



Okanagan College Board of Governors

Open Session Meeting Agenda

June 23, 2026 at 8:30am
SA130, Salmon Arm Campus

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

Timing		Pages
8:30am	1. CALL TO ORDER 1.1. Inspire Moment (N. Fassina)	
	2. DECLARATION OF CONFLICT <i>As per Board Bylaws section 14.2, a Board member will immediately upon becoming aware of a potential, real, or perceived conflict of interest situation, disclose the conflict to the Chair. The member and the Chair will follow the Procedures for Disclosure under the Code of Conduct for Okanagan College Board of Governors Policy.</i>	
	3. APPROVAL OF AGENDA <u>Recommended Motion:</u> "BE IT RESOLVED THAT the Okanagan College Board of Governors approves the June 23, 2026 Open Session meeting agenda and thereby approves the consent agenda."	1-7
	3.1. Consent Agenda 3.1.1 Open Session Minutes – March 10, 2026 3.1.2 Line of Credit (C. Morcom)	8-20
	<u>Recommended Motion:</u> "BE IT RESOLVED THAT the Okanagan College Board of Governors approves a short-term line of credit with TD Canada Trust in the amount of \$2.5 million as recommended by the Finance, Audit and Risk Committee."	
	3.1.3 BCIS Honours Tuition Fees (S. Lenci) <u>Recommended motion:</u> "BE IT RESOLVED THAT the Okanagan College Board of Governors approves the tuition rates established for the two new courses (COSC 491 & COSC 492) in the BCIS Honours program as presented."	21-22

Timing		Pages
	3.1.4 Aircraft Maintenance Engineer Mechanical Material Fees (S. Lenci) <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Material Fees for the Aircraft Maintenance Engineer Category "M" Mechanical program as presented."</i>	25-26
	3.1.5 Education Council Chair Report (J. Garrett)	27-29
	3.1.6 Course revisions (J. Garrett) <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the course revisions as recommended by Education Council in May 2026 and as presented."</i>	30-36
	3.1.7 Course cancellations (J. Garrett) <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the course cancellations as recommended by Education Council in May 2026 and as presented."</i>	37-38
	4. PRESENTATIONS	
8:35am	4.1. Education Plan (S. Lenci) <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the 2026 Education Plan and academic priorities as presented."</i>	39-59
8:50am	5. REPORTS	
	5.1. Chair Report (D. Baulkham)	-
8:55am	5.2. President's Report and Analysis (N. Fassina)	60-67
9:10am	5.3. Finance, Audit and Risk Committee Report (D. Safinuk)	-
9:15am	5.3.1 Audited Financial Statements 2025/26 (C. Morcom) <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the 2025/26 Audited Financial Statements as recommended by the Finance, Audit and Risk Committee."</i>	68-119

Okanagan College Board of Governors

Open Session Meeting Agenda

June 23, 2026

Timing	Pages
9:35am 5.3.2 Strategic Risk Reserve Policy (C. Morcom) <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Strategic Risk Reserve Policy as recommended by the Finance, Audit and Risk Committee."</i>	120-130
9:45am 5.3.3 Student Recreation Fees (C. Morcom) <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Board of Governors approves the proposed mandatory student recreation fees as recommended by the Finance, Audit & Risk Committee and as presented."</i>	131-133
9:55am 5.3.4 Rescind Finance Auditor Policy (C. Morcom) <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves rescinding the Finance Auditor Policy as recommended by the Finance, Audit and Risk Committee."</i>	134-136
10:05am 5.4. Governance Committee Report (C. Schafer)	
10:10am 5.4.1 Revised Admissions Policy (S. Lenci) <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the revised Admissions Policy as recommended by the Governance Committee."</i>	137-145
10:20am 5.4.2 Rescind Program and Service Standards Policy (N. Fassina / S. Lenci) <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approve rescinding the Program & Service Standards Policy as recommended by the Governance Committee."</i>	146-150
10:30am Recess	
10:40am 5.4.3 Overall Policies Review (N. Fassina / S. Lenci)	151-156

Okanagan College Board of Governors

Open Session Meeting Agenda

June 23, 2026

Timing	Pages
10:50am 5.4.4 Management of Courses and Programs Policy (N. Fassina / S. Lenci) <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Management of Courses and Programs Policy as recommended by the Governance Committee."</i>	157-161
11:00am 5.4.5 Non-Credit and Service Contract Course and Program Implementation and Cancellation Policy (N. Fassina / S. Lenci) <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Non-Credit and Service Contract Courses and Programs Implementation and Cancellation Policy as recommended by the Governance Committee."</i>	162-171
11:15am 5.4.6 New Credit Course and Program Implementation Policy (N. Fassina / S. Lenci) <u>Recommended motion:</u> <i>BE IT RESOLVED THAT the Okanagan College Board of Governors approves the New Credit Course and Program Implementation Policy as recommended by the Governance Committee."</i>	172-183
11:25am 5.4.7 Credit Course and Program Suspension and Cancellation Policy (N. Fassina / S. Lenci) <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Credit Program and Course Suspension and Cancellation Policy as recommended by the Governance Committee."</i>	184-193
11:35am 5.5. Human Resource Committee Report (G. Chand) 5.5.1 Revised Sexual Violence and Misconduct Policy (N. Fassina) <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the revised Sexual Violence and Misconduct Policy as recommended by the Human Resource and Compensation Committee."</i>	194-207

Okanagan College Board of Governors

Open Session Meeting Agenda

June 23, 2026

Timing	Pages
11:35am 5.6. Education Council 5.6.1 New Course (J. Garrett / S. Lenci) <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the new course: PSYC 345 The Psychology of Murder as recommended by Education Council and as presented."</i>	208-212
11:40am 5.6.2 New Programs (J. Garrett / S. Lenci) <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the new program: Fundamentals in Architecture, Construction and Engineering Microcredential as recommended by Education Council and thereby approves the new courses as presented."</i> <i>BE IT RESOLVED THAT the Okanagan College Board of Governors approves the new program: Greenhouse Fundamentals Microcredential as recommended by Education Council and thereby approves the new courses as presented."</i> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the new program: Leadership Skills for IT Professionals as recommended by Education Council and thereby approves the new courses as presented."</i>	213-239
11:50am 5.6.3 Program Revisions (J. Garrett) <u>Recommended motions:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the <u>program and course revisions</u> for the AutoCAD Skills Certificate Science as recommended by Education Council and as presented."</i> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the <u>program and new courses</u> for the Education Assistant Certificate as recommended by Education Council and as presented."</i>	240-288

Timing	Pages
<i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revisions for the following Business Administration programs as recommended by Education Council and as presented:</i> • <i>Bachelor of Business Administration;</i> • <i>Bachelor of Business Administration, Accounting Specialty;</i> • <i>Business Administration Diploma;</i> • <i>Business Administration Diploma, Accounting Option;</i> • <i>Business Studies Certificate,</i> • <i>Small Business Computer Accounting."</i> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revisions for the Common First Year Engineering Certificate as recommended by Education Council and as presented."</i> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revisions for the Health Care Assistant Certificate as recommended by Education Council and as presented."</i> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revisions for the Mathematics and Statistics Emphasis of the Associate of Science Degree as recommended by Education Council and as presented."</i> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revisions for the Post-Diploma Certificate in Data Science as recommended by Education Council and as presented."</i>	
6. NEW BUSINESS	
12:05pm 6.1. Open Studies Administration Fee (S. Lenci) <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Open Studies Administration Fee as presented."</i>	289-290
7. OTHER BUSINESS AND BUSINESS ARISING FROM CONSENT AGENDA	
12:15pm 8. ADJOURNMENT	

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

June 23, 2026

NEXT MEETING DATES**Tuesday, September 22, 2026***via Zoom*

Finance, Audit and Risk Committee

Campus Planning Committee

Governance Committee

Human Resource and Compensation Committee

Executive Committee

Tuesday, September 29, 2026*Vernon Campus*

Regular Open Session

Regular Closed Session

Tuesday, October 20 & Wednesday, October 21*Kelowna Campus*

Board Professional Development Sessions



Okanagan College Board of Governors Regular Open Session

Tuesday, March 10, 2026

S103B Executive Office Boardroom Kelowna Campus

Draft Minutes for Approval June 23, 2026

IN ATTENDANCE

Board Members

- Dale Safinuk, Board Chair
- Andrea Alexander, Vice Chair
- Dustyn Baulkham, Acting Chair
- Neil Fassina, President & ex-officio
- Cindy Battersby
- Gurjit Chand
- Kevin Fukushima
- Jillian Garrett (*virtual*)
- Sheri Hamilton
- Ben Harris
- Annabelle Lee
- Amanda Louie
- Allan Louis
- Carollynn Schafer
- Roger Wheeler

Administration

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

REGRETS

- Jenn Goodwin, Associate Vice President, College Relations

ACTION

1. CALL TO ORDER AND CHAIR'S REMARKS

Quorum was established and the meeting was called to order at 10:45a.m.

It was respectfully acknowledged that the meeting was held on the unceded traditional lands of the Indigenous people who have inhabited and used the lands since time immemorial.

ACTION

2. DECLARATION OF CONFLICT

Members B. Harris and A. Lee declared conflicts on the student societies fees.

Members R. Wheeler and K. Fukushima declared conflicts on the Integrated Resource Plan.

3. APPROVAL OF AGENDA

The following items were moved from the consent agenda for discussion:

- Open Session Minutes - December 9, 2025
- Executive Terms of Reference
- Student Society Fees

The following item was added to Other Business:

- Board Professional Development Dates

Motion:

"BE IT RESOLVED THAT Okanagan College Board of Governors approves the March 10, 2026 Open Session meeting agenda as amended and thereby approves the consent agenda."

G. Chand
CARRIED

3.1. Consent Agenda

3.1.1. Record of Decision – Amended Tuition for Sustainable Construction Management Programs

3.1.2. Campus Planning Committee Terms of Reference Review

Motion

"BE IT RESOLVED THAT THE Okanagan College Board of Governors approve the renewal of the Campus Planning Committee Terms of Reference as recommended by the Campus Planning Committee."

4. REPORTS**4.1. Chair Report**

The Chair reported that the Executive Committee met on March 3 and provided several updates:

- The Chair and President met with the Crown Agencies Board Resourcing Office (CABRO) on March 9 to discuss Board recruitment and raised the topic of board honorarias.
- Appointed members will have received notice of a Diversity Survey from CABRO which is distributed every two years. Members were encouraged to complete the survey which is anticipated to be sent out on March 12.

ACTION

The Chair represented the Board at the Winter 2026 Convocation ceremonies at the Kelowna campus on January 24 and thanked members who attended the Touchdown Kelowna event on February 23.

4.2. President's Report and Analysis

The President provided the following highlights from the report:

- The Post Secondary Review Report by Don Avison is anticipated to be available at the end of March.
- The Aircraft Maintenance Engineering programming partnership with KF Aerospace which contributes to the College's long-term strategy.
- The Shuswap Nation Tribal Council House of Learning Partnership which consisted of 11 nations.
- Touchdown Kelowna's importance for the College as its in-kind contributions of student housing, meeting rooms, and training at Kelowna Secondary School provides the College recruitment opportunities in markets in Calgary and Edmonton.

A member asked about the in-kind contribution value for Touchdown Kelowna and it was noted that it is approximately \$250K however the realized return is the exposure the College gets from the partnership.

A member asked about uptake for Penticton Student Housing. It was noted while there is currently some uncertainty, seasonal rentals have been positive and Kelowna and Vernon are almost full for the summer. Salmon Arm is a challenge and the College continues to seek community partnerships to fill rentals.

4.3. Finance, Audit, and Risk Committee Report

The Committee Chair noted they met on February 10 and March 3 and thanked the CFO & Vice President Corporate Services' team for their work with the auditors. On February 10, the Committee reviewed the financial summary for Q3, and on March 3, the Committee reviewed and supports:

- The Integrated Resource Plan including the operating budget with the proposed deficit for approval, as well as the capital budget.
- Forgiveness of the Okanagan College Foundation's receivable up to \$460,000.
- The 2026/27 Risk Register Summary.
- The Committee's Terms of Reference for renewal including one revision.

ACTION

4.3.1. Integrated Resource Plan 2026-27

The President provided context for the budget noting that it does not include new funding for Skilled Trades. New priorities identified in the mandate are paid from the College's base grant. The budget cycle process was outlined as a past, present, future process to budget planning that starts in September.

The CFO & Vice President Corporate Services (CFO & VPCS) noted the budget cycle runs all year and starts with a base budget accounting for tuition and salary adjustments and amortization. The CFO & VPCS outlined initiatives to address the budget deficit.

The CFO & VPCS reminded the Board that the capital budget is separate. It was noted that capital reserves are anticipated to grow for student housing. It was clarified that the Routine Capital Allowance in the capital budget is government funded and the CFO & VPCS indicated increases are not anticipated in the short-term.

A member asked about design considerations made to the Centre for Food Wine and Tourism to reduce the spending amount. The CFO & VPCS noted that initial funding estimates when project was proposed were \$48M and it is now closer to \$61M. Provincial funding was increased however the College considered ways to scale down on cost. It was noted that \$61M is our upper limit and there are some cost pressures related to equipment but we are close to budget.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2026-27 Integrated Resource Plan with a capital budget of \$57M as recommended by the Finance, Audit and Risk Committee and as presented."

D. Safinuk
CARRIED

A member asked about the College's reserve funds in relation to the projected deficit, and it was explained that the deficit amount is covered from the reserve fund.

A member asked about incorporation of the Inspire Plan. The CFO & VPCS noted the College is still moving forward with many items. A member asked about vacancy savings and whether that indicates a hiring freeze. The CFO & VPCS explained that vacancy savings are projected based on past data and certain positions taking longer to hire.

