exiting their studies in an orderly and timely manner.
- **Strengthening institutional sustainability and responsiveness:** The policy enables the College to proactively manage its program and course mix in response to changing enrolment patterns, labour market needs, and resource constraints, supporting a balanced and sustainable academic ecosystem.
- **Aligning with legislative, regulatory, and collective agreement requirements:** The policy ensures that decisions related to suspension, cancellation, and retirement are made in compliance with applicable legislation, external requirements, and labour agreements.

Overall, the policy provides a structured, principled approach to managing program and course lifecycle decisions, balancing academic integrity, student needs, and institutional priorities.

Supporting Materials:

- Credit Program and Course Suspension and Cancellation Policy – draft (attached)

Action:				
<u>Motion Required</u> ☐ Notice of Motion ☐ Approval ☐ Advice ☐ Referral				<u>No Motion Required</u> ☒ Discussion/Advice ☐ Information
Recommended Motion				
<i>None required.</i>				

Consultation History:

Group/Individual, Title	Reviewed	Recommended	Date
	☐	☐	-



CREDIT PROGRAM AND COURSE SUSPENSION AND CANCELLATION POLICY

Policy Area:	Academic		
Policy Number:	To be assigned by Office of Policy Coordination		
Policy Sponsor:	Provost & Vice President Academic		
Policy Contact:	Provost's Office		
Stakeholders:			
Authority:	<i>College and Institute Act</i>		
Approval Authority:	Board of Governors		
Approval Date:			
Effective Date:			
Replaces or New:	New		
Last reviewed:	Month Year	Scheduled review date:	Month Year
Procedures:	<i>Under development</i>		

1. Policy Statement

All College Programs and Courses follow a lifecycle of development, renewal, and Retirement, and each stage affects the overall program mix of the College. Program and Course Suspensions, Cancellations and Retirements are therefore necessary to support a healthy and sustainable academic ecosystem.

2. Purpose

This policy outlines the considerations guiding the Suspension, Cancellation or Retirement of Credentialed Programs and Courses at the College, recognizing that final authority resides with the Board of Governors in accordance with section 19(1)(d) of the College and Institute Act (CIA).

3. Scope and Application

This policy applies to all Credit Programs and Credit Courses that lead to a College Credential. It does not apply to non-credit courses or programs.

4. **Definitions** *(For clarity, defined terms appearing within the body of this policy are capitalized.)*

Academic Calendar (or Calendar)	Means the official record listing the Credit Programs and Credit Courses, Non-Credit Programs and Courses and micro credentials available to be offered by the College, including admission and completion requirements. https://www.okanagan.bc.ca/calendar
Academic Credit	Means the value assigned to a Credit Course or some other form of learning that counts toward Credit Program or Credential completion. ¹ Academic Credit(s) are numerical values assigned to Courses or learning activities, representing the amount of learning achieved, commonly relating to instructional hours or learning outcomes. ² Academic Credit may be applied at the Course or Program level.
Cancel/Cancellation	Means the decision by the Board of Governors to remove Credit Course and/or Program from the institution's Academic Calendar after having received advice from Education Council that proceeds the Suspension Period and Retirement of a Credit Course and/or Program.
Credential	Means the official recognition issued by Okanagan College or SkilledTradesBC that verifies the successful completion of a Credit Program.
Credit Course (also Course)	Means an organized and coherent unit of curriculum with specified learning outcomes or competencies, content, and assessment, that is assigned Academic Credit or a contact hour value, and offered by Okanagan College independently or as part of a Credit Program.
Credit Program (also Program)	Means a set of Credit Courses or other academic requirements that leads to the awarding of a Credential that meets the requirements of SkilledTradesBC, the BC Post Secondary Institutional Proposal System, the BC Degree Quality Assurance Board, or the Minister assigned the post-secondary or skilled trades portfolio.

¹ www.bccat.ca/pubs/WhatAcademicCred.pdf

² www.qaa.ac.uk/docs/qaa/quality-code/what-is-credit-guide-for-students.pdf & www.bccat.ca/pubs/WhatAcademicCred.pdf

Education Plan	Means the list of Credit Courses and/or Programs that are planned to be provided by an institution in any single academic year. It does not address when, where, or how any given Course, section, and/or Program will be scheduled during the academic year.
Inactive	Means a Credit Program or Course that has not admitted and/or enrolled students for three consecutive Education Plans and is identified for review. Inactive status is descriptive only and does not result in cancellation or changes to system records.
Reactivate/Reactivation	Means the formal approval to reinstate a previously Retired Program or Course as an approved academic offering, making it eligible to be listed in the Academic Calendar and offered to students, subject to current academic standards and governance requirements.
Retire/Retirement	Means the removal of a Credit Program or Credit Course from the Academic Calendar following the Suspension Period or Cancellation.
Suspend/Suspension	Means the cessation of accepting new incoming students into a Credit Course and/or Credit Program for the purpose of course and/or program renewal or as the first step toward Cancellation.
Suspension Period	Means a period of time when a Credit Program or Credit Course with currently enrolled students is being considered for renewal or Cancellation to ensure that a Transition Plan is in place for current students to complete, transfer, or withdraw.
Transition Plan	Means a plan that bridges one or multiple Education Plans that will allow all currently enrolled students, to complete, transfer or withdraw from their course of study within the Suspension Period.

5. Principles

The following principles outline the framework that informs the College's approach to create Program and Course review, sustainability, and decision-making related to Suspension, Cancellation and Retirement.

- 5.1 The College exercises its authority to set educational priorities and manage its Program and Course mix, including the Suspension, Cancellation and Retirement of Credit Programs and Courses, in a manner that balances institutional sustainability with care for students, employees, and affected parties.

- 5.2 The College is committed to the regular monitoring of Credit Program and Credit Course health and sustainability through structured annual review processes that inform institutional decision-making as well as Education Council and Board oversight and decision making.
- 5.3 Review processes are guided by responsiveness to industry needs, student needs and demand, community priorities, and external partner expectations, recognizing that such reviews may lead to Program and Course Suspension or Cancellation.
- 5.4 Decisions regarding Program and Course Suspension or Cancellation are made thoughtfully, transparently, and in a timely manner, with careful consideration of their academic, human, and operational impacts.
- 5.5 All Suspension, Cancellation, and Retirement decisions and implementation processes adhere to applicable legislation, accreditation requirements, Ministry directives, and collective agreements.
- 5.6 Suspension does not necessarily lead to the Cancellation of the Credit Program or Credit Course.
- 5.7 Should timelines and decisions be pressing, particularly in times of severe financial constraints or other exigencies, the decision-making process may be abridged or expedited.

6. Considerations for Credit Course and Credit Program Suspension For the Purpose of Cancellation or Renewal

- 6.1 In determining whether a Credit Program or Credit Course will be Suspended for the purpose of cancellation, the Board of Governors will assess the proposal and supporting rationale, which may include, but is not limited to, the following considerations:
 - a) Evidence of reduced current or projected market demand for the Program or Course, impacting future enrolment;
 - b) Past and current student enrolment trends;
 - c) Changes or saturation within the defined target market, including geographic and demographic factors;
 - d) Changes in human, financial, capital, or technological resource requirements that render the ongoing delivery of the Program or Course unsustainable;
 - e) Changes to internal or external sources of the human, financial, capital, or technological resources required to sustain the Program or Course;
 - f) Changes to certification or designation criteria imposed by external credentialling bodies.

- g) Confirmation by Education Council of the discontinuance or obsolescence of:
 - i) examinations and methods of evaluating student performance (CIA, s.24(2)(a));
 - ii) criteria for academic standing, academic standards, or grading systems (CIA, s.24(2)(c));
 - iii) curriculum content (CIA, s.24(2)(f)).
 - h) Confirmation by Education Council of priorities for the implementation of new Programs or Courses (CIA s.23(1)(d)) that require the reallocation of financial, human, technological, or capital resources from the Program or Course proposed for closure.
 - i) Evidence of a decline in quality assurance measures under section 23(1)(f) of the College and Institute Act, together with documentation of efforts undertaken to address the decline.
 - j) The anticipated Suspension or Cancellation date for the Program or Course.
 - k) A detailed Transition Plan to ensure that currently enrolled students are able to complete the Program or Course, or a suitable alternative, within a reasonable time frame.
- 6.2 In determining whether a Credit Course or Program will be Suspended for the purpose of renewal, the Board of Governors will assess the principles and supporting rationale related to the considerations in Section 6.1 of this policy with a lens toward why a Suspension for the purpose of Renewal is required to mitigate the identified negative outcomes and evidence to how the consideration will improve through a renewal process.

7. Implementation

- 7.1 The appropriate Dean/Director will develop a Transition Plan for all students in a Program or Course recommended for Suspension or Retirement. Transition Plans will not extend longer than the length of the Credential under consideration.
- 7.2 Programs with students currently enrolled must enter a Suspension Period prior to Retirement. The Suspension Period will end once all current students have completed their Transition Plan, withdrawn from the Program, or exceed the time allotted for completion.

8. Approval

- 8.1 For Programs and Courses not offered within three (3) consecutive Education Plans the Program or Course will automatically be placed on an Inactive list by the Registrar. The College will conduct a review under the *Procedures for Removing Inactive Programs and Courses from the Calendar* to determine if the Program or Course should be Reactivated, Cancelled, Retired or in extenuating circumstances continue to remain on the Inactive list.

8.2 Proposals for Program or Course Suspension for the purpose of Cancellation or Renewal will be presented to the Board of Governors by the Provost and Vice President, Academic and the Chair of Education Council, as follows:

- a) The Chair of Education Council will present the proposal with respect to the criteria outlined in Section 6.1.(g)(h)(i) of this Policy;
- b) The Provost and Vice President, Academic will present the proposal with respect to the criteria outlined in Section 6 of this policy except for 6.1.(g)(h)(i)

8.3 The final decision for a Program or Course's Suspension or Cancellation will be made by the Board of Governors.

9. Reporting

9.1 The Board will receive an annual report from the Provost and Vice President, Academic that outlines the health and sustainability of the academic ecosystem and classifies Programs or Courses as follows:

- a) Currently in a growth phase;
- b) Program/Course is healthy and sustainable and therefore scheduled for continuation;
- c) Program/Course is scheduled for renewal based on health and sustainability assessment;
- d) Programs/Courses currently Suspended;
- e) Programs/Courses recommended for Suspension;
- f) Programs/Courses Cancelled within the past year; or
- g) Programs/Courses suggested for Cancellation.