R. Wheeler, and K. Fukushima abstained from voting on the Operating budget due to conflict.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2026-27 Integrated Resource Plan with an operating budget of \$148.5M resulting in a \$4.6M deficit, as recommended by the Finance,

D. Safinuk
CARRIED

ACTION

Audit and Risk Committee and as presented and pending approval of the deficit by Treasury."

4.3.2. Risk Register Summary

The CFO & VPCS noted the Risk Register reflects a renewal of the Enterprise Risk Management Framework embedded in the annual Integrated Resource Planning process. Each department tracks major risks within their area that are reported to and considered by Leadership Council. An overview of the Risk Summary was provided including an update to focus on business continuity as an overarching risk versus specific climate risk.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2026/27 Risk Register Summary as recommended by the Finance, Audit and Risk Committee."

A. Alexander
CARRIED

4.3.3. Third Quarter (Q3) Financial Statements

The CFO & VPCS provided an overview of the College's financial position at the end of the third quarter for 2025/26.

4.3.4. Forgiveness of Foundation Receivable and Return on Investment Presentation

The CFO & VPCS noted the Okanagan College Foundation (OC Foundation) is a separate organization from the College with the sole purpose of raising funds for the College including funds for capital projects and financial awards. OC Foundation staffing costs fall under the College's operating budget and during large capital campaigns staffing is increased to support fundraising. The College has previously been in the position to forgive these contributions to the OC Foundation for larger capital campaign costs.

The Executive Director, OC Foundation gave a presentation on the return on investment from forgiveness of the receivable, noting that donors are able to realize the full value of their contribution versus its application to administrative costs.

The Executive Director, OC Foundation outlined the average return on investment for total operating dollars as a ratio of 4.7:1 compared to the industry average of 3.5:1. The support from the College contributes towards the expenses of additional fundraisers, a marketing specialist, and campaign events, which maximizes funds back to the College and its donors, and allows transparency in the use of donor funds. An operating reserve is available for years where forgiveness of the receivable may not be possible however forgiveness allows the OC Foundation to maintain their reserve.

The CFO & VPCS clarified that the \$460K was included in the 2025/26 third quarter financial statements.

ACTION

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve forgiveness of the 2025-26 receivable from the Okanagan College Foundation for actual capital campaign expenses up to \$460,000, pending Okanagan College's year-end financial position as recommended by the Finance, Audit and Risk Committee."

J. Fowler
CARRIED

The meeting recessed at 12:06p.m.

The meeting was called to order at 12:36p.m.

S. Hamilton left the meeting at 12:36p.m.

4.3.5. Finance, Audit and Risk Terms of Reference Review

The President outlined the revision that the Committee reviews material litigation in relation to overall risk from and not only the financial impacts.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revision to the Finance, Audit and Risk Committee Terms of Reference as recommended by the Finance, Audit and Risk Committee."

A. Alexander
CARRIED

4.4. Human Resources & Compensation Committee Report

The Committee Chair noted that the committee met last week and discussed the revised Code of Conduct Policy and revisions to the Terms of Reference and are recommending both for approval.

4.4.1. Code of Conduct Policy

The Associate Vice President, People Services outlined the revisions to the name change from Code of Ethical Practices to Code of Conduct, noting this provides clarity for employees. Other revisions include moving the policy to the new policy template, the addition of respectful workplace language, addressing the use of the College's confidential information particularly in reference to AI tools, addressing employee conduct related to the use of AI tools, and external research.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the revised Code of Conduct Policy to replace the Code of Ethical Practices Policy as recommended by the Human Resource and Compensation Committee."

C. Battersby
CARRIED

4.4.2. Human Resource and Compensation Committee Terms of Reference

The President outlined the updates including that the Human Resource and Compensation Committee may now receive approval to seek external advice from the Executive Committee instead of the Board, and adding that the

Committee will receive reports of suspensions made under the College and Institute Act.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revisions to the Human Resource & Compensation Committee Terms of Reference as recommended by the Human Resource & Compensation Committee."

ACTION

B. Harris
CARRIED

4.5. Governance Committee Report

The Committee Chair provided a report noting that they met on March 3 and reviewed and are recommending the revised Board Terms of Reference and Governance Committee Terms of Reference.

4.5.1. Board Terms of Reference Review

The President highlighted the revisions, including a fourth addition to the Defining Governance section that further describes what the Board already does related to foresight, and updates to Duties and Responsibilities which include a shared governance accountability and responsibility for academic quality where the Board will receive reports on material risks to achieving the College's educational mandate.

A member asked how committees are established. It was clarified that Committee composition is specified under the Board's governing documents such as Bylaws and Committee Terms of Reference.

A member inquired about the academic quality reporting. The President clarified that a report may primarily consist of risks related to College resources.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revised Board Terms of Reference as recommended by the Governance Committee."

4.5.2. Governance Committee Terms of Reference

The President outlined that the proposed revision includes the delegated responsibility to maintain a distinction between the College's two governing bodies. The Governance Committee will ensure that the Board and Education Council are carrying out their delegated responsibilities under the College and Institute Act and that the Governance Committee liaises with Education Council to make recommendations on behalf of the Board.

ACTION

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revised Governance Committee Terms of Reference as recommended by the Governance Committee."

C. Battersby
CARRIED

4.6. Education Council

4.6.1. New Courses

The Education Council Chair highlighted that course approvals fall under section 19(1)(d) of the College and Institute Act, and further commented that that implementation timelines and length of courses may require approval under short timelines for implementation.

It was noted that going forward, courses will be accompanied by a resource plan presented by the Provost and Vice President, Academic (Provost).

The Education Council Chair outlined three new courses under Accessible Education and Training (AET), noting they are a response to student demand and are proposed for implementation in Fall 2026.

The Provost noted that the resource plans are new and contain information provided by the Deans. It was highlighted that the AET course resource plans do not provide estimated tuition as these are provincially funded. Curriculum is built as part of the job of AET program planning by its instructors. Tuition will be included for courses or programs with new costs. The President noted that any resources for new courses and programs offered will be balanced with resources reallocated from retired or cancelled programs.

S. Hamilton joined the meeting at 1:07p.m.

The Education Council Chair suggested that proposals would not be reflected as one course replacing another and that departments are allocated budget to offer a certain number of courses.

The Education Council Chair noted that Math 081 is a replacement for two half-courses (084) and (086) with the rationale that it's more difficult for College systems to manage half-courses. It was noted that once current students are finished, a proposal for course cancellation for the two half-courses will come through.

The Provost noted that cancellations are not referenced on the resource plan yet but the Board can expect to see these in future. She further noted that when reviewing the resource plans board members should consider the projected enrolment number.

A member asked about demand on the resource plan and publishing a break-even cost. The Provost noted that the intent of the resource plan is to ensure

alignment of College programming with available resources, and that Deans are expected to bring the resource plans to Provost Council.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new courses as recommended by Education Council and as presented:

- ***Global Awareness (LSIN 040)***
- ***World History (LSIN 041)***
- ***Mathematics 081 (MATH 081).***"

ACTION

**C. Battersby
CARRIED**

4.6.1. New Programs

The Education Council Chair outlined the Practical Analytics & Reporting Micro-credential, noting it is for students to develop foundational skills in data analytics. The proposed implementation date is September 2026 and the program reflects a repackaging of existing College courses which offers additional opportunity to fill them. The program was posted on the Post-Secondary Institution Proposal System for 30 days.

The Provost highlighted that graduates can leverage the micro-credential packaging as a wraparound credential.

A member asked if all three courses would be offered in one semester. The Provost clarified that they are normally offered in one semester however this would be clarified.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Practical Analytics & Reporting Micro-Credential (PARMC) subject to approval by the Post-Secondary Institution Proposal System (PSIPS), as recommended by Education Council."

**A. Alexander
CARRIED**

The Education Council Chair presented the new program: Bachelor of Computer Information Systems (BCIS) Degree - Cybersecurity Option and noted it was reviewed by a working group of cybersecurity engineers who noted this is one of the top demand skills in the country.

The Provost noted this will include a resource plan going forward and that the two new courses are supported by existing Faculty agreements for honours programs.

A member asked if there would be changes to tuition. The President clarified if tuition needed to be set it would return to the Board.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Bachelor of Computer Information Systems Degree - Cybersecurity Option as recommended by Education Council."

**C. Battersby
CARRIED**

ACTION

The Education Council Chair noted the BCIS Honours option has two additional courses added to the existing four-year program. Admission requires a higher level of academic achievement and prepares graduates for graduate studies. Implementation is proposed for September 2026.

A member asked about Research Ethics Board approval requirements and the Provost clarified they are normally for primary research, not capstone projects.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Bachelor of Computer Information Systems Degree - Honours Degree Option as recommended by Education Council and as presented, and thereby approves the following new courses:

- ***COSC 491 Research Methods; and***
- ***COSC 492 Computer Information Systems Research Project***

The Education Council Chair outlined the new Community Cook Micro Credential noting that it consists of basic cooking techniques using locally sourced ingredients. There is no admission requirement as the program is currently envisioned as a demand-based cohort model for remote communities. Students will develop foundational culinary skills and certification for entry-level food preparation roles. Ministry funding was received to develop this Micro-credential in partnership with the Tsal'alh First Nation.

The Provost outlined the program will be offered through community partners or by a program-offering minimum of six students at the College or in an appropriate community facility. The Provost clarified that these programs are reviewed either for cost-recovery or revenue depending on the format in which the program is offered.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Community Cook Micro Credential as recommended by Education Council and thereby approves the new courses:

- ***CMCK 100 Orientation and Industry Certifications;***
- ***CMCK 101 Safety and Hygiene;***
- ***CMCK 102 Prep and Cold Kitchen Basics;***
- ***CMCK 103 Fruits, Vegetables and Grains;***
- ***CMCK 104 Proteins;***
- ***CMCK 105 Pasta and Sauces;***
- ***CMCK 106 Pastries, Sweets, and Breads; and***
- ***CMCK 107 Community Events and Celebrations."***

B. Harris
CARRIED

G. Chand
CARRIED

4.6.2. Program Revisions

The Education Council Chair noted that the program revisions to the BCIS Data Engineering and Artificial Intelligence (AI) Option include renaming the program and adding the minimum qualifications to teach.

Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the program revisions to the Bachelor of Computer Information Systems Degree Data Engineering and Artificial Intelligence (AI) Option and renaming from (BCIS) Database and Big Data Management Option as recommended by Education Council and as presented.”

ACTION

G. Chand
CARRIED

The Education Council Chair provide an overview of the Licensed Practical Nursing program for implementation in the Fall 2026 semester, including updating the admission requirements to complete two-years' experience within the past five years, removal of the first aid requirement and adding the minimum qualifications to teach.

The Provost added that while the Board does not see a resource plan with the program revisions today, some program revisions will be accompanied by a resource plan.

Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the program revisions for the Licensed Practical Nursing (LPN) Orthopaedic Certificate as recommended by Education Council and as presented.”

A. Alexander
CARRIED

The Education Council Chair highlighted an update to admission requirements for the Occupational Health and Safety Certificate removing the math requirement due to most students already receiving a waiver. The revisions are proposed for summer 2026 implementation.

A member asked about the recommendation to remove the requirement to pass final exams. The Education Council Chair suggested the final exams were not always a reflection of the student's ability.

Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the program revisions for the Occupational Health and Safety Certificate as recommended by Education Council and as presented.”

A. Alexander
CARRIED

ACTION

5. OTHER BUSINESS AND BUSINESS ARISING FROM CONSENT AGENDA

5.1. Business Arising from Consent Agenda

5.1.1. Open Session Minutes – December 9, 2025

A revision was made to include J. Fowler on the list of members in attendance.

A. Louis abstained from the vote due to not attending the December meeting.

Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the December 9, 2025 Open Session Minutes as amended.”

5.1.2. Executive Terms of Reference

A member inquired about when the Executive Committee may act on behalf of the Board, and whether that decision would be brought to the Board retroactively.

The President explained that the Executive Committee is accountable to the Board and, in some cases, it may not be feasible for a time sensitive decision to be brought for retroactive approval. Further consideration will be given to the Committee exercising that delegated authority in event of emergencies in relation to their accountability to the Board the prior to the June meeting.

S. Hamilton left the meeting at 1:54pm

5.1.3. Student Society Fee Collection

A member made reference to the Student Societies' audited financial statements and inquired about the Board's governance responsibility around approving the collection of Student Societies' fees.

The President clarified that the Student Societies may request changes to their fees annually and Administration brings their proposals to the Board. Under the College and Institute Act, the Board receives notice of the fees with the liability to the Board being assurances that the Student Societies are meeting their legal obligations, following their bylaws, and whether a fraud risk exists.

Okanagan College Student Union and Vernon Student Association have been encouraged by Administration to conduct a review of their bylaws to ensure the fee rules around membership are clear and aligned prior to Administration supporting any future recommendations around the collection of Student Society fees.

ACTION

5.1.3.1. Vernon Student Association Student Society Fee Collection 2026-27

R. Wheeler abstained from voting due to insufficient information.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors directs Okanagan College to collect student society fees for 2026/27 on behalf of the Vernon Students' Association Okanagan College."

B. Harris
CARRIED

5.1.3.2. OCSU Student Society Fee Collection 2026-27

R. Wheeler abstained from voting due to insufficient information.

B. Harris and A. Lee abstained from voting due to a conflict of interest.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors directs Okanagan College to collect student society fees for 2026/27 on behalf of the Okanagan College Students' Union."

C. Schafer
CARRIED

5.1.4. 2026 Board Professional Development Dates

A member proposed that the 2026 Board Professional Development dates be moved one week earlier to Tuesday, October 20 & Wednesday, October 21, 2026.

A member sought clarification on the process to revise the Board schedule and it was noted a written proposal could be circulated for approval, or the Board could make and approve a motion.

D. Safinuk abstained from voting due no longer being a Board member as of July 2026.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the revised 2026 Professional Development Session dates of Tuesday, October 20 and Wednesday, October 21, 2026."

G. Chand
CARRIED

5.2. Other Business

The President noted that an annual programming plan will come to the Board. The Provost and Vice President, Academic will seek advice on the programming plan from Education Council.

The Chair provided an update on student Board appeals.

6. ADJOURNMENT

The meeting adjourned at 2:05p.m.

CARRIED



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 3.1.2

Title	Line of Credit		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves a short-term line of credit with TD Canada Trust in the amount of \$2.5 million as recommended by the Finance, Audit and Risk Committee.”</i>		
Meets OC’s Inspire Plan...	Values ☐ Students First ☐ Community ☐ Respect ☐ Courage ☐ Relationships ☐ Distinction	Responsibilities ☐ Reconciliation ☐ EDISJ ☒ Sustainability ☐ Resilience ☒ Effective and Efficient	Commitments ☐ Inclusive & Equitable Access ☐ Life-long learning partnerships ☐ Integration and focus

Background Statement

Okanagan College holds an operating line of credit of \$2.5 million with TD Canada Trust at an interest rate of prime minus 0.5%. As of June 1, 2026, Canada’s prime rate of interest is 4.45%.

In September 2023, the Board approved the Borrowing Policy which under section 5.2 notes that *“the Line of Credit will be authorized annually by the Board of Governors by way of consent agenda at a Board meeting.”*

Reference Materials

- Link to [Borrowing Policy](#)

Supporting Analysis

The short-term line of credit of \$2.5 million is the amount that would be needed to bridge a payroll run for the College. The most likely need for the line of credit would be due to a short-term cash flow issue in terms of a timing issue in receiving funds from the government. As an example, the College may have a significant capital project underway (i.e Centre for Food, Wine and Tourism) where it is required to pay a significant amount to a contractor and for some reason government funding is delayed.

Any use of the line of credit would be reported to the Board. (Note: The College has never drawn on this line of credit).

Alignment to the Strategic Plan Roadmap

Financial Sustainability: The line of credit ensures the ongoing operations of the College.

Effective and Efficient: The line of credit provides the College the ability to pay employees if ever there was a delay in funding.

Risk Implication & Mitigation Steps

Financial and Reputational: The line of credit reduces financial and reputational risk if there were circumstances that the College was not able to fund a payroll run. The College mitigates this overall risk as regular cash flow projections, especially around capital projects, and communicates regularly with the Ministry on the status of projects.

Proposed and Prepared by

Curtis Morcom, CFO and Vice President, Corporate Services

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Neil Fassina, President	6/8/2026
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 3.1.3

Title	Tuition Rates for BCIS Honours		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the tuition rates established for the two new courses (COSC 491 & COSC 492) in the BCIS Honours program as presented.”</i>		
Meets OC’s Inspire Plan...	Values ☐ Students First ☐ Community ☐ Respect ☐ Courage ☐ Relationships ☐ Distinction	Responsibilities ☐ Reconciliation ☐ EDISJ ☒ Sustainability ☐ Resilience ☐ Effective and Efficient	Commitments ☒ Inclusive & Equitable Access ☐ Life-long learning partnerships ☒ Integration and focus

Background Statement

The Bachelor of Computer Information Systems (BCIS) Honours program was approved as a new program by the Board on March 10, 2026. In addition to the existing BCIS program courses, the Honours Degree includes two new additional courses: COSC 491 - Research Methods and COSC 492 - Computer Information Systems Research Project.

At the time the program was approved, estimated tuition rates had not yet been calculated. The supporting analysis sets out the proposed fee structure for the new courses BCIS Honours program.

Reference Materials

- [BC Tuition Limit Policy](#)

Supporting Analysis

The government has a Tuition Limit Policy for domestic tuition and mandatory fees as noted on the Ministry of Post-Secondary Education and Future Skills website. The policy sets out that Boards may establish tuition rates during the first year of a new program.

Based on the estimated costs to run the program, approval is requested to set the new COSC 491 & 492 course tuition at \$201.90 per course effective Fall 2026/27, applicable to the two additional courses in the program. Tuition for the remainder of the BCIS program courses is existing and is subject to limits under the tuition limit policy.

The initial rates may increase under the province’s tuition policy thereafter which has historically been an increase of 2%.

Alignment to the Strategic Plan Roadmap

Setting the appropriate program fees is aligned with the principles of *Financial Sustainability* and ensuring that the College has *Sustainable and Agile Programs and Credentials*.

Risk Implication & Mitigation Steps

Financial. Operational. Operational, financial, and reputational risks are mitigated by setting tuition and mandatory fees appropriate to cover the costs of operating the program and providing services to students.

Proposed and Prepared by

Samantha Lenci, Provost and Vice President Academic

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Neil Fassina, President	6/16/2026
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 3.1.5

Title	Aircraft Maintenance Engineer Program Material Fees		
Action and/or Recommendation	For Approval <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Material Fees for the Aircraft Maintenance Engineer Category "M" Mechanical program as presented."</i>		
Meets OC's Inspire Plan...	Values ☒ Students First ☐ Community ☐ Respect ☐ Courage ☐ Relationships ☐ Distinction	Responsibilities ☐ Reconciliation ☐ EDISJ ☒ Sustainability ☐ Resilience ☒ Effective and Efficient	Commitments ☐ Inclusive & Equitable Access ☐ Life-long learning partnerships ☒ Integration and focus

Background Statement

In December 2024, the Board of Governors approved the Aircraft Maintenance Engineer Category "M" Mechanical (AME-M) as a new OC program after receiving certification from Transport Canada.

In May 2025, the Board approved the tuition fees of \$12,892 for the full 74-week program. Material fees for the new AME-M program were not proposed at the time however they may be set for new programs subject to the provincial Tuition Limit Policy. The Tuition Limit policy also requires that students taking the same courses must pay the same fees. The AME-M shares a common first semester with the AME-S program for which the fees are already established as noted in the Table below. The lower fees for the AME-M semesters 2, 3, and 4 reflect the material fees for an 18-week semester versus the AME-S programs' 20 weeks.

Reference Materials

- [BC Tuition Limit Policy](#)

Supporting Analysis

The government has a Tuition Limit Policy for domestic tuition and mandatory fees as noted on the Ministry of Post-Secondary Education and Future Skills website, which sets out that Boards may establish fees during the first year of a new program.

Material fees are mandatory fees separate from tuition and cover the costs of shop materials and supplies used in the program. Once approved, tuition and mandatory fees are subject to the tuition limit policy which has historically allowed fees to increase by 2%.

The proposed material fees for students in the AME-M program are as follows:

AME Program Material Fees	Maintenance (M) 2026/27	Structures (S) 2026/27
Semester 1 (common)	\$248.60	\$248.60
Semester 2	\$237.19	\$248.60
Semester 3	\$237.19	N/A
Semester 4	\$237.19	N/A
Program Total	\$960.17	\$497.20

Alignment to the Strategic Plan Roadmap

Setting the appropriate program fees is aligned with the principles of Financial Sustainability and ensuring that the College has Sustainable and Agile Programs and Credentials.

Risk Implication & Mitigation Steps

Financial. Operational. Operational, financial, and reputational risks are mitigated by setting tuition and mandatory fees appropriate to cover the costs of operating the program and providing services to students.

Proposed and Prepared by

Samantha Lenci, Provost and Vice President

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Neil Fassina, President	6/17/2026
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 3.1.5

Title	Education Council Chair Report
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Report

I am pleased to report that I have been reelected as Education Council chair for another term (August 1, 2026 to July 31, 2027). I look forward once again to contributing to the Board over the next year.

Accessibility Presentation

At its April 2026 meeting, Education Council received a presentation from the Associate Director, Equity, Diversity & Inclusion regarding accessibility within Okanagan College. The presentation provided an understanding of what “accessibility” means in the context of curriculum design and initiated discussion on curriculum development through an accessibility lens. Council engaged in discussion around the new Learning Management System and its functionalities to automatically create content for students with different needs.

Education Council Evaluation Survey

At its April 2026 meeting, Education Council approved the Education Council Evaluation Survey for first time use. The survey is intended to provide feedback on how well Council performs its governance responsibilities, including curriculum oversight, academic policy review, and clarity of roles in approving matters where Education Council has sole authority versus providing advice. The Governance Committee will review the results of the survey at their June meeting and provide a recommendation to Council on next steps.

Advice to the Board of Governors

At one regular meeting and three special meetings in May and June 2026, Education Council and the Academic Governance standing committee discussed and provided advice to the Board on the Education Plan and several policies that fill gaps under section 23 of the *College and Institute Act* that I previously identified in my reports to the Board last year. Council’s advice on each of these items is included in the briefing notes to the Board.

The Vice Chair and I met with the Governance Office on June 4, 2026, to review revisions made to the new policies based on Education Council recommendations. We suggested that any comments resolved between Education Council providing advice and the Governance Committee reviewing the policies need not be included.

I am happy to receive the Board’s questions about any advice provided by Education Council as well as provide additional commentary on the Education Plan and policies reviewed by Education Council. Fulsome details of the Education Council considerations are not reflected in the briefing notes, but some aspects of the discussions may be helpful for the Board as they deliberate the motions before them, particularly in cases where Education Council generally does not support the policies.

On the *Non-Credit Program Implementation and Cancellation Policy*, I would like to highlight my concerns, as Education Council Chair and a member of the Board, regarding this policy’s implications for both statutory compliance and institutional governance. Specifically:

- The policy delegates authority for implementing and cancelling non-credit programs to the President, which may not be consistent with the Board's own governance responsibilities under the *Act*;
- The policy removes Education Council from the academic quality assurance process for non-credit programming;
- The replacement of Board-approved resolutions with an annual report from the President weakens the accountability trail for program decisions;
- Taken together, these changes present both financial and reputational risk to the institution and the Board.

I wish to draw attention to an additional statutory concern. While the *Act* does not require advance Education Council review of non-credit programs before implementation, Section 23(1)(c) does create a mandatory post-implementation advisory obligation. The structure is:

- A non-credit program can be implemented without prior Education Council review;
- But once implemented, a report must come back to Education Council;
- That reporting process is subject to the same mandatory advisory framework as other matters under Section 23: the Board must seek advice, and Education Council must advise.

This is not merely an information-sharing provision. The language of the *Act* creates a substantive legal obligation, not a procedural formality. Education Council is concerned that the proposed policy, as structured, would effectively eliminate this statutory obligation by removing Education Council from the reporting process entirely.

I would welcome the opportunity to elaborate on these concerns, and I trust that the Governance Committee and the Board will carefully consider whether this policy requires legal review before adoption.

Education Council Process for Providing Advice

The Education Council Vice Chair and I will be meeting with the Board Chair and the Chair of the Governance Committee on June 15, 2026, to discuss the process, including reasonable timelines, for Education Council to provide advice to the Board.

It is well established that seeking and obtaining advice is not merely a performative or procedural exercise, but a substantive process grounded in the principle of collegial governance. The Board must genuinely seek advice before implementing academic decisions falling within the statutory categories outlined in Section 23 of the *College and Institute Act*. This means: Education Council must have a meaningful opportunity to deliberate and provide informed academic advice; administration cannot circumvent collegial governance by characterizing academic decisions as operational or administrative in nature; and, merely informing Education Council after decisions have effectively been made does not satisfy the statutory obligation.

In the case of the policies included on the agenda for the June 23, 2026, Board meeting, Education Council was not given sufficient time to review, deliberate, and compile advice according to our usual process, which typically includes the Academic Governance Committee reviewing multiple iterations of a draft policy, sometimes over the course of several months, before policies arrive at the Education Council table. This is because we are rarely presented with a draft policy—particularly when it is a new policy—that does not require substantive revision. Education Council was not given the opportunity to engage in fulsome conversation and debate about the policies and Education Plan included on the Board agenda, which resulted in the calling of one Special meeting of the Academic Governance

Committee and two Special meetings of Education Council since the last Regular Education Council meeting on May 21, 2026. This represents approximately twelve hours of meaningful discussion and deliberation.

I mention this to illustrate the seriousness with which Education Council takes our role within the bicameral governance framework outlined in the *College and Institute Act* and the time it takes to engage in the due diligence required to satisfy our statutory obligations. It is our expectation that the Board recognizes and values Council's academic expertise and institutional knowledge, and genuinely considers our advice when making decisions that impact the most important members of the Okanagan College community—our students.

Reference Materials

- *None*

Prepared by

Jillian Garrett, Education Council Chair
June 12, 2026



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 3.1.6

Title	Course Revisions		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the course revisions as recommended by Education Council in May 2026 as presented.”</i>		
Meets OC’s Inspire Plan...	Values ☒ Students First ☐ Community ☐ Respect ☐ Courage ☐ Relationships ☐ Distinction	Responsibilities ☐ Reconciliation ☐ EDISJ ☒ Sustainability ☐ Resilience ☒ Effective and Efficient	Commitments ☐ Inclusive & Equitable Access ☐ Life-long learning partnerships ☒ Integration and focus

Background Statement

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

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

- (b) proposals about implementation of courses or programs leading to certificates, diplomas or degrees, including the length of or hours for courses or programs;
- (e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution;
- (f) evaluation of programs and educational services;
- (i) policies on faculty member qualifications;
- (m) qualifications for admission policies; and
- (n) criteria for awarding certificates, diplomas and degrees”

On May 21, 2026, Education Council reviewed and provided advice on revisions to the admissions and faculty qualifications for the following courses:

Business Courses:

- BUAD 215 Restaurant Management
- BUAD 236 Accounting Computer Applications

- BUAD 272 Business Simulation
- BUAD 293 Entrepreneurship
- BUAD 298 Small Business Management
- BUAD 305 Logistics and Supply Chain Management
- BUAD 330 International Business
- BUAD 340 Strategic Management I
- BUAD 354 Financial Modelling for Equity Analysis and Valuation
- BUAD 382 Operations Management
- BUAD 390 Properties Management
- BUAD 413 Finance for Entrepreneurship
- BUAD 461 Applied Corporate Finance
- TOUR 215 Restaurant Management

Arts & Science Courses:

- PNUR 113 Human Anatomy and Physiology

Reference Materials

- Course revisions proposal

Supporting Analysis

The revisions to the courses are summarized in the attached document.