10. Related Acts and Regulations

College and Institute Act

11. Supporting References, Policies, Procedures and Forms

Procedures for Removing Inactive Programs and Courses from the Calendar
Project Report: Program Development, Renewal and Retirement
Okanagan Faculty Association Collective Agreement 2022-2025
BCGEU Vocational Agreement

12. History / Revisions

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



EDUCATION COUNCIL BRIEFING NOTE

May 21, 2026

Agenda #: 5.15

Proposal Summary	
Subject:	Education Plan – 2026/2027
Proposed by:	Sam Lenci, Provost and Vice President Academic
Submitted to:	Education Council
Implementation date:	Upon Approval

Background Statement:

The Provost & Vice President Academic has developed a 2026–2027 Education Plan to outline the College’s proposed academic programming and related decisions for the upcoming academic year. The Plan is grounded in the College’s commitment to student success, academic excellence, and responsive programming, and reflects analysis of enrolment trends across all academic portfolios.

The document is organized into four main sections:

- Section 1 – 2026/2027 Program Offerings:**
 Identifies all programs proposed to be offered in the 2026/2027 academic year across Arts & Sciences, Business, Health, Trades, and Continuing Studies, reflecting the College’s current academic portfolio.
- Section 2 – Programs Recommended for Intake Suspension:**
 Outlines programs where a temporary pause in new student intake is recommended due to factors such as enrolment patterns, labour market alignment, and resource considerations, supported by enrolment data.
- Section 3 – Programs Recommended for Cancellation Due to Low Enrolment:**
 Identifies programs proposed for cancellation where sustained low or non-viable enrolment no longer supports delivery, including analysis of multi-year enrolment trends and program viability.
- Section 4 – Courses Recommended for Cancellation Due to Inactivity:**
 Provides a list of courses that have not been offered for three or more years and are recommended for formal discontinuation, establishing an annual reporting approach for inactive curriculum moving forward.

The Education Plan is in draft form and is being shared with Education Council for information and advice. The intent is to bring the finalized Plan to the Board of Governors for consideration at their June 2026 meeting.

Recommendation:

Education Council is asked to provide advice to the Board on this draft plan.

Rationale:

The draft Education Plan supports the strategic management of the College's academic portfolio in response to changing enrolment patterns, labour market demands, and financial considerations.

The Plan establishes a structured approach to:

- confirm programs aligned with current demand (Section 1);
- pause intake where further review is required (Section 2);
- discontinue programs that are no longer viable (Section 3); and
- formally cancel inactive curriculum (Section 4).

Together, these actions support responsible resource allocation, maintain a relevant and sustainable program mix, and strengthen transparency in academic planning. Education Council's advice is sought to inform final revisions prior to submission to the Board.

Supporting Materials:

- 2026/27 Education Plan (attached)

Action:				
<u>Motion Required</u> ☐ Notice of Motion ☐ Approval ☐ Advice ☐ Referral				<u>No Motion Required</u> ☒ Discussion/Advice ☐ Information
Recommended Motion				
<i>None required.</i>				

Consultation History:

Group/Individual, Title	Reviewed	Recommended	Date
	☐	☐	-

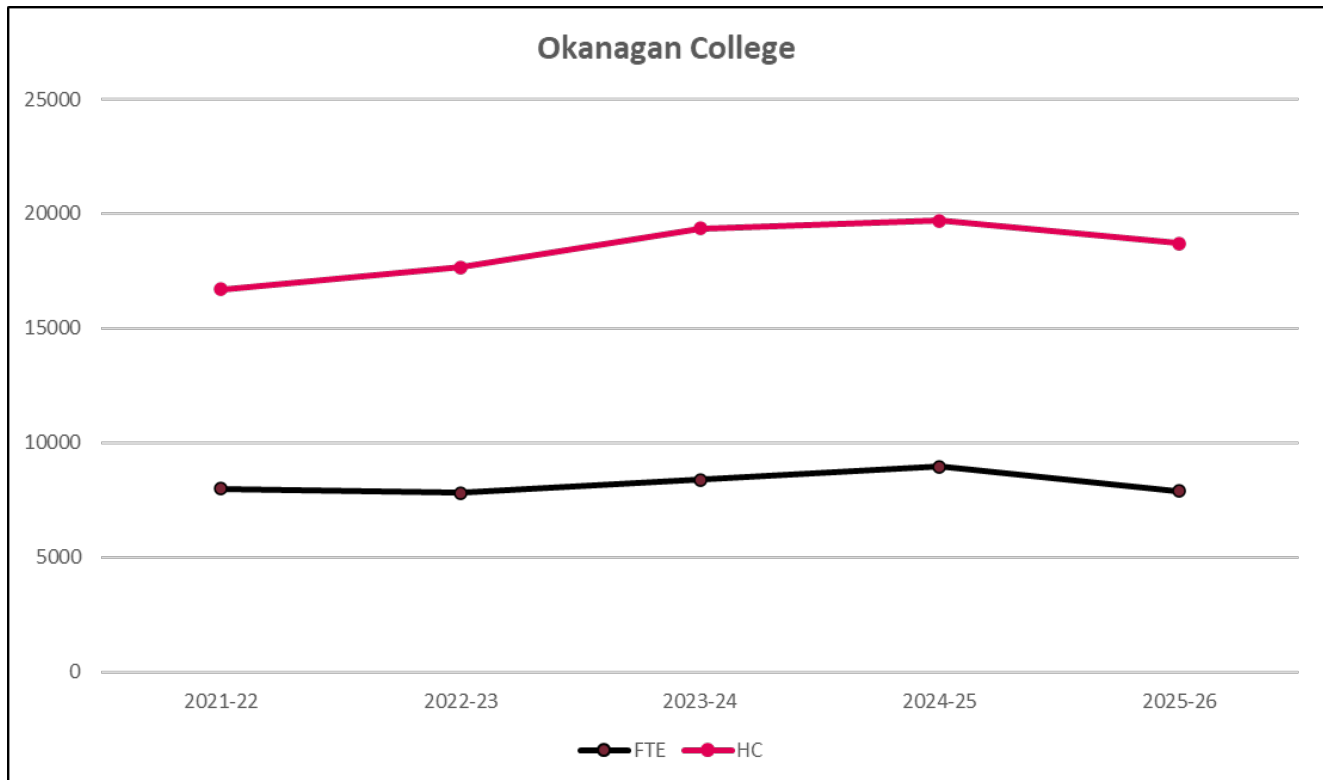
Provost & VP Academic Education Plan

2026 - 2027

Message from the Provost & Vice President Academic

Welcome to the 2026–2027 Education Plan. This plan reflects our shared commitment to student success, academic excellence, and responsive, future-focused learning. It has been shaped by the voices and efforts of our learning community, and it will guide how we teach, support, and innovate together in the years ahead. Thank you for your continued dedication to creating inclusive, engaging, and meaningful educational experiences for our students.

Enrolment Highlight



OC - Grand totals	2021-22	2022-23	2023-24	2024-25	2025-26
FTE	7991.41	7829.86	8392.87	8968.89	7883.94
HC	16713	17673	19359	19693	18702

Section #1:

2026/2027 Program Offerings

Under the College and Institute Act, the Board of Governors has responsibility for the management of the institution, including decisions related to the approval and discontinuation of programs. The following are the programs that will be continued to be offered for the 2026/2027 Academic Year.

Arts & Sciences Programs

- Accessible Education Certificate - Fundamentals
- Advanced Certificate in Communication
- Animation Diploma
- Applied Bachelor of Arts: Community Research and Evaluation Degree
- Associate of Arts Diploma
 - *Emphases include: Communications, Creative Writing, Economics, English, Environmental Studies, Geography, History, Philosophy Political Science & Economics (PPE), Psychology and Sociology.*
- Associate of Science Diploma
 - *Emphases include: Biology, Chemistry, Computer Science, Mathematics and Statistics, and Physics and Mathematics*
- Bachelor of Computer Information Systems Degree
 - *Emphases include: Database & Big Data Management and Software Design & Development*
- Building Employment Skills and Training
- Civil Engineering Technology Diploma
- Computer Information Systems Diploma
- Criminal and Social Justice Diploma
- Electronics Engineering Technology Diploma
- English for Academic Purposes Certificate
- English Language Certificate
- English for Specific Purposes Certificate
- General Studies Diploma
- Infrastructure and Computing Technology Diploma
- Kinesiology Diploma
- Legal Administrative Assistant Certificate
 - *Emphases include: Corporate Conveyancing, and Litigation*
- Mechanical Engineering Technology Diploma
- Paralegal Diploma
- Supported Access to Modified Education Certificate
- Water Engineering Technology Diploma
- Writing and Publishing Diploma

Hall School of Business and Entrepreneurship Programs

- Commercial Aviation Pilot Diploma
- Bachelor of Business Administration Degree
 - *Emphases include: Accounting, Entrepreneurship, Finance, General Studies Human Resources, Management and Marketing*
- Bookkeeping/Accounting Technician Certificate
- Business Administration Certificate
- Business Administration Diploma
 - *Emphases include: Accounting, General Studies, Human Resources Management, Management and Marketing*
- Business Studies Certificate
 - *Emphases include: Financial Services, Small Business Computer Accounting and Small Business Development*
- Commercial Helicopter Pilot Certificate
- Post-Baccalaureate Diploma in Accounting
- Tourism Management Diploma

Health & Social Development Programs.