Alignment to the Strategic Plan Roadmap

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

Risk Implication & Mitigation Steps

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

Proposed and Prepared by

Jillian Garrett, Education Council Chair

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Education Council	5/21/2026
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.

Okanagan College Education Council
Proposal for Course Revisions
June 2026

Course Revision Summary

Course revisions proposed for implementation: **Fall 2026**

Changes to length of courses: **None**

Course name:	Revised Faculty Qualifications	Revised Admission Requirements (Course Prerequisites)
BUAD 215 Restaurant Management	Updated: Master's or equivalent Previous: None listed	Complete 1 of the following - Completed or concurrently enrolled in: - BUAD111 - Financial Accounting I (3) - Completed or concurrently enrolled in: - TOUR115 - Accounting for Tourism (3) - Completed or concurrently enrolled in: BUAD130 - Accelerated Financial Accounting (3)
BUAD 236 Accounting Computer Applications	Updated: Master's or equivalent, or CPA Previous: None listed	Complete all of the following Earned a minimum grade of 50 in each of the following: BUAD111 - Financial Accounting I (3) BUAD128 - Computer Applications I (3) BUAD128 - Computer Applications I (3) - Completed at least 1 of the following: BUAD111 - Financial Accounting I (3) BUAD130 - Accelerated Financial Accounting (3)
BUAD 272 Business Simulation	Updated: Master's or equivalent, CPA, or CFP Previous: None listed	Complete all of the following Earned a minimum grade of 50 in each of the following: BUAD111 - Financial Accounting I (3) BUAD116 - Marketing (3) BUAD123 - Management Principles (3) BUAD128 - Computer Applications I (3) BUAD195 - Financial Management (3) BUAD116 - Marketing (3) BUAD123 - Management Principles (3) BUAD128 - Computer Applications I (3) - And either one of the following two options - Complete 1 of the following BUAD255 - Financial Decision Making and Analysis (3) OR

Course name:	Revised Faculty Qualifications	Revised Admission Requirements (Course Prerequisites)
		- Complete all of the following - BUAD195 - Financial Management (3) - Completed or concurrently enrolled in: - BUAD264 - Management Accounting (3)
BUAD 293 Entrepreneurship	Updated: Master's or equivalent, CPA, or CFP Previous: None listed	Complete all of the following Earned a minimum grade of 50 in each of the following BUAD116 - Marketing (3) BUAD123 - Management Principles (3) BUAD128 - Computer Applications I (3) BUAD195 - Financial Management (3) - BUAD116 - Marketing (3) - BUAD123 - Management Principles (3) - BUAD128 - Computer Applications I (3) And either one of the following two options - Complete 1 of the following - BUAD255 - Financial Decision Making and Analysis (3) OR - Complete all of the following - BUAD195 - Financial Management (3) - Completed or concurrently enrolled in: - BUAD264 - Management Accounting (3)
BUAD 298 Small Business Management	Updated: Master's or equivalent Previous: None listed	Complete all of the following - Earned a minimum grade of 50 in each of the following: - BUAD116 - Marketing (3) - BUAD123 - Management Principles (3) - BUAD128 - Computer Applications I (3) BUAD195 - Financial Management (3) Completed at least 1 of the following: - BUAD195 - Financial Management (3) - BUAD255 - Financial Decision Making and Analysis (3)
BUAD 305 Logistics and Supply Chain Management	Updated: Master's or equivalent Previous: None listed	Complete all of the following - Minimum third-year standing Earned a minimum grade of 50 in each of the following: BUAD264 - Management Accounting (3) - Completed at least 1 of the following: - BUAD255 - Financial Decision Making and Analysis (3)

Course name:	Revised Faculty Qualifications	Revised Admission Requirements (Course Prerequisites)
		○ BUAD264 - Management Accounting (3)
BUAD 330 International Business	Updated: Master's or equivalent Previous: None listed	Complete all of the following • Minimum third-year standing • Earned a minimum grade of 50 in each of the following: ○ BUAD116 - Marketing (3) ○ BUAD123 - Management Principles (3) ○ BUAD195 - Financial Management (3) ○ BUAD116 - Marketing (3) ○ BUAD123 - Management Principles (3) • Completed at least 1 of the following: ○ BUAD195 - Financial Management (3) ○ BUAD255 - Financial Decision Making and Analysis (3)
BUAD 340 Strategic Management I	Updated: Master's or equivalent, or CPA Previous: None listed	Complete 1 of the following • Admission to any Business Administration Post-Baccalaureate Diploma Program OR Complete all of the following • Minimum third-year standing • Earned a minimum grade of 50 in each of the following: ○ BUAD116 - Marketing (3) ○ BUAD128 - Computer Applications I (3) ○ BUAD195 - Financial Management (3) ○ BUAD262 - Organizational Behaviour (3) ○ BUAD264 - Management Accounting (3) ○ BUAD116 - Marketing (3) ○ BUAD128 - Computer Applications I (3) ○ BUAD262 - Organizational Behaviour (3) • And either ○ BUAD255 - Financial Decision Making and Analysis (3) • OR ○ BUAD195 - Financial Management (3) ○ BUAD264 - Management Accounting (3) • Admission to any Business Administration Post-Baccalaureate Diploma Program
BUAD 354 Financial Modelling for Equity Analysis and Valuation	Updated: Master's Degree or equivalent, Related Experience in Finance and Modelling Previous: Master's Degree, Related Experience in Finance and Modelling	Complete all of the following • Earned a minimum grade of 50 in each of the following: ○ BUAD128 - Computer Applications I (3) ○ BUAD195 - Financial Management (3) ○ BUAD296 - Long-term Capital Management (3) ○ BUAD128 - Computer Applications I (3) ○ BUAD296 - Long-term Capital Management (3) • Completed at least 1 of the following:

Course name:	Revised Faculty Qualifications	Revised Admission Requirements (Course Prerequisites)
		○ BUAD195 - Financial Management (3) ○ BUAD255 - Financial Decision Making and Analysis (3)
BUAD 382 Operations Management	Updated: Master's or equivalent Previous: None listed	Complete all of the following • Earned a minimum grade of 50 in each of the following: ○ BUAD128 - Computer Applications I (3) ○ BUAD264 - Management Accounting (3) ○ MATH114 - Business Mathematics (3) ○ BUAD128 - Computer Applications I (3) ○ MATH114 - Business Mathematics (3) • Complete 1 of the following ○ Earned a minimum grade of 50 in each of the following: ○ STAT121 - Elementary Statistics (3) ○ Earned a minimum grade of 50 in each of the following: ○ STAT230 - Elementary Applied Statistics (3) ○ Earned a minimum grade of 50 in each of the following: ○ STAT124 - Business Statistics (3) • Completed at least 1 of the following: ○ BUAD255 - Financial Decision Making and Analysis (3) ○ BUAD264 - Management Accounting (3) • Completed at least 1 of the following: ○ STAT121 - Elementary Statistics (3) ○ STAT124 - Business Statistics (3) ○ STAT230 - Elementary Applied Statistics (3)
BUAD 390 Properties Management	Updated: Master's or equivalent Previous: None listed	Complete all of the following • Minimum third-year standing • Earned a minimum grade of 50 in each of the following: ○ BUAD111 - Financial Accounting I (3) ○ BUAD116 - Marketing (3) ○ BUAD123 - Management Principles (3) ○ BUAD195 - Financial Management (3) ○ BUAD116 - Marketing (3) ○ BUAD123 - Management Principles (3) • Third-year standing • Completed at least 1 of the following: ○ BUAD195 - Financial Management (3) ○ BUAD255 - Financial Decision Making and Analysis (3)

Course name:	Revised Faculty Qualifications	Revised Admission Requirements (Course Prerequisites)
BUAD 413 Finance for Entrepreneurship	<i>No change</i> Professors must have experience and education that provides a background in Finance and Entrepreneurship. The same academic requirements as all BUAD faculty are required (Masters Degree minimum, or in the case of accounting faculty - a CPA designation plus related experience).	Complete all of the following • Earned a minimum grade of 50 in each of the following: ○ BUAD195 – Financial Management (3) ○ BUAD112 – Introduction to Entrepreneurship (3) ○ BUAD112 - Introduction to Entrepreneurship (3) • Completed at least 1 of the following: ○ BUAD195 - Financial Management (3) ○ BUAD255 - Financial Decision Making and Analysis (3)
BUAD 461 Applied Corporate Finance	Updated: Master's or equivalent, CPA, CFP, or CFA Previous: <i>None listed</i>	• Earned a minimum grade of 50 in each of the following: ○ BUAD195 – Financial Management (3) ○ BUAD264 – Management Accounting (3) ○ BUAD296 – Long-term Capital Management (3) ○ BUAD340 – Strategic Management I (3) ○ BUAD296 - Long-term Capital Management (3) ○ BUAD340 - Strategic Management I (3)
TOUR 215 Restaurant Management	Updated: Master's or equivalent Previous: <i>None listed</i>	Complete 1 of the following • Completed or concurrently enrolled in: ○ TOUR115 - Accounting for Tourism (3) • Completed or concurrently enrolled in: ○ BUAD111 - Financial Accounting I (3) • Completed or concurrently enrolled in: ○ BUAD130 - Accelerated Financial Accounting (3)
PNUR 113 Human Anatomy and Physiology	Updated: A Bachelor's Degree in Nursing. A Master's Degree is preferred. A Diploma in Nursing may be considered together with relevant experience. 2. Current active registration with the BCCNM is required. 3. An Instructor's Diploma is preferred, and will be required following appointment in accordance with the Collective Agreement. 4. Five or more years of work experience in Acute, Long Term and /or Community Care is required. Experience in pediatrics, mental health and/or obstetrics may be an asset. 5. Recent teaching experience an asset. Previous: <i>None listed</i>	A minimum grade of 67 60% in a Grade 12 biology course which includes human anatomy and physiology or an equivalent Provincial Level Adult Basic Education Biology course. However, students with a minimum grade of 80% in Biology 11 or an equivalent Advanced Level Adult Basic Education Biology course may take Biology 12 as a corequisite.



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 3.1.7

Title	Course Cancellations		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the course cancellations as presented."</i>		
Meets OC's Inspire Plan...	Values ☒ Students First ☒ Community ☐ Respect ☐ Courage ☐ Relationships ☐ Distinction	Responsibilities ☐ Reconciliation ☐ EDISJ ☒ Sustainability ☐ Resilience ☒ Effective and Efficient	Commitments ☐ Inclusive & Equitable Access ☐ Life-long learning partnerships ☒ Integration and focus

Background Statement

The Board is responsible under the College and Institute Act 19(1)(d) to "determine courses or programs to be offered or cancelled at the institution;"

Education Council is advisory to the Board under section 23(1)(e) on the "cancellation of programs or courses offered by the institution..."

Reference Materials

- Not applicable

Supporting Analysis

On May 21, 2026 Education Council recommended cancellation of the following courses due to replacement by other Legal Administrative Assistant Certificate (LAA) and Paralegal Diploma (LSEC) courses:

- LAA 100 Litigation Procedures I
- LAA 101 Litigation Procedures II
- LAA 112 Family Litigation Procedures
- LAA 115 Employment Law
- LAA 116 Legal Office Procedures
- LAA 120 Personal Injury
- LAA 140 Conveyancing Procedures I
- LAA 141 Conveyancing Procedures II
- LAA 145 Intro to the Canadian Legal System
- LAA 152 Corporate Procedures I

- LAA 153 Corporate Procedures II
- LAA 160 Wills and Estates

Alignment to the Strategic Plan Roadmap

Effective and Efficient. Integration and Focus.

Risk Implication & Mitigation Steps

Financial, Reputational: Ensuring that the College's academic calendar reflects its current offerings mitigates reputational risk by effectively communicating with prospective students, and financial and operational risk by ensuring that resources are not redundant.

Proposed and Prepared by

Jillian Garrett, Education Council Chair

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Education Council	5/21/2026
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 4.1

Title	Education Plan 2026/27		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the 2026 Education Plan and academic priorities as presented.”</i>		
Meets OC’s Inspire Plan...	Values ☒ Students First ☐ Community ☐ Respect ☐ Courage ☐ Relationships ☒ Distinction	Responsibilities ☐ Reconciliation ☐ EDISJ ☒ Sustainability ☐ Resilience ☒ Effective and Efficient	Commitments ☐ Inclusive & Equitable Access ☐ Life-long learning partnerships ☒ Integration and focus

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. A version of this information was previously presented to the Board of Governors as the Annual Programming Plan. The Education Plan reflects a renewal of this information on academic priorities which is grounded in the College’s commitment to student success, academic excellence, and responsive programming, and an analysis of enrolment trends across all academic portfolios.

The document is organized into four main sections which are described as below:

- 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.

Reference Materials

- Education Plan 2026/27
- Rationale for Recommendations

Supporting Analysis

The advice received from Education Council is outlined below.

Education Council Analysis:

The Education Plan falls within the items listed in [Article 23 of the College and Institute Act](#) which requires that *"An education council must advise the board, and the board must seek advice from the education council, on the: (d) priorities for implementation of new programs and courses leading to certificates, diplomas or degrees; and (e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution;*

...". The following information and advice is provided by Education Council for consideration by the Board:

Draft Education Plan reviewed by Education Council: 5/21/2026 - 6/11/2026

- Education Council generally supports the Education Plan and wishes to note the following:

Advice from Education Council:

- Council noted the value of having an Education Plan that provides transparency for learners about available offerings. Members emphasized the importance of maintaining an accurate and current academic calendar, highlighting its significance from the learner perspective.
- Council reaffirmed its academic stewardship responsibility. Members noted that if programs and courses have not been offered for many years, their continued inclusion in the academic calendar should be reviewed. Where programs and courses are not being reactivated in their current form, Council expects they would undergo a formal renewal process and return to Education Council for approval. Maintaining current, rigorous, and relevant curriculum was identified as a key priority.
- Council noted that the development of new policies being brought forward to the Board will be helpful in clarifying processes going forward and will provide stronger guidance for future decisions.
- Council supports removing Viticulture Technician Diploma from the cancellation list until appropriate consultation has taken place.
- Council noted that the recommendation to cancel Office Administration programs is a of concern to community partners and support removing the programs from the cancellation list as these programs are transformative for learners, many of whom are from marginalized or under-represented groups.
- Council expressed a desire to see clear evidence of due process and meaningful consultation with affected and interested parties before programs are brought forward for suspension or cancellation.
- Several members indicated that it was challenging to provide meaningful advice due to limited information. There was a general sense that the process felt rushed, particularly given the

volume of material reviewed and evolving versions presented throughout the Education Council review process.

Administration's response:

Administration appreciates Education Council's review and advice on the Education Plan. The attached rationale was provided to respond to Council's concerns and to support several of the recommendations brought forward in the Education Plan.

In summary, the proposal for recommending intake suspensions or cancellations is grounded in enrolment trends, program viability, labour market and learner demand, resource considerations, and the need to maintain relevant and sustainable program mix. For programs recommended for intake suspension, the intent is to pause new admissions while further review or renewal occurs. For programs recommended for cancellation, the rationale is based on sustained low or non-viable enrolment or prolonged inactivity, where continued inclusion in the academic calendar may no longer accurately reflect active programming available to students.

Administration acknowledges Council's specific advice regarding the Viticulture Technician Diploma. This program has not been offered for more than five years, and there are currently no students nor faculty teaching them in their existing form. Administration recognizes Council's interest in ensuring appropriate consultation and academic oversight where programs are being renewed or reactivated. In the case of its viticulture programming, the College is in the process of renewing this area of programming through the suite of Winery and Viticulture Technician programming purchased from Niagara College.

Administration also acknowledges Council's advice regarding the proposed cancellation of Office Administration programming, including Council's concern about community interest. The recommendation is not based on program inactivity, but rather sustained low enrolment evidenced by three years of data, the program's future financial viability related to its delivery costs, and its alignment with current portfolio priorities. The recommendation is grounded in enrolment trends, resource considerations, and the need to maintain a current, relevant, and sustainable academic portfolio.

Alignment to the Strategic Plan Roadmap

The Education Plan 2026/27 aligns with OC's Inspire Plan and Roadmap by advancing a current, relevant, and sustainable academic portfolio. Recommendations for inclusion or removal from the Education Plan are a result of evidence-based academic planning, the responsible stewardship of College resources, and the ongoing renewal of programming to reflect learner demand, labour market needs, and institutional priorities. The Education Plan is congruent with Roadmap work related to academic program planning and sustainability, student success, and effective and efficient operations.

Risk Implication & Mitigation Steps

Legal: The Education Plan provides an annual, evidence-informed record of proposed program offerings, suspensions, cancellations, that have received Education Council advice.

Reputational: The Education Plan provides clear information about the College's academic priorities which improves transparency and demonstrates that program recommendations, suspensions and cancellations, are based on enrolment trends, portfolio priorities, and strategic alignment.

Financial: Without an Education Plan, the College may continue to allocate resources to programs with sustained low enrolment or limited alignment with portfolio priorities. This risk is mitigated by supporting evidence-informed decisions about program viability, resource allocation, and sustainable delivery.

Operational: The Education Plan provides a coordinated process for academic areas to confirm annual program offerings and identifying programs requiring review, suspension, renewal, or cancellation. The Education Plan informs current calendar information and the listing of offerings for students which supports transparency in program and course offerings.

Proposed and Prepared by

Samantha Lenci, Provost and Vice President Academic

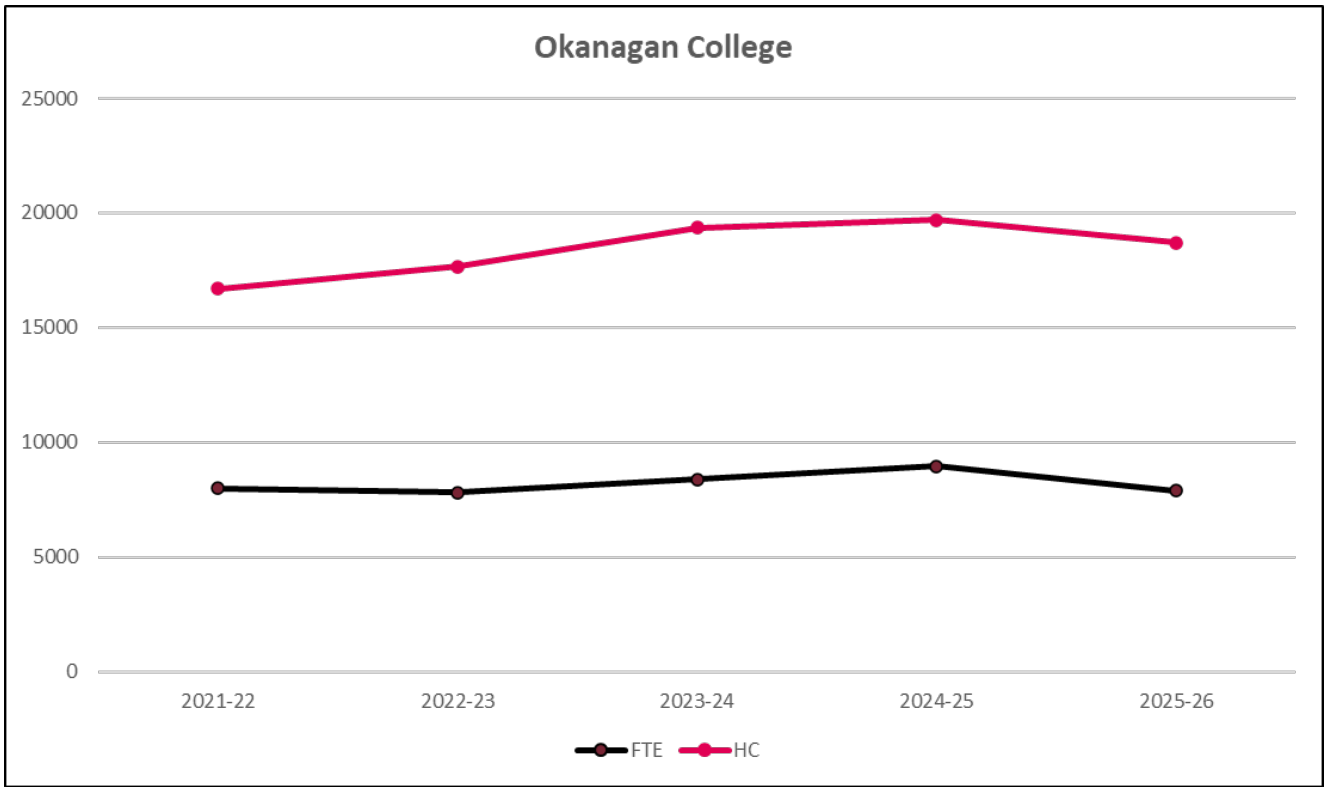
Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Education Council	5/15/2026 – 6/11/2026
	☐	☐		Select a date.
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	☐	☐		Select a date.
	☐	☐		Select a date.

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 Fulltime Equivalent	7991.41	7829.86	8392.87	8968.89	7883.94
HC Head Count	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
- Common First Year Engineering Certificate
- 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
- Post-Baccalaureate Diploma in Health Analytics
- 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
- Therapist 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
- Bookkeeping Certificate
- 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

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
- Post Baccalaureate Diploma in Marketing and Data Analytics
- Post-Diploma Certificate in Video Game Development
- Video Game Design Post-Baccalaureate Diploma

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
- Office Management Certificate
- 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)

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 101	Co-op Work Term
ANIM 255	Introduction to Video Game Asset Creation and Animation
ANIM 312	2D Asset Creation & Animation
ANIM 322	3D Asset Creation & Animation
ANTH 214	The Family in Cross-cultural Perspective
ANTH 218	Anthropology & Modern Society
ANTH 219	Cultures in the Middle East
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
CHEM 264	Mineral Processing and Assaying
CHEM 265	Petroleum Chemistry
CHEM 266	Laboratory Management
CMNS 146	Technical Writing & Communications for SBT II
CMNS 219	Communication for Video Game Designers
CMNS 265	Environmental Communications
COSC 107	Introduction to Game Engines
COSC 210	Game Engine Scripting
COSC 480	Project in Game Design I
COSC 481	Project in Game Design II
CRIM 204	Women, Crime and Justice
CRWR 218	Inter Creative Writing: Drama
CRWR 307	Creative Non-Fiction Writing for Canadian Markets

Course Number	Course Name
CRWR 311	Writing Drama
CRWR 383	Creative Writing Fiction
CRWR 410	Writing the Novel
ECON 164	Economics for Entrepreneurs
ECON 220	Competitiveness in the Canadian Economy
ECON 260	Poverty and Inequality
EESC 118	Natural Hazards
EESC 200	Mineralogy
EESC 201	Optical Mineralogy and Petrology
EESC 220	Environmental Physics
EESC 250	Exploration Geophysics
ENGL 218	Intermediate Workshop in Creative Writing - Drama
ENGL 307	Creative Non-Fiction Writing for Canadian Markets
ENGL 309	Shakespeare in Context
ENGL 311	Writing Drama
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 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 374	Fundamentals of GIS
HIST 116	History of Western Civilization, 1450 to 1789
HIST 126	History of Western Civilization 1789 to Present
HIST 218	History of Science
HIST 219	History of Technology

Course Number	Course Name
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
PHIL 125	Introduction to Scientific Reasoning
PHIL 231	Symbolic Logic
PHYS 117	Physics for Analytical Chemistry Technology
PHYS 219	Methods of Measurement I
PHYS 227	Instrumentation Physics for Analytical Chemistry Technology
PHYS 229	Methods of Measurement II
POLI 210	Canada and the United States
POLI 231	Canadian Politics & Indigenous Peoples
POLI 326	Politics in the Middle East
SBT 225	High Performance Retrofits
SBT 232	Building Certifications and Rating Systems
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

Course Number	Course Name
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
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
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

Course Number	Course Name
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
Administrative Assistant Certificate	83	69	66	66
Office Administrative Assistant Certificate	130	64	46	49
Virtual Assistant Certificate	0	8	9	2
Medical Administrative Assistant Certificate	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
Administrative Assistant Certificate	199	182	176	175
Office Administrative Assistant Certificate	241	147	108	111
Virtual Assistant Certificate	0	9	9	3
Medical Administrative Assistant Certificate	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.



Okanagan College Board of Governors President's Report

June 2026

INTRODUCTION

My June report addresses activities that have taken place between March and May 2026.

Executive Summary: Members will note that my June report addresses a series of updates related to domestic enrolment, expanded access through Open Studies, and a significant amount of provincial government engagement. Additionally, my report highlights the College's year-end financial position, and position as of Q1 which reflects additional Trades funding, and highlights a number of strategic partnerships and activities at the College that continue to strengthen OC's visibility throughout the region.

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

Part 1: Strategic Highlights

Enrolment Update: Applications to OC programs are up by nearly 10 per cent this spring as compared to the same time last year. The growth in applications is fuelled entirely by domestic students, as the College continues to see a dramatic decline in international interest. The Electronic Engineering diploma program and Associate of Science degree program are each seeing more applications this year than 2025. The SEM department is working with portfolios and the Registrar's Office to engage with individuals who have applied, but not yet accepted, their offers, to ensure they have the information they need to proceed.

Mandate Letter: Public post-secondary institutions in British Columbia receive mandate letters from the Minister of Post-Secondary Education and Future Skills that outline government priorities, key directions, and statutory obligations for institutions. Indications from the Ministry this year suggest that the current mandate letter will remain in effect and will continue to guide institutional priorities for the duration of the government's term or until such time an updated mandate letter is received. The current mandate letter may be reviewed [here](#).

Federal Government Engagement: I met with MP Stephen Fuhr on May 21 in Kelowna, to share more about the College's continued work to expand access to OC's Aircraft Maintenance Engineering (AME) and related aerospace programming at the Kelowna International Airport and the Vernon Regional Airport.

At the annual Canadian Association of Defence and Security Industries (CANSEC) conference in Ottawa, May 27-28, I met with industry and federal government officials to further learn how OC programs can contribute to national workforce development priorities. OC continues to work with Innovation, Science and Economic Development (ISED) and Pacific Economic Development Canada (PacifiCan) in this area, exploring strategic and funding opportunities.

B.C. Provincial Government Engagement:

Public colleges day

Lieutenant Governor Wendy Cocchia proclaimed “Public Colleges Day” on Mar. 11, 2026. BC Colleges hosted a reception at the Legislature in Victoria; Jenn Goodwin represented OC at the event, which was well attended by several Ministers, MLAs and leaders from other colleges.

Food, Beverage and Tourism engagement

Minister Anne Kang (Tourism, Arts, Culture and Sport) visited OC’s Kelowna campus on Mar. 27. As a former Minister of Post Secondary, Minister Kang is familiar with OC and was pleased to see the build progress of the Centre for Food, Wine and Tourism (CFWT).

Premier visit

The Board Chair and I welcomed Premier David Eby to OC’s Kelowna campus on Apr. 8, 2026. The Premier toured the construction site of the Centre for Food, Wine and Tourism, and visited with students, faculty and instructors at the Student Showcase event which was underway in the Centre for Learning.