- Access to Practical Nursing Diploma
- Certified Dental Assistant Certificate
- Early Childhood Education Certificate
- Early Childhood Education Diploma
- Health Care Assistant Certificate
- Human Service Work Diploma
- Pharmacy Technician Certificate
- Practical Nursing Diploma
- Recreation Therapist Assistant Certificate
- Therapy Assistant Diploma

Trades & Apprenticeship Programs

- Aircraft Maintenance Engineer - Mechanical
- Aircraft Maintenance Engineer - Structures
- Auto Body and Collision Repair Apprenticeship
- Auto Body and Collision Repair Foundation
- Automotive Glass Technician Apprenticeship
- Automotive Refinishing Technician Apprenticeship
- Automotive Service Technician Apprenticeship
- Automotive Service Technician Foundation
- Carpenter Apprenticeship
- Carpenter Foundation
- Carpenter and Joiner Foundation
- Collision Repair Foundation

- Electrician Apprenticeship
- Electrician Foundation
- Gasfitter Class B Apprenticeship
- Heavy Duty Equipment Technician Apprenticeship
- Heavy Mechanical Trades Foundation
- Plumber Apprenticeship
- Plumbing and Piping Trades Foundation
- Recreation Vehicle Service Technician Apprenticeship
- Refrigeration and A/C Mechanic Apprenticeship
- Refrigeration and A/C Mechanic Foundation
- Sheet Metal Worker Apprenticeship
- Steamfitter/Pipefitter Apprenticeship
- Truck and Transport Mechanic Apprenticeship
- Welder Apprenticeship
- Welder Foundation
- Welder Modular (A/B)

Continuing Studies Programs

- 3D Modeling & Remote Sensing in GIS Micro-credential
- Audio Engineering & Music Production Certificate
- AutoCAD Skills Certificate
- Applied Office Skills: Micro-credential
- Bookkeeping Certificate
- Core Bookkeeping Principles Micro-credential
- Dental Office Administrative Assistant Certificate
- Education Assistant Certificate
- GIS Database Management Micro-credential
- GIS Essentials Micro-credential
- Graphic Design Essentials Micro-credential
- Landscape Horticulture Certificate
- Leadership Skills for IT Professionals Micro-credential
- LPN Orthopaedic Certificate
- Medical Device Reprocessing Technician Certificate
- Medical Office Assistant Certificate
- Nursing Unit Assistant Certificate
- Occupational Health & Safety Certificate
- PeriAnaesthesia Nursing Certificate
- Practical Cybersecurity for IT Professionals Micro-credential
- Trauma-Informed Practice Micro-credential
- Viticulture Certificate
- Winery Assistant Certificate

Section #2:

2026/2027 Programs Recommended for Intake Suspension

In an increasingly dynamic post-secondary environment, characterized by shifting enrolment patterns, evolving labour market demands, and ongoing financial pressures, the College must regularly assess the viability, quality, and relevance of its academic offerings. Further to the programs identified for delivery in the 2026/2027 Academic Year, the following programs are recommended for suspension of intake, in order to support responsible resource allocation and ensure continued alignment with institutional priorities.

Arts & Sciences Programs:

- Communications, Culture and Journalism Studies Diploma
- Environmental Studies Diploma
- International Development Diploma
- Post Baccalaureate Diploma in Data Analytics and Economics

The recommendations for intake suspension in the Arts and Science Programs outlined will not result in any loss of employment for College staff.

See Appendix 1 for enrolment data to support these recommendations.

Continuing Studies Programs

- Esthetics & Spa Therapy Micro-credential
- Indigenous Community Support Worker Certificate
- IT User Support Micro-credential
- Nail Technician Micro-credential
- Spa Foundations Micro-credential
- Spa Operations Micro-credential
- Videogame Prototyping Micro-credential¹

The recommendations for intake suspension in the Continuing Studies Programs may result in the loss of some term contracts.

¹ This micro-credential will continue to be offered to Dual Credit students upon demand.

Section #3:

2026/2027 Programs Recommended for Cancellation Due to Low Enrolment

Further to the programs recommended for intake suspension, the following programs are recommended for cancellation due to sustained low enrolment, where demand no longer supports viable delivery. Cancellation is proposed to ensure responsible stewardship of College resources and to maintain a focused portfolio of programs aligned with student demand and institutional priorities.

Hall School of Business & Entrepreneurship Programs

Business Administration Programming

The recommendations for intake suspension in the Business Administration programs outlined below will not result in loss of employment for College staff.

See Appendix 2 for enrolment data to support these recommendations.

- Bachelor of Business Administration – Honours
- Bachelor of Business Administration – Tourism Specialty
- Business Administration Diploma – Tourism and Hospitality Option
- Business Studies Certificate – Business Computer Applications
- Business Studies Certificate – Financial Services
- Business Studies Certificate – Healthcare Professionals
- Business Studies Certificate – Human Resources Management
- Business Studies Certificate – Management
- Business Studies Certificate – Marketing
- Business Studies Certificate – Tourism and Hospitality
- Culinary Arts Dual Credit
- Culinary Management Certificate
- Culinary Management Diploma
- Pathway to Professional Accounting
- Post Baccalaureate Certificate in Human Resources Management
- Post Baccalaureate Diploma in Human Resources Management
- Post Baccalaureate Diploma in Marketing
- Post Baccalaureate Certificate in Operations Management
- Post Baccalaureate Diploma in Operations Management
- Post Diploma Certificate in Business Administration
- Qualifying Year – Business Diploma
- Vineyard Establishment and Sustainability Micro-Credential
- Viticulture Technician Diploma

Office Administration Programming

The Hall School of Business and Entrepreneurship is recommending the cancellation of four Office Administration programs due to low enrolment and the changing strategic focus of the Portfolio. These recommendations are based on a review of three years of enrolment data (See Appendix 3) and the comparison of direct delivery costs versus tuition revenue.

The recommendations for intake suspension in the Office Administration programs outlined below will result in loss of employment for College staff.

- Administrative Assistant Certificate (ADAC)
- Medical Administrative Assistant Certificate (MAA)
- Office Administrative Assistant Certificate (OAC)
- Virtual Assistant Certificate (VA)

DRAFT

Section #4:

2026/2027 Courses Recommended for Cancellation Due to Inactivity

Going forward, an annual report will be provided to the Board identifying inactive programs and courses that have not been offered for three or more years. This will support ongoing oversight of the College's academic portfolio and ensure timely decisions regarding formal program and course retirement. As this is the first year such a report has been presented, the list is longer than would typically be expected, reflecting a number of programs and courses that have remained inactive for an extended period and now require formal discontinuation. Periods of inactivity may arise for a variety of reasons, including where a program or course has been replaced by a revised offering, or where delivery is no longer possible due to changes in available instructional expertise.

Arts & Sciences Courses

Course Number	Course Name
ANIM 255	Introduction to Video Game Asset Creation and Animation
ANIM 312	2D Asset Creation & Animation
ANIM 322	3D Asset Creation & Animation
ANTH 180	Communicating Across Cultures
ANTH 203	Archaeological Interpretation
ANTH 211	Indigenous Peoples of North America
ANTH 214	The Family in Cross-cultural Perspective
ANTH 215	Religion Cross-culturally
ANTH 218	Anthropology & Modern Society
ANTH 219	Cultures in the Middle East
ANTH 231	Archaeology Field School I
ANTH 232	Archaeology Field School II
ANTH 241	Archaeology of the Americas
ANTH 245	Culture and Environment
ANTH 253	Ancient Egypt
ANTH 255	Paleoanthropology
ANTH 260	Ethnobotany: Plants and People
ANTH 283	Globalization & Resistance
BIOL 150	Natural History of the Okanagan
BIOL 160	Introductory Biology for Viticulture
CHEM 122	Introductory Chemistry II
CHEM 151	Introductory Chemistry for Viticulture
CHEM 161	Industrial Chemical Processes I
CHEM 163	Analysis Quality Assurance and Quality Control
CHEM 251	Industrial Chemical Process II
CHEM 252	Chromatographic Analysis II
CHEM 253	Physical Chemical Processes
CHEM 254	Spectroscopic Analysis
CHEM 255	Applied Organic Chemistry
CHEM 261	Laboratory Instrumentation
CHEM 262	Chromatographic Analysis II
CHEM 263	Applied Biochemistry

Course Number	Course Name
CHEM 264	Mineral Processing and Assaying
CHEM 265	Petroleum Chemistry
CHEM 266	Laboratory Management
CMNS 146	Tech Writing & Communication for SBT II
CMNS 162	Intro to Visual Communication
CMNS 200	Communications in the Everyday
CMNS 219	Communication for Video Game Designers
CMNS 222	Interpersonal Communication
CMNS 262	Intercultural Communication
CMNS 265	Environmental Communications
CMNS 310	Visual Communication & Culture
COSC 101	Co-op Education Work Term I
COSC 102	Co-op Education Work Term II
COSC 103	Co-op Education Work Term III
COSC 107	Introduction to Game Engines
COSC 150	Basic Digital Circuits and Microprocessors
COSC 180	Multimedia Computing
COSC 210	Game Engine Scripting
COSC 229	Introduction to Computer Graphics
COSC 332	Cyber Forensics & Zero-Trust Network
COSC 414	Advanced Computer Graphics
COSC 480	Project in Game Design I
COSC 481	Project in Game Design II
CRIM 204	Women, Crime and Justice
CRIM 215	Crime and Organizations
CRWR 218	Inter Creative Writing: Drama
CRWR 307	Creative Non-Fiction Writing for Canadian Markets
CRWR 311	Writing Drama
CRWR 383	Creative Writing Fiction
CRWR 410	Writing the Novel
DSCI 235	Spots Analytics
DSCI 390	Data Science Project
ECON 164	Economics for Entrepreneurs
ECON 220	Competitiveness in the Canadian Economy
ECON 260	Poverty and Inequality
EDCP 12	Education and Career Planning
EESC 118	Natural Hazards
EESC 121	Natural History of the Earth
EESC 200	Mineralogy
EESC 201	Optical Mineralogy and Petrology
EESC 220	Environmental Physics
EESC 250	Exploration Geophysics
EESC 311	Environment Impact Assessment
ELEN 101	Co-op Education Work Term I
ELEN 102	Co-op Education Work Term II
ELEN 103	Co-op Education Work Term III
ENGL 199	Arts Studies in English
ENGL 203	Studies in Composition
ENGL 208	History of the Book

Course Number	Course Name
ENGL 213	Studies in British Literature
ENGL 218	Intermediate Workshop in Creative Writing - Drama
ENGL 230	Topics in Women's Literature
ENGL 302	Studies in Contemporary Literary Aesthetics
ENGL 306	Topics in Literary History
ENGL 307	Creative Non-Fiction Writing for Canadian Markets
ENGL 308	Literature and Film
ENGL 309	Shakespeare in Context
ENGL 311	Writing Drama
ENGL 312	Writing for Change: History, Theory, Practice
ENGL 351	Ecopoetics
ENGL 357	Environmental Literature
ENGL 358	Topics in Literature
ENGL 383	Creative Writing Fiction
ENGL 406	Literary Journalism I: History, Theory, Practice
ENGL 407	Literary Journalism II: The Art of the Interview, Review & Profile
ENGL 409	Writing the Novel
ENGL 416	Publishing Project
FINA 100	Survey of Music History I
FINA 101	Survey of Music History II
FINA 110	Introduction to Drawing and Visual Storytelling
FINA 134	Nineteenth-Century Art History
FINA 144	Twentieth-Century Art History
FINA 160	Introduction to Canadian and Aboriginal Art History
FINA 211	Topics in Music
FINA 213	Music for Film and Stage
FINA 310	Visual Communication & Culture
GEOG 110	The Geography of Viticulture
GEOG 117	Introduction to Human Geography I
GEOG 118	Natural Hazards
GEOG 127	Introduction to Human Geography II
GEOG 211	Social and Cultural Geography
GEOG 213	Geography of Wine
GEOG 217	Regional Geography of British Columbia
GEOG 221	Economic Geography
GEOG 222	Geomorphology
GEOG 223	Physical Geography of the US Southwest
GEOG 250	Introduction to Urban Geography
GEOG 255	Geography of Beer
GEOG 265	Tourism and Recreation Geography
GEOG 274	Introduction to GIS Analysis
GEOG 275	The Earth from Above: Remote Sensing of the Environment
GEOG 276	Geodatabases: Effective Data Management in a Spatial World
GEOG 277	Applied Geospatial Technology and Environmental Challenges
GEOG 278	Applied GIScience and Environmental Project Management
GEOG 339	Phys Geology Emerging Economies
GEOG 374	Fundamentals of GIS
GSWS 270	Feminist Philosophy
HIST 116	History of Western Civilization, 1450 to 1789

Course Number	Course Name
HIST 126	History of Western Civilization 1789 to Present
HIST 218	History of Science
HIST 219	History of Technology
HIST 236	History of the Canadian Prairies
HIST 240	Pre-Independence Latin American History
HIST 250	Post-Independence Latin American History
HIST 301	Reading: A Social and Technological History
HKIN 275	Exercise Physiology
IDST 101	Resistance and Revolution in the Colonial Period
IDST 102	Resistance and Revaluation in the Neocolonial Period
IDST 201	Strategies of Resistance and Revolution
IDST 202	Praxis of Resistance and Revolution
MATH 125	Mathematics for Viticulture
MATH 136	Mathematics for Analytical Chemistry Technology
MATH 149	Math for Network & Telecom Engineering Tech II
MATH 490	Selected Topics in Mathematics
MECH 102	Co-op Education Work Term II
MECH 103	Co-op Education Work Term III
PHIL 125	Introduction to Scientific Reasoning
PHIL 231	Symbolic Logic
PHIL 252	Bioethics
PHYS 117	Physics for Analytical Chemistry Technology
PHYS 130	Physics for Future Leaders
PHYS 219	Methods of Measurement I
PHYS 220	Environmental Physics
PHYS 225	Intermediate Electricity and Magnetism
PHYS 227	Instrumentation Physics for Analytical Chemistry Technology
PHYS 229	Methods of Measurement II
PHYS 290	Directed Studies in Physics and Astronomy
POLI 210	Canada and the United States
POLI 231	Canadian Politics & Indigenous Peoples
POLI 325	Unconventional Politics
POLI 326	Politics in the Middle East
PSYC 320	Applied Development Psychology
SOCI 215	Crime and Organizations
SBT 225	High Performance Retrofits
SBT 232	Building Certifications and Rating Systems
STAT 490	Selected Topics in Statistics
WET 101	Co-op Education Work Term I
WET 102	Co-op Education Work Term II
WET 103	Co-op Education Work Term III
WET 121	Introduction to Water and Wastewater Management

Adult Upgrading & Foundational Courses

Course Number	Course Name
COMP 11	Composition 011
COST 11	Computer Studies 011
COST 12	Computer Studies 012
COST 60	Computer Studies 60
COST 70	Computer Studies 070
DRWS 10	Developing Reading & Writing
EAPD 40	Academic Discussion Skills 4
EAPR 10	Academic Reading Skills 1
EAPR 20	Academic Reading Skills 2
EAPR 30	Academic Reading Skills 3
EAPR 40	Academic Reading Skills 4
EAPW 10	Academic Writing Skills 1
EAPW 20	Academic Writing Skills 2
EAPW 30	Academic Writing Skills 3
EAPW 40	Academic Writing Skills 4
EDCP 12	Education and Career Planning
ELR 20	English Language Reading Level 2
ELR 30	English Language Reading Level 3
ELR 40	English Language Reading Level 4
ELW 20	English Language Writing Level 2
ELW 30	English Language Writing Level 3
ELW 40	English Language Writing Level 4
ENGL 40	English 040
ENGL 41	English 041
ENGL 42	English 042
ENGL 51	English 051
ENGL 52	English 052
ENGL 61	English 061
ENGL 62	English 062
ENGL 71	English 071
ENGL 72	English 072
ENGL 81	English 081
ENGL 82	English 082
ENGL 85	Selected Topics in English
ERWS 10	Exploring Reading & Writing
FNS 12	First Nations Studies 012
GEOG 12	Geography 012
IALG 11	Introductory Algebra 011
LAW 12	Law 012
MATH 2	Mathematics 002
MATH 5	Topics in Mathematics
MATH 13	Introduction to Calculus
MATH 40	Mathematics 040
MATH 41	Mathematics 041
MATH 42	Mathematics 042
MATH 51	Mathematics 051
MATH 52	Mathematics 052

Course Number	Course Name
MATH 61	Mathematics 061
MATH 62	Mathematics 062
MATH 71	Mathematics 071
MATH 72	Mathematics 072
MATH 071A	Whole Numbers & Fractions
MATH 071B	Ratio and Proportion
MATH 071C	Percent
MATH 071E	Perimeter, Area & Volume
MATH 071F	Geometry: Angles, Triangles, Parallel Lines
MATH 072A	Geometry: Constructions
MATH 072B	Rational Numbers
MATH 072C	Equations and Applied Problems
MATH 072D	Powers, Roots and Scientific Notation
MATH 072E	Trigonometry
MATH 072F	Graphs
MATH 072G	Statistics
MATH 81	Mathematics 081
MATH 84	Mathematics 084
MATH 85	Mathematics 085
MATH 86	Mathematics 086
PSYC 012	Psychology 012
SOST 11	Social Studies 11
SOST 12	Social Studies 12

Hall School of Business & Entrepreneurship Courses

Course Number	Course Name
AVIA 104	Introduction to Aviation Theory
AVIA 105	Aviation Language Proficiency
AVIA 106	Pilot Skills Lab I
AVIA 107	Pilot Skills Lab II
AVIA 112	Navigation and Air Regulations I
AVIA 113	Meteorology I
AVIA 114	Flight and Aircraft Systems I
AVIA 115	Flight Lab I
AVIA 115B	Flight Lab - Build Up
AVIA 123	Meteorology II
AVIA 124	Flight and Aircraft Systems II
AVIA 125	Flight Lab II
BUAD 206	The Business of Tourism
BUAD 231	Project Management in an Information Technology Environment
BUAD 290	Introduction to Merchandising
BUAD 291	Designing Retail Environment
BUAD 292	Merchandise Display
BUAD 299	Conventions Management
BUAD 319	Introduction to Management Consulting
BUAD 343	Strategies for Personal Success
BUAD 371	Organizations and Society
BUAD 413	Finance for Entrepreneurship

Course Number	Course Name
BUAD 416	International Entrepreneurship
BUAD 417	Marketing for Entrepreneurs
BUAD 430	Institutions of International Trade
BUAD 491	Business Research Methods
BUAD 492	Business Research Project
BUAD 499	Entrepreneurship Experience
HELI 110	Pilot Skills Lab I
HELI 120	Pilot Skills Lab II
HELI 130	Pilot Skills Lab III
ONOL 210	Wine Chemistry and Microbiology
ONOL 230	Winery Operations
TOUR 200	Tourism Sector Study
TOUR 299	Conventions Management
VITT 125	Introduction to Viticulture and Wine
VITT 130	Introduction to Viticulture
VITT 135	Grapevine Science
VITT 140	Vineyard and Canopy Establishment
VITT 150	Integrated Pest Management
VITT 160	Irrigation Technology and Water Management
VITT 170	Vineyard Technologies and Operations
VITT 199	Sustainable Viticulture Workshops
VITT 200	VITT Co-op Work Term
VITT 210	Soil Management and Plant Nutrition
VITT 220	Grape Harvest Sensory Principles
VITT 250	Vineyard Management
VITT 270	Research Methods in Viticulture

Appendix 1

Arts + Science Pause Programs Headcount Data

	2021/2022		2022/2023		2023/24		2024/25		2025/26	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
Communications, Culture and Journalism Studies Diploma	47	53	55	63	59	61	57	50	41	34
Environmental Studies Diploma	88	95	110	130	130	130	97	117	104	101
International Development Diploma	34	36	39	36	39	57	58	57	26	17
Post Baccalaureate Diploma in Data Analytics and Economics	0	0	0	0	2	3	6	8	7	7

Appendix 2

Business Administration Programs 3-Year Enrolment Data

Program Name	2023/2024	2024/2025	2025/2026
Bachelor of Business Administration - Honours	0	0	0
Bachelor of Business Administration - Tourism specialty	1	2	1
Business Studies Certificate - Business Computer Applications	0	0	0
Business Studies Certificate - Financial Services	0	0	0
Business Studies Certificate - Healthcare Professionals	0	0	0
Business Studies Certificate - Human Resources Management	2	3	2
Business Studies Certificate - Management	0	1	0
Business Studies Certificate - Marketing	2	2	3
Business Studies Certificate - Tourism and Hospitality	0	0	0
Business Administration Diploma - Tourism and Hospitality	1	0	4
Culinary Arts Dual Credit (CULLV1)	0	0	0
Culinary Management Diploma (CULMGT)	38	18	9
Pathway to Professional Accounting (BUSPPA)	0	0	0
Post Baccalaureate Diploma in HR	29*	18*	Paused
Post Baccalaureate Certificate in HR	0	4	Paused
Post Baccalaureate Diploma in Operations	0	1	Paused
Post Baccalaureate Certificate in Operations	0	0	Paused
Post Baccalaureate Diploma in Marketing (BUPBDM)	24*	14*	Paused
Post Diploma Certificate in Business Administration (BUADPD)	4	9	10
Qualifying year - Business Diploma (QUALBUAD)	0	0	0
Vineyard Establishment and Sustainability Micro-Credential	0	0	0
Viticulture Technician Diploma	0	0	0

* Enrolment in these programs was more than 85% international students.