Skilled trades funding at OC

The NDP caucus visited Kelowna earlier this month, and on Jun. 11, 2026 Premier Eby announced the impact of the \$9 million investment into skilled trades programs at Okanagan College, which will result in 256 new seats over the next two years (total seats for 2026/27 is 2,708). The increased funding will support a seven per cent increase to apprenticeship seats and a 13 per cent increase to Foundation seats. This announcement of additional funds is part of the \$250 million dollars first announced by the Province in the budget in February.

Minister of Post-Secondary and Future Skills

Minister Jessie Sunner visited Okanagan College on Jun. 10 and again on Jun. 11. During her first visit she met with me and with the Board Vice Chair, as well as leadership of the OCFA, BCGEU, OC Student Union and Vernon Students Association. Minister Sunner returned the next day with four of her colleagues for a full campus tour.

In recent weeks, I have also met with MLA Gavin Dew, as well as Darlene Rotchford, B.C.’s parliamentary secretary for Defence in the Jobs and Economic Growth portfolio.

Post-Secondary System Review: The [independent sustainability review](#) of B.C.’s post-secondary education and training system has been submitted to the Province by Don Avison, and Ministry officials have indicated there will be an update to institutions and the public later this summer/fall. The College’s submission to the review can be viewed [here](#).

KF Aerospace partnership: Construction site prep began in April on the new aerospace training centre at Kelowna International Airport, and crews broke ground in June. The facility is being built by KF Aerospace, through a partnership between OC and the BPL Legacy Association, which is contributing \$18M toward the project. The building is expected to be ready for fall 2027 intakes. A “steel-standing” celebration to mark the launch of construction is being planned for August.

Open Studies launch: The College has opened registration for Open Studies, beginning with a series of courses available to the public for Fall 2026. Previously these courses were only available to students enrolled in the full program. The launch of Open Studies creates new entry points into Arts and Science, as well as the Hall School of Business and Entrepreneurship, where learners can now access more than 20 business courses directly, along with more than 60 additional courses through prerequisite pathways.

Wine Curriculum: In March, the College entered a partnership with Niagara College to offer its Winery and Viticulture curriculum in a format that is customized to the Okanagan region. The curriculum will allow people to train for careers in Canada's burgeoning wine industry, including winemaker, winery or cellar technician, vineyard manager or laboratory or viticulture technician. The new curriculum is anticipated to be available through Okanagan College's new Centre for Food, Wine and Tourism starting in fall 2027.

Hong Kong delegation: OC met with visitors from the Hong Kong Economic and Trade Office (HKETO) at the end of March. The visit was an opportunity to learn more about the needs of employers in Hong Kong, and to identify potential partnership opportunities, particularly in culinary, tourism and entrepreneurship programs. OC's International Education team had a follow-up visit in Toronto in early April. The delegation was interested both in programs offered in the Okanagan, as well as the potential for transnational education models.

Partner institutions in Japan: Okanagan College has long-standing relationships with several post-secondary institutions in Japan, and this year I had the opportunity to visit four schools, along with Jenn Goodwin and two members of the SEM team who work directly with our international partners. OC and the Toyota Mobility Engineering College (Nagoya, Japan) are celebrating 35 years of working together in 2026, and it was wonderful to mark that anniversary and hear how students from Toyota continue to pursue part of their studies at OC. We also visited Kyoto Tachibana University, Kansai Gaidai University and J.F. Oberlin University. Each institution shared ideas and opportunities for new transnational education partnerships, and we look forward to continued collaboration.

City of Gastronomy: Two public information sessions were held on April 14 to provide an overview of the UNESCO designation, share early priorities, and invite individuals interested in volunteering to become involved in future projects and working groups. The College continues to play a leadership role in early planning and coordination activities, with opportunities to engage students across OC's culinary, hospitality and continuing studies programs, as well as applied research endeavours. An Advisory Council meeting to discuss engagement and initiatives took place on June 17.

Part 2: Operational Highlights Regular Updates

Financial Position (Year-end): As noted in [agenda item #5.3.1](#), the College's audited financial statements for 2025/26 had a deficit of \$5.7m which was better than the original \$8.3m deficit that was budgeted. The main driver for the variance was higher international tuition than what was budgeted but was still \$5.1m lower than the prior year due to the federal IRCC policy changes around student VISA's.

Financial Position (Q1): The College budget deficit for 2026/27 was budgeted at \$4.6m. Preliminary 2026/27 first quarter (Q1) results currently indicate a revised deficit of \$2.4m due to the recent increased provincial funding for Trades, funding from government to cover general wage (GWI) increases, and some additional grant deferrals at year end for programming for the current year.

Bargaining Update: Bargaining is progressing steadily, and was delayed by provincial decisions regarding the Post Secondary sectors financial mandate. The following is an update on the local and common tables for each union group:

Okanagan College Faculty Association– There is no provincial common table for faculty for this round of bargaining. Locally the College has met with OCFA on 3 separate occasions for a total of 8 days of bargaining. Further dates have not yet been scheduled and bargaining is expected to continue into the fall.

BCGEU Support Staff– Progress is being made at the Common Table and it is expected that provincial bargaining will conclude in June. We expect the local table bargaining to start in late summer.

BCGEU Vocational Instructors – A tentative provincial agreement was reached at the end of May. Local bargaining had been suspended until the Common Table bargaining was concluded. With this agreement we will now be moving forward with local bargaining as soon as possible.

Staffing Updates: Taryn Smith joins Okanagan College as its new College Human Resources Officer on July 13. Taryn brings more than 15 years of progressive leadership experience in human resources, most recently serving as Executive Director, Employment & Talent Management Services with Interior Health. In this role, Taryn led organization-wide strategies focused on recruitment, retention, diversity, equity and inclusion, and workforce planning across a complex, multi-site organization.

Ashley Ramsay joined Okanagan College this Spring as the [Director of Entrepreneurship](#) in the Hall School of Business. A respected entrepreneur, ecosystem builder and community connector, Ramsay's background includes more than two decades of experience spanning business leadership, technology, creative industries and startup development.

Joan Ragsdale, who has held different leadership roles with OC and most recently has supported Strategic Enrolment Management and Indigenous relations, retired in June. Based in Salmon Arm, Joan is well-respected by the campus and the community, and we will miss her presence at Leadership Council and across a wide range of key initiatives.

Mitigating Workforce Reductions: In February, OC invited eligible exempt and unionized employees to consider an early retirement incentive program (ERIP) or voluntary severance incentive program (VSIP) as a means of identifying opportunities to make workforce reductions while mitigating potential layoffs. Following this invitation a total of 13 employees accepted the offer of early retirement and 14 individuals accepted a voluntary severance package. While work is ongoing regarding the required reductions for this year the 27 individuals who are voluntarily departing the College will reduce the number of involuntary terminations and support restructuring.

College Events/Engagement:

Student Recruitment events: More than 1,500 high school students participated in ExperienceOC (all OC program areas) and ExploreOC (focus on health programs) activity days hosted at each of the campuses this spring. School District feedback described the days as "the most immersive post-secondary events in the region." Already in 2026, 350 grade 12 students have participated in campus tours, with approximately 40 per cent of them having already applied to OC at the time of their visit. In the past several months, the Recruitment team has led over 70 presentations and increased student lead generation by more than 10 per cent as compared to this time in 2025.

OC Cultivates: Now in its third year, OC Cultivates returned to the Kelowna campus on May 7, with nearly 200 guests attending to hear a special panel discussion featuring the Okanagan's own Quail's Gate Winery. Mayor Tom Dyas also spoke at the event, highlighting the new UNESCO City of Gastronomy designation and the many national and provincial events happening in the region this year. Guests enjoyed food and beverages prepared by over a dozen local restaurants, chefs, wineries, breweries and distilleries.

Okanagan College Faculty Association Engagement: A letter penned by the Okanagan College Faculty Association (OCFA) was included in the [June 8th Salmon Arm Council meeting package](#). The letter referenced program and course reductions in Salmon Arm, and was also addressed to MLA David Williams, and MP Mel Arnold. At the time of writing, the letter has not been formally forwarded to or addressed to the College – a copy, however, was forwarded to the Governance office on June 17. I reached out to Mayor Harrison's office on June 15 to provide further information.

Campus Conversations: Members of the Executive hosted staff meetings at each campus and virtually between April 29-May 1, to provide team members with updates on College strategies and priorities, and to answer questions. All meetings were well attended, with a range of questions and engagement from many team members.

Employer Roundtables: Community Engagement and Careers hosted an Employer Roundtable on May 12. Gurleen Gang, civil engineer and OC alum, spoke to attendees on the topic of “Future Ready Workplaces”. Of the 14 participating employers, several hire OC co-op students and/or engage students through other forms of work-integrated learning. The next Roundtable in the Fall will focus on intergenerational workplaces and employer perspectives on key skills for career readiness.

Pride Kick-Off: OC welcomed students and members of the public to the Kelowna campus on May 26 for a celebration to launch Pride Month and celebrate inclusivity, community and belonging. The all-ages event featured performances as well as groups representing Kelowna Pride, Ki-Low-Na Friendship Society, Advocacy Canada, Free Parent Hugs and This Space.

Touchdown Kelowna: Okanagan College continues to play a lead role in planning and delivering Touchdown Kelowna, in partnership with the City of Kelowna. Kevin Parnell, Associate Director of College Relations, is coordinating volunteer participation in the weeklong festival and for the two CFL games. Several OC employees and students are engaged in the events, and OC will be visible throughout.

Memorial Cup and BC Summer Games: Okanagan College is also highly engaged in other significant sporting events happening locally this year; at the Memorial Cup in May, OC ran a visibility campaign as part of broader student recruitment initiatives, and recruiters participated at tournament events downtown. The BC Summer Games, which will be in Kelowna July 22-26, are led by a volunteer Board of Directors which includes several College team members. Additionally, OC animation students have designed the visual elements (pins, sponsor signage, banners, merchandise and venue graphics) behind the games.

Capital Projects:

Centre for Food, Wine and Tourism (CFWT): Construction of the CFWT has transitioned from major structural work to building envelope, interior framing and systems coordination activities. Structural completion is still on track for July 2026 and substantial completion anticipated in April 2027. The tall crane onsite was disassembled on June 3 and major mechanical equipment are installed or in progress. Strong design and site collaboration continues between contractors, consultants and College representatives as well as between work sites to minimize disruption to the campus. Follow construction progress for the Centre for Food, Wine & Tourism on the [live construction feed camera](#).

Don Folk Family Recreation and Wellness Centre: Since March 2026, work on the Don Folk Family Wellness & Recreation Centre continues to advance through several key construction milestones. The gymnasium slab and running track were poured and roof and wall panel installation has continued. Substantial completion is projected for early October 2026. For live construction updates, follow this [webcam link](#).

Penticton Student Housing: The Penticton Student Housing project has continued to advance through the final stages of construction, with work progressing on interior finishes, building systems, and occupancy-readiness activities. The project team has also been focused on testing, inspections, and closeout items for completion in July 2026 and for student occupancy in fall 2026. Follow this [webcam link](#) to view live construction of the Penticton Housing.

City of Kelowna Bus Loop: City of Kelowna began work at the start of June to expand the bus bays on KLO Road and also make an extension of the Active Transportation Corridor (ATC) at front of campus along KLO Road. The work is fully funded by the City of Kelowna and will make some much-needed safety enhancements for pedestrians and traffic patterns. The expanded bus bays on KLO Road will mean no more busses will stop on campus and only one bus route will come through campus to make a turn around. The work will also include an expansion of the ATC that currently terminates in front of housing to continue to the bus bays. The work will cause some closures and delays over the summer with work expected to finish in October. Other changes will also further enhance the look and flow of traffic at front of campus as the Centre for Food, Wine, and Tourism is completed in 2027.

Other Operational Updates:

Student Showcase in Kelowna (April 8): The 2026 Student Showcase, held Apr. 8, featured a wide range of students from across the College. Projects presented were shaped by months of curiosity, problem-solving and real-world application, and students were pleased to share their learning with showcase guests. Led by Dean of Arts and Sciences, Judith Anderson, what started three years ago as a smaller, Arts and Foundational Programs initiative, has grown into a full-day, college-wide event.

Jill of All Trades: On April 28, more than 150 students experienced Jill of All Trades, a national initiative connecting young women in Grades 9–12 with skilled trades mentors. Since OC began hosting Jill of All Trades in 2024, 242 young women have participated — with eight returning for a second time. Of those participants, 29 have gone on to enrol in OC skilled trades programs. Another 81 Jill of All Trades participants have enrolled in other OC programs, from Associate of Arts and Early Childhood Education to Associate of Science and Business.

Part 3: Communication and Advocacy Updates

Enactus Canada National Exposition: The OC Enactus team is once again Canada's champion, after an outstanding performance at the 2026 Enactus Canada National Exposition in Montreal from May 6-8. The Enactus OC team won the entrepreneur-focused student competition with an enterprise called Paper Trail, which transforms discarded textbooks into sustainable fire bricks. The project diverts books from landfills by removing bindings, shredding the paper, compressing the material into dense fire bricks, and coating them with a protective blend of beeswax and sawdust. The project was founded by Luke Howe, Chelsey Simmons and Jalen Davies, and the presentation in Montreal featured Howe, Simmons, Michaela Dew, David Simmons and Nerilynn Leira Reyes.

Skills B.C. and Skills Canada Competitions: The 2026 Skills BC Provincial competitions were held in Abbotsford on April 15. The 32nd annual provincial competition brought together approximately 500 of the province's top secondary and post-secondary students who had previously earned gold medals at regional competitions across BC. OC received three gold medals in Car Painting, Collision Repair, and Refrigeration events. OC also celebrated silver medals in Heavy Duty Mechanic, Automotive, and bronze in IT Network Systems Administration events.