Appendix 3

Office Administration Data

Table 1 below shows the enrolment for the four programs combining face-to-face and online delivery as applicable. Less than half of the students currently complete the programs, resulting in reduced enrolments in the later courses; additionally, most students are taking two to three years to complete the programs meaning that enrolment is often reflective of two to three years of part-time students rather than full-time tuition.

Table 1: Four Years of Actual Registration of New Students in Office Admin Programs

	New Students Entering the Program			
	21/22	22/23	23/24	24/25
ADAC	83	69	66	66
OAC	130	64	46	49
VA	0	8	9	2
MAA	11	10	23	27

Enrolment in the Office Administration programs is stagnant or declining (Table 2). Compounding the declining enrolment are low completion rates and the length of time students take to complete the one-year certificates, resulting in courses early in the programs being fuller than those further into the program.

Table 2: Head Count of All Students Enrolled in Office Admin Programs

	All students Enrolled in Program			
	21/22	22/23	23/24	24/25
ADAC	199	182	176	175
OAC	241	147	108	111
VA	0	9	9	3
MAA	22	21	39	48

Calculations of enrolment patterns and graduation rates from 2020 to 2025 showed graduations rates at: 46% for OAC students, 41% for ADAC students, and 48% for MAA students. Graduation rates for VA were not calculated due to the enrolment levels and length of time the program has been offered.



EDUCATION COUNCIL BRIEFING NOTE

May 21, 2026

Agenda #: **5.17**

Proposal Summary	
Subject:	Education Council Meeting Schedule
Proposed by:	Jillian Garrett, Education Council Chair
Submitted to:	Education Council
Implementation date:	Upon Approval

Background Statement:

The Education Council includes two standing committees with regular meetings, the Integrated Curriculum Committee (ICC) and Academic Governance Committee (AGC). Currently, ICC and AGC are scheduled on the first and second Thursdays of each month respectively. While this structure provides separation between committee discussions, it reduces the amount of time for feedback to be incorporated into AGC proposals and increases the number of meeting dates that require preparation and coordination by Council members, the Chair, and support staff.

To better support timely decision-making and efficient use of resources, it is proposed that ICC and AGC be scheduled consecutively on the same day on the first Thursday of each month. Under this model, ICC would meet from 1:00 to 3:00 p.m. and AGC from 3:30 to 5:30 p.m.

Recommendation:

The Education Council Chair is requesting that Council reviews and approves the Education Council 2026-2027 Meeting Schedule.

Rationale:

Consolidating ICC and AGC meetings on the first Thursday of each month will support improved workflow and decision-making across the Council. This alignment provides AGC proposers with additional time within the monthly cycle to incorporate feedback received, revise submissions, and finalize materials prior to Council's meetings. As a result, proposals are more likely to be well developed when they reach Council, supporting both efficiency and the quality of review.

From an operational and governance perspective, consolidation of meeting dates reduces the number of separate meeting days that require preparation and administrative support each month. This allows for more focused and coordinated preparation by Committee members and support staff, the Chair, and those who sit on both the AGC and ICC committees.

Meeting data was also considered in developing the proposed combined schedule. From September through April, ICC meetings averaged 55 minutes, while AGC meetings averaged approximately 100 minutes. The updated schedule reflects these averages and allocates time appropriately to support productive meetings. Additionally, if more time is required within a month for committees to meet, there

would now be flexibility to schedule an additional meeting prior to the regular Education Council meeting.

Supporting Materials:

- Education Council 2026-2027 Meeting Schedule (attached)

Action:		
<u>Motion Required</u> ☐ Notice of Motion ☒ Approval ☐ Advice ☐ Referral		<u>No Motion Required</u> ☐ Discussion/Advice ☐ Information
Recommended Motion <i>"THAT the Education Council approve the Okanagan College Education Council September 2026 to June 2026 Meeting Schedule as presented."</i>		

Consultation History:

Group/Individual, Title	Reviewed	Recommended	Date
	☐	☐	



Okanagan College Education Council Meeting Schedule

September 2026 – June 2027

Please note:

- Proposals should be submitted to Kuali at least 1 month before the Integrated Curriculum Committee (ICC) meeting to allow time for consultation.
- Proposals reviewed and recommended by a committee must have all required edits completed by the end of the day on the Tuesday following the committee meeting. This ensures the proposal can be reviewed at the next Education Council meeting (for example, after the May 6, 2027 ICC Committee meeting, proposers should complete edits by end of day on May 11, 2027).

Education Council		Committee Meetings		Board
Regular Meetings 3:00 – 6:00pm Please see the corresponding committee for proposal submission dates	Meeting Submission	Integrated Curriculum	Academic Governance	Board of Governors regular meeting dates
		3:30 – 5:30pm	1:00 –3:00pm	
2026				
September Thu, Sep 17, 2026 Kelowna	Meeting Date	Thu, Sep 3, 2026 virtual	No AGC Meeting	Tue, Sep 29, 2026
	Curriculum Proposals (Kuali): To Council Office:	Thu, Aug 6, 2026 Thu, Aug 20, 2026		
October Thu, Oct 15, 2026 Salmon Arm	Meeting Date	Thu, Oct 1, 2026 virtual		Tue, Dec 8, 2026
	Curriculum Proposals (Kuali): To Council Office:	Thu, Sep 3, 2026	N/A	
		Thu, Sep 17, 2026		
November Thu, Nov 19, 2026 Kelowna	Meeting Date	Thu, Nov 5, 2026 virtual		
	Curriculum Proposals (Kuali): To Council Office:	Thu, Oct 8, 2026	N/A	
		Thu, Oct 22, 2026		
December Thu, Dec 10, 2026 virtual	Meeting Date	Thu, Dec 3, 2026 virtual	No AGC Meeting	Tue, Mar 9, 2027
	Curriculum Proposals (Kuali): To Council Office:	Thu, Nov 5, 2026 Thu, Nov 19, 2026		
2027				
January Thu, Jan 28, 2027 virtual	Meeting Date	Thu, Jan 14, 2027 virtual		
	Curriculum Proposals (Kuali): To Council Office:	Thu, Dec 10, 2026	N/A	
		Thu, Dec 17, 2026		
February Thu, Feb 18, 2027 virtual	Meeting Date	Thu, Feb 4, 2027 virtual		
	Curriculum Proposals (Kuali): To Council Office:	Thu, Jan 7, 2027	N/A	
		Thu, Jan 21, 2027		
March Thu, Mar 11, 2027 Kelowna	Meeting Date	Thu, Mar 4, 2027 virtual	No AGC Meeting	Tue, Jun 22, 2027
	Curriculum Proposals (Kuali): To Council Office:	Thu, Feb 4, 2027 Thu, Feb 18, 2027		
April Thu, Apr 15, 2027 Penticton	Meeting Date	Thu, Apr 1, 2027 virtual		
	Curriculum Proposals (Kuali): To Council Office:	Thu, Mar 4, 2027	N/A	
		Thu, Mar 18, 2027		
May Thu, May 20, 2027 Kelowna	Meeting Date	Thu, May 6, 2027 virtual		
	Curriculum Proposals (Kuali): To Council Office:	Thu, Apr 8, 2027	N/A	
		Thu, Apr 22, 2027		
June Thu, Jun 17, 2027 Vernon	Meeting Date	Thu, Jun 3, 2027 virtual		Tue, Sep 21, 2027
	Curriculum Proposals (Kuali): To Council Office:	Thu, May 6, 2027	N/A	
		Thu, May 20, 2027		



Procedures for Education Council Chair and Vice Chair Elections

Parent Policy:	<i>Bylaws of the Okanagan College Education Council</i>		
Procedure Reference			
Procedure Sponsor:	Registrar		
Procedure Contact:	Education Council Secretary		
Applies to:	Members of the Okanagan College Education Council		
Approved by:	Education Council		
Effective Date:	May 1, 2025		
Last reviewed:	New	Scheduled review date:	May 2028

1. Purpose

These procedures set out the process by which the elections for the Chair and Vice Chair positions of the Okanagan College Education Council will be conducted.

2. Scope and Application

This procedure applies to the annual elections or by-elections of the Chair and Vice Chair positions on Okanagan College Education Council. The election process is governed by the Council Bylaws and in the absence of a rule or procedure, the process defers to Robert's Rules of Order (Parliamentary Procedure).

3. Procedures for Chair and Vice Chair Elections

Responsibility

- 3.1 The Registrar or their designate is responsible for conducting the Chair and Vice Chair elections for Education Council.

Elections

- 3.2 Elections will normally be conducted annually at a Regular Open Meeting of the Council, normally by May each year.
- 3.3 Where there is a vacancy for the position of Chair or Vice Chair, a byelection to fill that vacancy will be held during the next Regular Open Meeting of the Council.

Eligibility to Serve as Chair or Vice Chair

- 3.4 Voting Employee Members are eligible to serve as Chair or Vice Chair.

Nomination Process

- 3.5 Any Council Member may make a nomination for Chair or Vice Chair.
- 3.6 Any nomination requires a mover and does not require a seconder.
- 3.7 Nominations for the position of Chair will be called for by the Registrar. The Registrar continues such calls until three successive calls produce no further nominations. At that point, the Registrar declares the call for nominations closed.
- 3.8 The Registrar asks the nominee(s) if they are prepared to stand and accepts nominations only where the reply is affirmative.
- 3.9 If only one candidate is nominated and that nominee is willing to serve, then that nominee will be elected without conducting a vote.
- 3.10 Following election by acclamation or the Voting Process, the Nomination and Voting Processes are repeated for the position of Vice Chair.