On May 28 and 29, Emily Frick and Vladyslav Usach each medaled at the Skills Canada National Competition in Toronto. Frick, who brought home bronze, became OC's first female national banner winner and first medalist in Car Painting. Usach captured gold in Collision Repair. Sy Korf, of A.I. Fortune Secondary School earned a gold in Autobody Repair — he was coached by OC instructors Andreas Roth and Jason Inkster.

Convocation and Commencement: More than 800 students from across the Okanagan and beyond crossed the stage in the beginning of June as Okanagan College held Spring Convocation and Commencement ceremonies at all four campuses, celebrating graduates from dozens of different programs who represent the diverse training offerings at the College.

Okanagan 2036 Community Panel: On May 5, I facilitated a dynamic panel of regional leaders that came together at Okanagan College to explore the question: "What will the Okanagan look like in 2036?" focused on the next decade of economic, social, and entrepreneurial change. The event was the first offered by MacKay CEO Forums (Okanagan), which aims to bring together leaders actively shaping the future of the region. It was well received with over 100 attendees in the OC theatre in Kelowna, to hear from speakers including Allyson Graf (YMCA), Brian Hawkins (BigSteelBox), Jennifer Hollis (MNP) and Simon Mills (Valley First).

Thrive Here Campaign: The Thrive Here campaign for the Recreation and Wellness Centre at the Kelowna campus has reached its \$14M community fundraising goal. With final gift announcements in the pipeline, we will announce the close of the campaign in the summer and plan for a celebration event when the Centre officially opens in the fall.

OC Foundation – Institutional Campaign: Campaign creative is being developed and tested. A President's Cabinet is being created and key leaders were invited to lunch on June 2. The OC Foundation hopes to launch the campaign in the winter.

Student Awards: In 2025-26, the OC Foundation distributed \$1.4 in student awards and bursaries to over 650 students throughout the region, our largest annual disbursement to date.

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

Mar 16	<u>Coyotes set to defend crown as opening weekend arrives</u>
Mar 19	<u>Okanagan College, Niagara College sign agreement to strengthen wine education</u>
Mar 24	<u>Okanagan College CCAA bronze medalist builds success on and off the ice</u>
Mar 31	<u>Okanagan College grad gains recognition as Canada's Young Professional of the Year</u>
Apr 2	<u>Kelowna City of Gastronomy announces next steps, community engagement opportunities</u>
Apr 2	<u>Okanagan College celebrates student ingenuity at annual Student Showcase</u>
Apr 9	<u>OC professor with astronaut candidacy reflects on humanity's return to deep space</u>
Apr 15	<u>Refreshed programming coming to OC when new building opens</u>
Apr 16	<u>OC Cultivates returns to celebrate Okanagan food, wine and tourism</u>
Apr 17	<u>Progressive leader joins College in top human resources role</u>
Apr 22	<u>Okanagan College's Jill of All Trades inspires the next generation</u>
Apr 22	<u>Okanagan 2036: CEOs to Share Vision for the Future of the Valley</u>
Apr 24	<u>Coyotes remain on top in Canadian College Baseball Conference</u>
Apr 29	<u>Okanagan College students make powerful connections to enhance wildfire response</u>
May 1	<u>OC students bring home hardware from 2026 Skills Canada BC Provincial Competition</u>
May 5	<u>Volunteers wanted! Support BC Lions games and festival in Kelowna</u>
May 7	<u>New Red Dot Players production Marion Bridge opens</u>
May 11	<u>Okanagan College welcomes alum Ashley Ramsay as Director of Entrepreneurship</u>
May 14	<u>Okanagan College hosting 2nd student-led community Pride kick-off celebration</u>
May 12	<u>Enactus OC crowned National Champion, advancing to World Championships in Brazil</u>
May 22	<u>Community rallies as Okanagan College's Recreation and Wellness Centre enters final stretch</u>
May 25	<u>OC launches Open Studies to expand access to credit courses for learners across the region</u>
May 28	<u>OC Student Success Highlights Practical Path into B.C.'s Design and Drafting Industry</u>
Jun 3	<u>OC animation students help brand the BC Summer Games</u>
Jun 6	<u>OC celebrates graduates across four campuses in spring convocation</u>
Jun 9	<u>OC celebrates student achievement at 2026 Skills Canada National Competition</u>
Jun 11	<u>Expanding skilled-trades training in Okanagan</u>
Jun 11	<u>OC expands CIS degree with new options to address demand for tech talent</u>

Recent & Upcoming College Events:

Date	Activity	Location
June 6	Spring Convocation	Kelowna
June 8	Spring Convocation	Vernon
June 9	Spring Convocation	Salmon Arm
June 9	Plan Ahead Session	Penticton
June 9	Student Awards Reception	Salmon Arm
June 10	Spring Convocation	Penticton
June 17	Trades Awards Reception	Kelowna
June 22	<i>Last day of regularly scheduled classes for Summer Session I</i>	<i>All</i>
June 18	Open Studies – Virtual Info Session	Virtual
July 16	Hall School of Business and Entrepreneurship at OC - Virtual Info Session	Virtual
Aug 11	Open Studies – Virtual Info Session	Virtual



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda: 5.3.1

Title	Okanagan College 2025/26 Audited Financial Statements		
Action and/or Recommendation	For Approval <u>Recommended motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Audited Financial Statements for the year-ending March 31, 2026 as recommended by the Finance, Audit and Risk Committee.”</i>		
Meets OC’s Inspire Plan...	Values ☐ Students First ☐ Community ☐ Respect ☐ Courage ☐ Relationships ☐ Distinction	Responsibilities ☐ Reconciliation ☐ EDISJ ☒ Sustainability ☐ Resilience ☐ Effective and Efficient	Commitments ☐ Inclusive & Equitable Access ☐ Life-long learning partnerships ☐ Integration and focus

Background Statement

Okanagan College is required to prepare annual audited financial statements to satisfy financial reporting requirements of the various acts governing post-secondary institutions. These financial statements are prepared in accordance with the accounting requirements of [section 23.1](#) of the *Budget Transparency and Accountability Act* of British Columbia.

The Office of the Auditor General of British Columbia (OAG) conducted the independent audit of the financial statements for Okanagan College for the fiscal year ending March 31, 2026. The OAG is scheduled to conduct the Okanagan College audits from 2024 to 2028.

The report provides information on the following areas:

1. Audit Results
2. Independent Auditor’s Report
3. Management Representation Letter
4. Audited Financial Statements

Reference Materials

- Audited Okanagan College Financial Statements
- Audit results from Office of the Auditor General of British Columbia

Supporting Analysis

Similar to the past two years, Okanagan College received a qualified audit opinion for the statements ending March 31, 2026. This was due to the accounting policy adopted as required by the Province of British Columbia Treasury Board Regulation which departs from Canadian Public Sector Accounting

Standards when accounting for government and externally restricted non-government contributions. However, except for this required departure, the audit report states that the financial statements present fairly, in all material respects, the financial position of Okanagan College.

On March 11, 2025, the Board of Governors approved a deficit budget for the 2025–26 fiscal year. The College concluded the year in March 2026 with a deficit of \$6.4M, primarily driven by a decrease in international tuition revenue and a mid-year start to the KF Aerospace project.

Balance Sheet

Financial assets of the College have increased from \$60.9M to \$65.4M, a change of 7% over the prior year. The primary driver was an increase in accounts receivable due to a capital funds receivable from the Ministry for construction of the Centre for Food, Wine and Tourism (CFWT) and the Penticton Student Housing project, as well as a receivable from the OC Foundation for construction of the Recreation and Wellness Centre.

Liabilities increased from \$253.2M to \$304.6M, representing a 20% increase over the prior year. This growth was primarily driven by a \$36M increase in deferred contributions for tangible capital assets, resulting from provincial funding received for the CFWT and the Penticton Student Housing project, as well as contributions from the OC Foundation toward the Recreation and Wellness Centre. In addition, accounts payable and accrued liabilities increased by \$14.8M due to higher construction-related payables and accruals and a one-time contribution to KF Aerospace.

Non-financial assets grew from \$219.5M to \$260.6M, a change of 19%, due to an increase in tangible capital assets for the work in progress on the CFWT, Penticton Student Housing and Wellness and Recreation Centre projects.

Accumulated surplus decreased from \$27.2M to \$21.4M, a reduction of 21% over the prior year. The change is represented by the College's overall annual deficit of \$6.5M and a remeasurement gain on investments of \$670k. Details on the accumulated surplus breakdown are outlined in Note 16 of the financial statements.

Income Statement

Total revenue was approximately \$12.7M higher than budgeted, and \$5.1M lower than prior year. The revenue was higher due to \$7.9M higher than-expected international student enrolment, the budget assumptions were conservatively set to reflect anticipated IRCC policy impacts, and government grants were \$5.3M higher due to unbudgeted general wage increases and unbudgeted one-time grants received at year-end. Actuals decreased from prior year by \$7.5M due to the IRCC policy changes and this was offset by increases in grant revenue.

Total expenses were approximately \$10.8M higher than the original budget, and \$5.9M higher year-over-year. Expenses were higher than budget primarily due to unbudgeted one-time grant and contract expenses offsetting the additional revenues received and a one-time contribution to KF Aerospace that was not included in the budget. Compared to the prior year, expenses increased mainly as a result of the one-time KF Aerospace contribution and higher amortization expense. The increase in amortization reflects both a change in the Capital Asset Policy for computer equipment to better align amortization with the assets' useful lives and a full year of amortization on the new housing buildings.

Alignment to the Strategic Plan Roadmap

Financial Sustainability. Year-end financial results provide an indication of the financial health of the organization.

Risk Implication & Mitigation Steps

Reputational: Financial statements are a summary of past results (independently audited) and form an important part of our governance and oversight by the Board. As part of the College Integrated Resource Planning framework, management closely monitors quarterly financial results and regularly updates the Board to raise concerns or issues.

Proposed and Prepared by

Curtis Morcom, CFO & Vice President, Corporate Services
Jackie Dueck, Director, Financial Services

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☐	OC Executive Committee	6/9/2025
	☒	☒	Finance, Audit and Risk Committee	6/23/2026
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.



Office of the
Auditor General
of British Columbia

Communication to Those Charged with Governance for

Okanagan College

Prepared: June 2, 2026

This document was created by staff from the Office of the Auditor General of British Columbia under the *Auditor General Act*. It is confidential and privileged to the Legislative Assembly of British Columbia. In accordance with Subsection 3(3)(f) of the *Freedom of Information and Protection of Privacy Act*, this document (and any other record that is created by, or for, or is in the custody or control of the Office of the Auditor General of British Columbia for the exercise of its functions) is not subject to disclosure under the *Freedom of Information and Protection of Privacy Act*. If you receive a request under the *Freedom of Information and Protection of Privacy Act* for this document or any of the information created by or for the Office of the Auditor General of British Columbia, do not release it. Do not discuss, show, copy (electronically or otherwise) or distribute the contents of this document for any purposes other than with the express written permission of the engagement leader from the Office of the Auditor General of British Columbia. Do not upload this document into Microsoft Copilot or any other generative artificial intelligence program.

Audit findings

The auditor general is responsible for forming and expressing an opinion on Okanagan College's financial statements for the fiscal year ended March 31, 2026, that have been prepared by management. Those charged with governance are responsible for governance over the financial statements of Okanagan College. In this role, the Finance, Audit and Risk Committee is responsible for the oversight of the financial reporting process, including the approval of significant accounting policies and the approval of the financial statements. This communication is designed to support the Finance, Audit and Risk Committee in fulfilling these governance responsibilities.

Status of the audit

- We have completed the audit of Okanagan College's financial statements for the year ended March 31, 2026, except for certain remaining outstanding procedures:
 - Receipt of certain legal enquiry responses.
 - Completion of subsequent event review procedures up to date of the independent auditor's report.
 - Completion of certain quality management and review procedures.
 - Board of Governors' approval of the financial statements.
 - Receipt of signed management representation letter at audit completion.
 - Receipt of signed financial statements.
- We will provide an update on the status of the items noted above at our upcoming meeting and issue the independent auditor's report once we have completed our audit work. There were no significant changes to our Audit Plan, which was originally communicated on December 2, 2025.

Significant accounting policies and practices

- The financial statements have been prepared in accordance with the *Budget Transparency and Accountability Act*, as directed by Treasury Board.
- The auditor general expresses an opinion on whether the financial statements present fairly in accordance with Canadian public sector accounting standards (PSAS).
- There were no new accounting standards for the current fiscal year.
- There were no material changes in the accounting principles and policies during the year.
- There are no further significant accounting estimates that need to be brought to the attention of the Finance, Audit and Risk Committee.
- No instances of significant related party transactions, that were not in the normal course of operations, were identified as part of the audit.
- No instances of illegal or possible illegal acts, including fraud or suspected fraud, or non-compliance with laws or regulations, were identified during the audit.

Ethical requirements, including independence

- As required by Canadian Auditing Standards, we confirm we are in compliance with the ethical requirements, including independence, that are relevant with respect to Okanagan College.
- Our independence letter is in **Appendix A**.

Areas of audit focus and results

- Consistent with prior year, there was one significant misstatement that resulted in a qualification in our independent auditor's report.
 - Deferred contributions and deferred contributions for tangible capital assets departure from Canadian PSAS.
- No other issues were noted during our audit of the areas of focus identified in our Audit Plan.
- The draft independent auditor's report has been attached as **Appendix B**.
- The draft management representation letter has been provided to management and attached as **Appendix C**. Management is expected to sign and date the management representation letter on the same day that the statement of responsibility for the financial statements is signed. Please return to us in a timely manner.

Summary of audit misstatements

- Our audit work identified two non-trivial monetary misstatements that were not corrected by management. The monetary impact of these uncorrected misstatements on the financial statements is an understatement of revenue of \$202 million and an overstatement of expenses of \$159 thousand, for an annual surplus understatement of \$202 million. Assets are understated by \$159 thousand, and liabilities are overstated by \$202 million.
 - See details in **Appendix D**.