Voting Process

- 3.11 The Voting Process for elections will be conducted at the Regular Meeting of Council where the Nomination Process occurred.
- 3.12 Voting, if necessary, is by secret ballot at the Regular Meeting of Council where the nomination process occurred. Each Voting Member present is entitled to one vote for each position.
- 3.13 Ballots will be distributed by the Council Secretary. Where any member is participating in the vote electronically, all ballots will be distributed electronically.
- 3.14 The votes are tallied by the Registrar.
- 3.15 The election of the Chair or Vice Chair requires the affirmative votes of a majority of Voting Members present at a meeting in which a quorum is present.
- 3.16 If no candidate obtains the necessary majority on the first ballot, a second ballot election will be held between the two candidates with the highest number of votes.
- 3.17 In the event of a tie vote, the tie will be broken by drawing lots.

Election Results

- 3.18 The Registrar will announce the election results. The total number of votes received by each candidate are not announced.
- 3.19 Following the elections, the Registrar or their designate will notify the Council that the ballots will be destroyed.

4. Related Acts and Regulations

College and Institute Act

5. Supporting References, Policies, Procedures and Forms

Bylaws of the Okanagan College Education Council

History / Revisions

Date	Action
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2025-05-01	<i>New Procedure Approved by Education Council</i>
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Education Council

Proposal Presentation Guidelines

These guidelines are intended to support curriculum proposers in presentations to the Integrated Curriculum Committee (ICC) and Education Council.

Presentation Overview

Presentation Requirements:	To be invited for a presentation, proposers should work with the Curriculum Coordinator to meet all Quali requirements prior to the applicable ICC meeting submission deadline. See the Education Council and Committee Meeting Schedule for more details.
Presentations to:	1. ICC; and 2. Education Council (on approval/recommendation of the ICC)
Recommended Presentation Length:	2-3 minutes for revisions and courses 5 minutes for new programs

Expectations for Presentation

Proposers to the ICC and Education Council are expected to:

- Provide a clear and concise presentation of their proposal.
- Be prepared to answer questions and provide clarification. A subject matter expert may be invited to support if needed.
- Be willing to incorporate feedback and make revisions where applicable.

Key Content to Include

- **Overview:** Provide an executive summary of the proposed curriculum or revisions and how they were developed. This may include the program/course description, a description of the learning outcomes, admissions and graduation requirements, pre-requisites, and the impacts of new or revised programs on students as applicable.
- **Why the proposal matters:** Describe the need or opportunity addressed by the new or revised curriculum.
- **Consultation process:** Provide an overview of the feedback received and considered, and whether it informed any inclusions or changes to the curriculum.
- **Institutional alignment:** Describe how the curriculum proposal aligns with the College's [Inspire Plan](#), mission, and academic priorities, where applicable.
- **Implementation timeline:** Describe when the curriculum will be offered and when students are expected to enroll.

Common Questions from the ICC and Education Council

While the following information may already be included in your presentation, proposers should be prepared to answer the following questions:

1. How do the proposed learning outcomes align with the new or revised content?
2. How does the curriculum reflect current trends and needs in the relevant field or industry?
3. If the proposed curriculum is similar to other courses or programs, how does the new program or course fill a demonstrated need at the College?
4. How is the curriculum aligned with provincial or national standards, where applicable?
5. What are the anticipated outcomes, including career or education pathways, for students?



EDUCATION COUNCIL BRIEFING NOTE

May 21, 2026

Agenda #: 6.4(i)

Proposal Summary	
Subject:	Procedures for Course Syllabus and Common Course Outline (new) – For Information
Proposed by:	Sam Lenci, Provost and Vice President Academic
Submitted to:	Education Council
Implementation date:	Upon Approval

Background Statement:

Okanagan College has not previously maintained a single, institution-wide standard governing the development, approval, and use of Common Course Outlines and Course Syllabi. While elements of these practices have existed at the department or program level, there has been no consistent, formalized approach to how approved curriculum is documented or how course expectations are communicated to students across the institution.

As part of the broader modernization of academic governance, the College is developing a Management of Courses and Programs Policy under section 19(1)(e) of the College and Institute Act, which will establish the principles that govern the management of courses and programs and is anticipated to be presented to the Board of Governors in June. These procedures are intended to function under that policy and establish, for the first time, clear and consistent institutional requirements for Common Course Outlines and Course Syllabi.

An earlier version of this content was developed as a policy and reviewed by Education Council's Academic Governance Committee. Following that review, it was determined that the content is more appropriately framed as procedures given its operational focus and its role in supporting, rather than establishing, governance direction or approving curriculum.

These procedures also align with and operationalize requirements established in the New Credit Course and Program Implementation Policy, which requires that all new courses include the development of a Common Course Outline and Course Syllabus as part of the curriculum approval and implementation process.

Under the College and Institute Act, Education Council holds authority for curriculum approval, including the course content set out in the Common Course Outline. While these procedures do not require Education Council approval, they are being provided for information to support awareness of how approved curriculum will be documented, implemented, and communicated to students on a consistent, institution-wide basis.

Recommendation:

No recommendation required.

Rationale:

These procedures address several key institutional needs:

- **Establishing a consistent institutional standard for the first time** – The procedures introduce a clear, institution-wide framework for the development, approval, and use of Common Course Outlines and Course Syllabi, ensuring that all courses are supported by standardized and formally defined academic documentation.
- **Supporting the implementation of approved curriculum** – The procedures provide structured direction for how curriculum approved by Education Council is documented and communicated, ensuring that Common Course Outlines accurately reflect approved course content and that Course Syllabi translate this into clear expectations for students.
- **Improving consistency and quality in student-facing documentation** – By defining required components and expectations, the procedures reduce variability across departments and programs, improving clarity for students and supporting a more consistent academic experience across the institution.
- **Strengthening academic accountability and record-keeping** – The establishment of standardized documents supports institutional requirements related to academic integrity, accreditation, transferability, and auditability by ensuring that course requirements, assessment practices, and learning outcomes are clearly documented and accessible.
- **Aligning with the evolving policy framework** – Positioning these requirements as procedures under the forthcoming *Management of Courses and Programs Policy* ensures appropriate alignment between governance-level direction and operational practice, consistent with a modernized policy framework.
- **Responding to governance feedback** – Reframing the content from policy to procedures reflects input from the Academic Governance Committee and ensures that the level of approval authority is appropriate to the operational nature of the content.
- **Enhancing transparency for Education Council** – Providing these procedures to Education Council for information supports awareness of how approved curriculum will be implemented and communicated, without altering Education Council's formal approval role.
- **Supporting implementation requirements for new courses** – The procedures give effect to requirements in the *New Credit Course and Program Implementation Policy* that all new courses include a Common Course Outline and Course Syllabus, ensuring that these expectations are operationalized consistently across the College.

Supporting Materials:

- Procedures for Course Syllabus and Common Course Outline – draft (attached)

Action:				
<u>Motion Required</u> ☐ Notice of Motion ☐ Approval ☐ Advice ☐ Referral				<u>No Motion Required</u> ☐ Discussion/Advice ☒ Information
Recommended Motion				
<i>None required.</i>				

Consultation History:			
Group/Individual, Title	Reviewed	Recommended	Date
	☐	☐	-



Procedures for Course Syllabus and Common Course Outline

Parent Policy:	<i>Management of Courses and Programs Policy</i>
Procedure Reference	To be assigned by Office of Policy Coordination
Procedure Sponsor:	Provost and Vice President Academic
Procedure Contact:	Registrar
Applies to:	Employees and Students
Approved by:	
Approval date:	
Effective Date:	
Last reviewed:	New
Scheduled review date:	

1. Purpose

The purpose of these procedures is to establish consistent and institution-wide processes for the development, approval, use, and maintenance of Common Course Outlines and Course Syllabi at Okanagan College. These documents will serve as institutional reference documents for Students, employees, accrediting bodies, and transfer partners, supporting accreditation, transferability, and academic review. Specifically, these procedures ensure that:

- 1.1 Each approved Credit Course has a Common Course Outline that defines the official academic requirements of the course and supports enrolment, advising, transfer, accreditation, and academic review; and
- 1.2 Each course offering is supported by a comprehensive Course Syllabus that aligns with the approved Common Course Outline, communicates course-specific requirements and institutional policies to students, and serves as an official academic record.

2. Scope and Application

These procedures apply to all Credit Courses and Credit Programs offered at Okanagan College and taught by Instructors, regardless of delivery modality, including but not limited to in-person, online, hybrid, and multi-access courses.

Under the authority set out in the *Management of Courses and Programs Policy* these procedures govern the development, approval, use, and maintenance of Common Course Outlines and Course

Syllabi and apply to all employees involved in curriculum development, course delivery, and academic administration.

3. Definitions

Academic Calendar	Means the official record listing the Credit Programs and Credit Courses, Non-Credit Programs and Courses and micro credentials available to be offered by the College, including admission and completion requirements. https://www.okanagan.bc.ca/calendar
Academic Credit	Means the value assigned to a Credit Course or some other form of learning that counts toward Credit Program or Credential completion. ¹ Academic Credit(s) are numerical values assigned to Courses or learning activities, representing the amount of learning achieved, commonly relating to instructional hours or learning outcomes. ² Academic Credit may be applied at the Course or Program level.
Common Course Outline	Means the official public-facing, section-agnostic, reference document describing approved course essentials.
Comprehensive Course Syllabus (or Syllabus)	Means a description of the main content and organization of a course. A course outline/syllabus normally includes such information as the number of credits awarded for successful completion of the course, hours of class time required, evaluation procedures, assignments, texts, and readings. For the purpose of these procedures, Syllabus also refers to the student-facing document for a specific class offering, prepared by an Instructor, that expands on the Common Course Outline with section-specific details.
Credit Course	Means an organized and coherent unit of curriculum with specified learning outcomes or competencies, content, and assessment, that is assigned Academic Credit or a contact hour value, and offered by Okanagan College independently or as part of a Credit Program.
Credit Program	Means a set of Credit Courses or other academic requirements that leads to the awarding of a Credential that meets the requirements of SkilledTradesBC, the BC Post Secondary Institutional Proposal System, the BC Degree Quality Assurance Board, or the Minister assigned the post-secondary or skilled trades portfolio.
Instructor	Means College professor, vocational Instructor, or continuing education instructor.
Learning Management System (LMS)	Means the software applications for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs.
Student	Means any person enrolled as a student at Okanagan College.

4. Procedures

- 4.1 These procedures set out the requirements for documenting approved curriculum and other required academic and institutional information in the Common Course Outline, and for communicating course-specific information to students through a Comprehensive Course Syllabus. They ensure that approved curriculum, instructional requirements, and relevant College policies are consistently represented, implemented, and communicated in

accordance with the authority of the Board of Governors and Education Council, while supporting instructional delivery and academic record-keeping at Okanagan College.

Common Course Outline

4.2 All Credit Courses at Okanagan College must have a Common Course Outline that includes:

- a) The Okanagan College Academic Calendar course description;
- b) Core identifying information including the course title and number, the credit value, and any prerequisites and co-requisites;
- c) Course learning outcomes or competencies;
- d) An outline of the course structure and learning activities, such as lectures, labs, discussions, and tutorials and their possible modalities;
- e) A description of how stated learning outcomes will be assessed and achieved; and
- f) The effective date.

Comprehensive Course Syllabus

4.3 All sections of a Credit Course at Okanagan College must have a Comprehensive Course Syllabus that includes details to inform Students about the requirements and expectations specific to that course section and at a minimum outline the following:

- a) All information outlined in the Common Course Outline;
- b) Course-specific term and year, section number, and delivery format (in-person, online, hybrid, and multi-access), meeting times and locations;
- c) The name of the course Instructor and details of when and by what means Students may contact them;
- d) A list of required learning materials including, but not limited to, textbooks, reading packages, online assessment tools, lab and field trip manuals;
- e) An outline of the course structure and learning activities, such as lectures, labs, discussions, and tutorials and their modalities: in-person, online, hybrid, and multi-access;
- f) Descriptions of the main learning activities that Students will engage in (e.g., case studies, online discussions, presentations, field trips);
- g) Provide a course schedule with list of topics. Include necessary information such as dates, required and optional readings, learning activities, and/or important deadlines.
- h) Include a description of how stated learning outcomes will be assessed and achieved; how and when each assessment will occur, modality, and the weighting of each assessment in the final grade;
- i) State the course expectations related to academic concessions such as attendance, late submissions and/or missed course work, final assessments, progression, grade appeals, and re-grading;
- j) A link to the College's Academic Integrity Policy and Procedures and provide information on how students may seek support for academic assignments including research, writing, and studying; and
- k) A statement on the appropriate use of generative artificial intelligence in learning and assessment;

- l) Specific details on what constitutes acceptable and unacceptable use of educational technologies in learning and assessments as well as an explanation for students to understand how their use aligns or does not align with course learning objectives.
- 4.4 Syllabus content developed must not contravene any Academic Calendar regulation or College policy.

5. Responsibilities

The following outlines the roles and responsibilities of administration, Instructors, and Students in the development, implementation, use, and compliance with these procedures.

5.1 *Deans and Directors are responsible for:*

- a) Ensuring that Course Syllabi align with institutional requirements and these procedures; and
- b) Supporting accurate academic record-keeping through oversight of Syllabus preparation and compliance.

5.2 *Office of the Registrar is responsible for:*

- a) Providing instructors with official Syllabus requirements, including mandated statements, required policy language, and required components; and
- b) Maintaining and publishing the Academic Calendar, including official deadlines that instructors are required to reference in Syllabi.

5.3 *Dean of Teaching and Learning is responsible for:*

- a) Leading the development and maintenance of an inclusive and accessible Syllabus development guidebook; and
- b) Developing and maintaining institutional Syllabus templates that support inclusive teaching practices, accessibility requirements, and aligned with approved curriculum development systems and College policies.

5.4 *Departments are responsible for:*

- a) Creating the Course Outline based on curriculum content approved by Education Council and the Board of Governors.

5.5 *Instructors are responsible for:*

- a) Creating, communicating, and adhering to the Syllabus as the guiding document for the course;
- b) Providing a Comprehensive Course Syllabus to students registered in their course section no later than the end of the first week of classes. This should normally occur on the first day of classes unless the Instructor needs to meet with Students before finalizing important details about the course; and
- c) Making the Syllabus available to students through the course section site in Okanagan College's official Learning Management System.

5.6 *Students are responsible for:*

- a) Reading the Syllabus thoroughly and referring to it regularly throughout the term;
- b) Understanding course requirements, deadlines, grading practices, and institutional policies outlined in the Syllabus; and
- c) Seeking clarification from the Instructor when course expectations or Syllabus content are unclear.

5.7 *Education Council is responsible for:*

- a) Approving curriculum content that is contained in the Course Outline.

6. Related Acts and Regulations

College and Institute Act

7. Supporting References, Policies, Procedures and Forms

History / Revisions

Date	Action
YYYY-MM-DD	New Procedure Approved by : Procedures for Course Syllabus and Common Course Outline (Procedure Number - assigned by Policy Coordinator)



EDUCATION COUNCIL BRIEFING NOTE

May 21, 2026

Agenda #: 6.4(ii)

Proposal Summary	
Subject:	Procedures for Removing Inactive Programs and Courses from the Calendar – For Information
Proposed by:	Sam Lenci, Provost and Vice President Academic
Submitted to:	Education Council
Implementation date:	Upon Approval

Background Statement:

Okanagan College manages its academic offerings through a lifecycle that includes development, implementation, suspension, cancellation, and retirement. While elements of these processes are currently in practice, the College has not had a single, formalized and institution-wide set of procedures to guide the identification, review, and removal of inactive programs and courses from the Academic Calendar.

As part of the broader modernization of academic governance, the College is developing a Management of Courses and Programs Policy under section 19(1)(e) of the College and Institute Act, which is anticipated to be presented to the Board of Governors in June. These procedures are intended to function under that policy by operationalizing the processes for identifying inactive offerings, managing their status, and ensuring appropriate pathways for suspension, cancellation, retirement, or reactivation.

The procedures establish, for the first time, a consistent and transparent institutional framework for the annual identification and review of programs and courses that have not been offered for three or more years, as well as those that have been suspended. They clarify roles and responsibilities across the Registrar, Deans/Directors, the Provost and Vice President Academic, Education Council, and the Board of Governors in managing these lifecycle decisions.

Decisions related to the suspension and cancellation of programs and courses will be governed by the new Credit Program and Credit Course Suspension and Cancellation Policy, with these procedures providing the operational steps that support those decisions and ensure accurate maintenance of the Academic Calendar and student records.

While these procedures do not require Education Council approval, they are being provided for information to support awareness of how inactive programs and courses will be identified, reviewed, and managed within the College's academic governance framework.

Recommendation:

No recommendation required.

Rationale:

These procedures address several key institutional needs:

- **Establishing a consistent institutional process for the first time** - The procedures introduce a clear, institution-wide approach to identifying, reviewing, and managing inactive programs and courses, ensuring that academic offerings reflected in the Calendar are current, accurate, and actively supported.
- **Strengthening accuracy and integrity of the Academic Calendar and records** - By defining processes for inactivation, suspension, cancellation, retirement, and reactivation, the procedures ensure that institutional records remain reliable and aligned with actual program and course activity.
- **Supporting informed and transparent decision-making** - The procedures establish defined roles, responsibilities, and documentation expectations, ensuring that decisions regarding inactive offerings are based on academic, strategic, and operational considerations and are consistently applied across the institution.
- **Operationalizing existing governance policy** - The procedures give effect to the *Credit Program and Credit Course Suspension and Cancellation Policy* and align with the forthcoming *Management of Courses and Programs Policy*, ensuring a clear connection between governance direction and operational execution.
- **Enhancing lifecycle management of programs and courses** - By introducing an annual review process and defined outcomes (remain inactive, reactivate, or proceed to cancellation), the procedures support proactive management of the College's program and course mix.
- **Clarifying roles across governance bodies and administration** - The procedures clearly articulate the respective roles of the Registrar, Deans/Directors, Provost, Education Council, and the Board of Governors, reinforcing accountability and coordination across academic governance processes.
- **Supporting transparency for Education Council** - Providing these procedures for information ensures that Education Council has visibility into how its advisory role on suspension and cancellation decisions is supported operationally, without expanding its formal approval responsibilities.

Supporting Materials:

- Procedures for Removing Inactive Programs and Courses from the Calendar – draft (attached)

Action:				
<u>Motion Required</u> ☐ Notice of Motion ☐ Approval ☐ Advice ☐ Referral				<u>No Motion Required</u> ☐ Discussion/Advice ☒ Information
Recommended Motion				
<i>None required.</i>				

Consultation History:

Group/Individual, Title	Reviewed	Recommended	Date
	☐	☐	-



Procedures for Removing Inactive Programs and Courses from the Calendar

Parent Policy:	<i>Management of Courses and Programs Policy</i>
Procedure Reference	To be assigned by Office of Policy Coordination
Procedure Sponsor:	Provost and Vice President Academic
Procedure Contact:	Provost's Office
Applies to:	
Approved by:	Executive Team (Board Policies) or Policy Sponsor (Academic or Administrative Policies) - please refer to Policy Framework
Approval date:	
Effective Date:	
Last reviewed:	Scheduled review date:

1. Purpose

These procedures operationalize the *Management of Courses and Programs Policy* by outlining the processes and responsibilities for identifying, reviewing, inactivating, retiring, reactivating, and deleting Programs and Courses from the Academic Calendar. The Procedures support transparency, consistency, and accuracy in the Academic Calendar and the academic record, while ensuring appropriate governance oversight and institutional accountability.

2. Scope and Application

These procedures apply to all Programs and Courses that lead to a College Credential that are Suspended or have not been offered for three (3) or more years. They do not apply to non-credit courses or programs.

If these procedures conflict with an existing collective agreement, the collective agreement takes precedence.

3. Definitions *(For clarity, defined terms appearing within the body of this procedures are capitalized.)*

Academic Calendar (or Calendar)

Means the official record listing the Credit Programs and Credit Courses, Non-Credit Programs and Courses and micro credentials available to be offered by the College, including admission and completion requirements. <https://www.okanagan.bc.ca/calendar>

Academic Credit	Means the value assigned to a Credit Course or some other form of learning that counts toward Credit Program or Credential completion. ¹ Academic Credit(s) are numerical values assigned to Courses or learning activities, representing the amount of learning achieved, commonly relating to instructional hours or learning outcomes. ² Academic Credit may be applied at the Course or Program level.
Cancel/Cancellation	Means the decision by the Board of Governors to remove Credit Course and/or Program from the institution's Academic Calendar after having received advice from Education Council that proceeds the Suspension Period and Retirement of a Credit Course and/or Program.
Credential	Means the official recognition issued by Okanagan College or SkilledTradesBC that verifies the successful completion of a Credit Program or a Non-Credit Program. A Credential does not mean or include certificates of completion.
Credit Course (also Course)	Means an individual, Education Council approved unit of curriculum with specified learning outcomes, content, and assessment, assigned a credit or contact hour value, and offered by the College independently or within a program. Credit does not refer to assigned credit hours.
Credit Program (also Program)	Means a set of Credit Courses or other academic requirements that leads to the awarding of a Credential that meets the requirements of, the BC Post Secondary Institutional Proposal System, the BC Degree Quality Assurance Board, SkilledTradesBC or the Minister assigned the post-secondary or skilled trades portfolio.
Education Plan	Means the list of Credit Courses and/or Programs that are planned to be provided by an institution in any single academic year. It does not address when, where, or how any given Course, section, and/or Program will be scheduled during the academic year.
Inactive	Means a Credit Program or Credit Course that has not admitted and/or enrolled students for three consecutive Education Plans and is identified for review. Inactive status is descriptive only and does not result in cancellation or changes to system records.
Non-Credit/Not-for-Credit	Means learning or training that does not carry Academic Credit toward a certificate, diploma, or degree approved under the College and Institute Act.
Reactivate/Reactivation	Means the formal approval to reinstate a previously Retired Program or Course as an approved academic offering, making it eligible to be listed in the Academic Calendar and offered to students, subject to current academic standards and governance requirements.

¹ www.bccat.ca/pubs/WhatAcademicCred.pdf

² www.qaa.ac.uk/docs/qaa/quality-code/what-is-credit-guide-for-students.pdf & www.bccat.ca/pubs/WhatAcademicCred.pdf

Retire/Retirement	Means the removal of a Credit Program or Credit Course from the Academic Calendar following the Suspension Period.
Suspend/Suspension	Means the cessation of accepting new incoming students into a credit-based Course and/or Program for the purpose of Course and/or Program renewal or as the first step toward Course and/or Program Cancellation.
Suspension Period	Means a period of time when a Credit Program or Credit Course with currently enrolled students is being considered for renewal or Cancellation to ensure that a Transition Plan is in place for current students to complete, transfer or withdraw.
Transition Plan	Means a plan that bridges one or multiple Education Plans that will allow all currently enrolled students, to complete, transfer or withdraw from their course of study within the Suspension Period.

4. Roles and Responsibilities

Registrar

The Registrar is responsible for:

- 4.1 Maintaining the integrity, accuracy, and consistency of the Academic Calendar and student information systems;
- 4.2 Producing an annual report identifying Credit Programs and Credit Courses that meet the criteria for Inactive designation;
- 4.3 Implementing approved changes in system records and Calendar listings;
- 4.4 Retaining historical academic records for transcript and Credential production and verification purposes.

Deans / Directors

Deans or Directors are responsible for:

- 4.5 Reviewing identified Inactive Credit Programs and Credit Courses within their academic portfolio;
- 4.6 Providing academic and strategic context, including future plans, demand, and resource considerations;
- 4.7 Recommending whether an Inactive Program or Course should remain Inactive, be Cancelled, or be considered for Reactivation;
- 4.8 Identifying active Credit Programs and Credit Courses for potential Suspension or Cancellation.

Provost & Vice President Academic

The Provost is responsible for:

- 4.9 Reviewing and providing information to Education Council on proposals for the Suspension or Cancellation of Credit Programs and Credit Courses;
- 4.10 Supporting the Reactivation of a Suspended Credit Program or Course through the appropriate governance processes;
- 4.11 Providing recommendations to the Board of Governors on the Suspension or Cancellation of Programs and Courses;

- 4.12 Where appropriate, identifying active Credit Programs and Credit Courses for potential Suspension or Cancellation.

Education Council

Education Council is responsible for:

- 4.13 Reviewing and providing advice to the Board of Governors on proposals for the Suspension or Cancellation of Programs and Courses;
- 4.14 Confirming that academic standards, Credential integrity, and curricular requirements are maintained for active Credit Programs and Credit Courses.

Board of Governors

The Board of Governors is responsible for:

- 4.15 Taking into consideration advice from Education Council;
- 4.16 Making a final decision on Program and Course Cancellations and Suspensions, where required under policy and governance frameworks.

5. Considerations for the Identification of Inactive Programs and Courses

Annual Review

- 5.1 On an annual basis, the Registrar will identify Credit Programs and Credit Courses that have not admitted and/or enrolled students for three (3) or more consecutive Education Plans or have been Suspended by the Board of Governors.
- 5.2 Identified Programs and Courses will be designated as Inactive for review purposes.
- 5.3 Inactive designation is descriptive only and does not, on its own, result in:
 - a) Removal from the Academic Calendar; or
 - b) Changes to student information system records.

Notification and Validation

- 5.4 The Registrar will share the list of Inactive Credit Programs and Credit Courses with the relevant Dean(s)/Director(s) and Provost and Vice President, Academic.
- 5.5 Departments will confirm accuracy, identify any exceptional circumstances, and provide contextual information to the Dean/Director, including:
 - a) Anticipated future offerings;
 - b) Strategic relevance;
 - c) Accreditation or regulatory considerations.

6. Review and Decision-Making for Inactive Courses and Programs

Review Outcomes

- 6.1 The relevant Dean/Director will review the information received from the Departments and make a recommendation to the Provost and Vice President Academic.
- 6.2 Following review by the Provost and Vice President Academic, one of the following outcomes will be identified for each Inactive Program or Course:
 - a) *Proceed to Cancellation:* A formal proposal for Cancellation is initiated. See Section 7.
 - b) *Consider Reactivation:* Academic units may initiate a proposal to reactivate a previously Inactive Credit Program or Credit Course, in accordance with Section 9.

- c) *Remain Inactive:* in extraordinary circumstances a Credit Program or Credit Course may be approved, by the Provost and Vice President Academic, to remain on the Inactive List, with no change for an additional year.

Documentation

- 6.3 All recommendations must be documented and supported by academic, operational, and strategic rationale.

7. Cancellation of Credit Programs and Credit Courses

Cancellation Proposal

- 7.1 Proposals to Cancel an Inactive or active Credit Program or Credit Course must include details related to the considerations for the Cancellation of a Credit Course or a Credit Program as specified in the *Credit Course and Credit Program Suspension and Cancellation Policy*.
- 7.2 Cancellation proposals are reviewed through established academic governance processes, including Education Council advice.

Implementation

- 7.3 Upon approval of the Cancellation Proposal:
 - a) The Credit Program or Credit Course is Retired from the Academic Calendar pending any applicable Transition Period;
 - b) The status is updated in the student information system;
 - c) Historical records are retained for academic and administrative purposes.
- 7.4 Retirement does not:
 - a) Invalidate previously earned credit or credentials;
 - b) Alter academic decisions made while the Program or Course was active.

8. Suspending Active Course or Program

Suspension Proposal

- 8.1 Proposals to Suspend an active Credit Program or Credit Course must include details related to the considerations for the Suspension of a Credit Course or a Credit Program as specified in the *Credit Course and Credit Program Suspension and Cancellation Policy*.
- 8.2 Suspension proposals are reviewed through established academic governance processes, including Education Council advice.

Implementation

- 8.3 Upon approval of the Suspension Proposal:
 - a) The Credit Program or Credit Course is designated as Suspended on the Education Plan and is placed on the Inactive Credit Program or Credit Course list.
- 8.4 Suspension does not:
 - a) Invalidate previously earned credit or credentials;
 - b) Alter academic decisions made while the Program or Course was active.

9. **Reactivation of Programs and Courses on the Inactive List**

Eligibility for Reactivation

- 9.1 Eligibility is contingent upon confirmation that the Credit Program or Credit Course meets the eligibility criteria for a new Credit Course or Credit Program under the *New Credit Course and Program Implementation Policy*.

Reactivation Process

- 9.2 A Reactivation proposal is submitted by the appropriate Dean/Director to the Provost & Vice President Academic.
- 9.3 The proposal is reviewed through appropriate academic governance processes.
- 9.4 Upon approval, the Provost and Vice President, Academic will include the activated Credit Program or Credit Course in the Education Plan.
- 9.5 Reactivation does not automatically reinstate:
- a) Previous transfer credit equivalencies;
 - b) Articulation agreements;
 - c) Prior academic assessments, which must be reviewed under current standards.

10. **Reactivation of Cancelled Credit Programs and Credit Courses**

- 10.1 Credit Programs and Credit Courses that have been Cancelled must proceed through the full new Credit Program or Credit Course approval process for reactivation.

11. **Retiring of Credit Programs and Credit Courses**

- 11.1 Credit Programs and Credit Courses that are Cancelled by the Board are moved to Retired status by the Registrar following a Transition Period.
- 11.2 Retirement is a conceptual designation only and does not result in additional system changes beyond those made at Retirement.
- 11.3 Historical records remain available for transcript production and Credential verification.

12. **Transfer Credit and Academic Assessment**

- 12.1 Cancelled Programs and Courses are no longer used as the basis for awarding new transfer credit or direct equivalencies.
- 12.2 Previously awarded transfer credit, advanced standing, or academic decisions remain valid and will not be reassessed.
- 12.3 Cancelled Courses may not be used as direct equivalents, though active or non-specific Courses may be considered where appropriate under current assessment practices.

13. **Records Management**

- 13.1 The Registrar will ensure that:
- a) Historical data related to Inactive and Cancelled Programs and Courses is preserved; and
 - b) Records are maintained in compliance with legislative, regulatory, and institutional requirements.

14. Related Acts and Regulations

College and Institute Act

15. Supporting References, Policies, Procedures and Forms

History / Revisions

Date	Action
YYYY-MM-DD	New Procedure Approved by : Procedures for [Name of Procedure] (Procedure Number - assigned by Policy Coordinator)