Significant deficiencies in internal control

- We did not identify any new observations or recommendations during our audit. The status of prior year recommendations and management's response has been included as **Appendix E**.

Fraud

- As required by Canadian Auditing Standards, we have reconfirmed with management that they are not aware of any known, suspected, or alleged incidents of fraud or non-compliance with laws and regulations.

Reconfirm with those charged with governance:

Are you aware of any instances (actual, suspected, or alleged) of fraud by or against Okanagan College or non-compliance with laws and regulations, including misconduct or unethical behaviour related to financial reporting or misappropriation of assets?

Appendix A: Independence letter



Office of the
Auditor General
of British Columbia

623 Fort Street
Victoria, British Columbia
V8W 1G1

250.419.6100
oag.bc.ca

June 2, 2026

Dustyn Baulkham
Chair, Finance, Audit and Risk Committee
Okanagan College

Dear Dustyn Baulkham:

We have been engaged to audit the financial statements of Okanagan College for the year ended March 31, 2026.

The intent of this letter is to communicate all relationships between Okanagan College and the Office of the Auditor General of British Columbia (the office) that, in our professional judgment, may reasonably be thought to bear on our independence.

In determining which relationships to declare, we considered the relevant rules and related interpretations prescribed by the Chartered Professional Accountants of British Columbia and applicable legislation, covering such matters as:

- holding a financial interest, either directly or indirectly, in a client;
- holding a position, either directly or indirectly, that gives the right or responsibility to exert significant influence over the financial or accounting policies of a client;
- personal or business relationships of immediate family or close relatives, either directly or indirectly, with a client;
- economic dependence on a client; and
- provision of services in addition to the audit engagement.

We have prepared the following comments to facilitate our discussion with you and the Finance, Audit and Risk Committee regarding independence matters since May 29, 2025, the date of our last letter.

The total fees charged to Okanagan College for audit services during the period May 29, 2025, to June 2, 2026, were \$44,100.

We are not aware of any relationships between Okanagan College and us that, in our professional judgment, may reasonably be thought to bear on our independence that have occurred during this period.

Canadian Auditing Standards require that we confirm our independence to the Finance, Audit and Risk Committee in the context of the Rules of Professional Conduct of the Chartered Professional Accountants of British Columbia. Accordingly, we hereby confirm that we are independent with respect to Okanagan College within the meaning of the Rules of Professional Conduct of the Chartered Professional Accountants of British Columbia as of June 2, 2026.

This letter is intended solely for the use of the Finance, Audit and Risk Committee, management and others with Okanagan College and should not be used for any other purposes.

We look forward to discussing with you the matters addressed in this letter as well as other matters that may be of interest to you.

Yours truly,

Lisa Moore, CPA, CA
Assistant Auditor General

Appendix B: Draft Independent Auditor's Report



Draft Independent Auditor's Report

To the Board of Governors of Okanagan College, and
To the Minister of Post-Secondary Education and Future Skills, Province of British Columbia

Qualified opinion

I have audited the accompanying financial statements of Okanagan College ("the entity"), which comprise the statement of financial position as at March 31, 2026, and the statements of operations and accumulated surplus, remeasurement gains and losses, changes in net debt, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In my opinion, except for the effects of the matter described in the Basis for qualified opinion section of my report, the financial statements present fairly, in all material respects, the financial position of the entity as at March 31, 2026, and the results of its operations, change in its net debt, remeasurement gains and losses and cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for qualified opinion

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my qualified opinion.

As described in Note 2(a) to the financial statements, the entity's accounting treatment for contributions received from governments and for externally restricted contributions received from non-government sources is to initially record them as deferred revenue (a liability) and then recognize revenue in the statement of operations either on the same basis as the related expenditures occur or, in the case of funds for the purchase or construction of capital assets, to recognize revenue on the same basis as the related assets are amortized. The entity was required to adopt this accounting policy as prescribed by Province of British Columbia Treasury Board Regulation 198/2011.

Under Canadian public sector accounting standards, the entity's method of accounting for contributions is only appropriate in circumstances where the funding meets the definition of a liability. Otherwise, the appropriate accounting treatment is to record contributions as revenue when they are received or receivable. In my opinion, certain contributions of the entity do not meet the definition of a liability, and as such the entity's method of accounting for those contributions represents a departure from Canadian public sector accounting standards.

This departure has existed since the inception of the standard in 2012. As of March 31, 2026, the liability for deferred contributions for tangible capital assets are overstated by \$202.2 million, the annual surplus and the accumulated surplus are understated by \$202.2 million, and revenue is understated by \$202.2 million. This represents the cumulative impact of this departure over time. Of this cumulative amount, \$35.9 million represents the understatement of revenue and corresponding understatement of annual surplus in the current fiscal year.

I conducted my audit in accordance with Canadian generally accepted auditing standards. My responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of my report. I am independent of the entity in accordance with the ethical requirements that are relevant to my audit of the entity's financial statements in Canada, and I have fulfilled my other ethical responsibilities in accordance with these requirements.

Responsibilities of management and those charged with governance for the financial statements

Those charged with governance are responsible for the oversight of the financial reporting process. Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting when the entity will continue its operations for the foreseeable future.

Auditor's responsibilities for the audit of the financial statements

My objectives are to obtain reasonable assurance about whether the entity's financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decision of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, I exercise professional judgment and maintain professional skepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error; design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

I also provide those charged with governance with a statement that I have complied with relevant ethical requirements regarding independence, and communicated with them all relationships and other matters that may reasonably be thought to bear on my independence, and where applicable, related safeguards.

[Signature]

Lisa Moore, CPA, CA

Assistant Auditor General

Victoria, British Columbia, Canada

[Date]

Appendix C: Draft management representation letter

INSERT LETTERHEAD

[Date]

Lisa Moore, CPA, CA
Assistant Auditor General
Office of the Auditor General of B.C.
623 Fort Street
Victoria, B.C. V8W 1G1

Dear Lisa Moore:

We are providing this letter in connection with your audit of the financial statements of Okanagan College (“the Entity”), for the year ended March 31, 2026, for the purpose of expressing an opinion as to whether the financial statements present fairly in all material respects, the financial position, results of operations, remeasurement gains and losses, changes in net debt, and cash flows of Okanagan College in accordance with Canadian public sector accounting standards (PSAS).

Management’s responsibilities

We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated November 20, 2025. In particular, we confirm to you the following representations:

- We prepared and presented fairly the financial statements in accordance with Section 23.1 of the *Budget Transparency and Accountability Act*, which conforms to PSAS except as modified by Treasury Board regulations.
- We designed, implemented, and maintained an effective system of internal control over financial reporting, to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.
- We designed, implemented, and maintained an effective system of internal control to prevent and detect fraud.
- We complied with legislative and other authorities that govern Okanagan College.
- We have provided you with all relevant information and access, as agreed in the terms of the audit engagement.
- We ensured all transactions have been recorded in the accounting records and are reflected in the financial statements.

Preparation of financial statements

Except where modifications by Treasury Board result in conflicts with PSAS, the financial statements are fairly presented in accordance with PSAS and include all disclosures necessary for such fair presentation and disclosures otherwise required to be included therein by the laws and regulations to which Okanagan College is subject. We have prepared Okanagan College's financial statements on the basis that the entity is able to continue as a going concern. In addition, the financial statements have been prepared on a basis consistent with that of the preceding year.

We have appropriately reconciled our books and records (for example, general ledger accounts) underlying the financial statements to their related supporting information (for example, subledger or third-party data). All related reconciling items considered to be material were identified and included on the reconciliations and were appropriately adjusted in the financial statements. There were no material unreconciled differences or material items in the general ledger suspense accounts that should have been adjusted or reclassified to another account balance. There were no material items in the general ledger suspense accounts written off to a statement of financial position account that should have been written off to an operations account, nor were there such items written off to an operations account that should have been written off to a statement of financial position account. All intra-entity accounts have been eliminated or appropriately measured and considered for disclosure in the financial statements.

Accounting policies

We confirm that we have reviewed Okanagan College's accounting policies and, with regard to the possible alternative policies, our selection and application of accounting policies and estimation techniques used for the preparation and presentation of the financial statements are appropriate in Okanagan College's particular circumstances.

Internal controls over financial reporting

We have designed disclosure controls and procedures to ensure that material information related to Okanagan College is made known to us by others within the entity.

We have designed internal controls over financial reporting to provide reasonable assurance regarding the reliability of financial reporting and the preparation of the financial statements for external purposes in accordance with the accounting requirements of PSAS.

We have not identified any deficiency in the design and operation of internal control over financial reporting as at March 31, 2026.

Minutes

All matters requiring disclosure to or approval of the Board of Governors have been brought before them at appropriate meetings and are reflected in the minutes.

Disclosure of information

We have provided you with access to all information of which we are aware that is relevant to the preparation of the financial statements, such as records, documentation, and other matters, including:

- contracts and related data;
- information regarding significant transactions and arrangements that are outside the normal course of business;
- minutes of meetings of those charged with governance, committees of governance, and management;
- additional information that you have requested from us for the purpose of the audit; and
- unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.

Completeness of transactions

All contractual arrangements entered into by Okanagan College with third parties have been properly reflected in the accounting records and/or have been disclosed to you where material (or potentially material) to the financial statements. We have complied with all aspects of contractual agreements that could have a material effect on the financial statements in the event of non-compliance. There are no side agreements or other arrangements (either written or oral) undisclosed to you.

Fraud

We have disclosed to you:

- the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- all information of which we are aware that is related to fraud, or suspected fraud, affecting Okanagan College and involving management, employees who have significant roles in internal control, or others, where the fraud could have a material effect on the financial statements; and
- all information related to any allegations of fraud, or suspected fraud, that could affect the entity's financial statements, and that was communicated by employees, former employees, analysts, regulators, or others.

Compliance with laws and regulations

We have disclosed to you all aspects of laws, regulations, and contractual agreements that may affect the financial statements, including actual or suspected non-compliance with laws and regulations whose effects should be considered when preparing the financial statements.

We are not aware of any illegal or possibly illegal acts committed by Okanagan College's directors, officers, or employees acting on the entity's behalf.

There have been no communications from regulatory agencies concerning non-compliance with or deficiencies in financial reporting practices.

All transactions of Okanagan College have been within its statutory powers and enabling legislation. Okanagan College has complied with:

- Section 23.1 of the *Budget Transparency and Accountability Act*
- The *Financial Administration Act* and regulations
- The *College and Institute Act*

We are not aware of any conflicts of interest involving Okanagan College where it has, directly or indirectly, entered into any purchase, sale, or other transactions with a member of the Legislative Assembly, a member of the entity's governance body, a member of senior management or a manager; or with an organization in which any of these persons had a direct or indirect interest.

Accounting estimates and judgments

We are responsible for all significant estimates and judgments affecting the financial statements. These include fair value measurements and disclosures. The significant judgments we made have taken into account all relevant information of which we are aware. The methods, underlying data, and significant assumptions used in developing accounting estimates and the related disclosures are reasonable and appropriate to achieve recognition, measurement, or disclosure in the financial statements in accordance with PSAS. The methods used in developing accounting estimates have been consistently applied in the periods presented and the data used in developing accounting estimates is accurate and complete. Accounting estimates and judgments appropriately reflect management's intent and ability to carry out specific courses of action, where relevant. Disclosures related to accounting estimates are complete and reasonable under PSAS. Appropriate specialized skills or expertise have been applied in making the accounting estimates. There have been no subsequent events that would require the adjustment of any significant estimates and related disclosures.

Significant estimates and measurement uncertainties known to management that are required to be disclosed in accordance with CPA Canada public sector accounting handbook, Section PS 2130, Measurement uncertainty, have been appropriately disclosed.

Fair value measurements

For recorded or disclosed amounts in the financial statements that incorporate fair value measurements, we confirm the following:

- The measurement methods make maximum use of relevant and publicly available and observable market inputs.
- The significant assumptions used in determining fair value measurements represent our best estimates and are reasonable.
- The significant assumptions used in determining fair value measurements are consistent with Okanagan College's planned courses of action. We have no plans or intentions that have not been disclosed to you that may materially affect the recorded or disclosed fair values of assets or liabilities.

We have appropriately disclosed information on fair value measurements used in the financial statements in accordance with the requirements of CPA Canada public sector accounting handbook, Section PS 3450, Financial instruments. We have appropriately classified fair value measurements in Level 1, Level 2, or Level 3 of the fair value hierarchy.

Related parties

We confirm that we have disclosed to you the identity of Okanagan College's related parties as defined by CPA Canada public sector accounting handbook, Section PS 2200, Related party disclosures.

The identity and relationship of, and balances and transactions with related parties have been properly recorded and adequately disclosed in the financial statements, as required by PS 2200. We provided support for any assertion that a transaction with a related party was conducted on terms equivalent to those prevailing in an arm's length transaction.

We confirm that we have identified to you all members of key management and close family members of key management, as defined by PS 2200.

We confirm that we have disclosed to you all transactions between the entity and related parties, including:

- transactions in the normal course of operations,
- transactions outside the normal course of operations,
- non-monetary transactions,
- transactions for nil consideration, and
- guarantees in respect of related parties.

We are not aware of any conflicts of interest involving Okanagan College arising from any of the related party transactions as disclosed to you.

Going concern

We are not aware of any events or circumstances that may cast doubt on Okanagan College's ability to continue as a going concern and we confirm that we consider the going concern assumption appropriate in the preparation of the financial statements. We have no plans or intentions that may materially alter the carrying value or classification of assets and liabilities reflected in the entity's financial statements (for example, to dispose of the entity or to cease operations).

Assets and liabilities

Except where modifications by Treasury Board result in conflicts with PSAS, we have recorded or disclosed, as appropriate, all assets and liabilities, in accordance with PSAS.

We confirm that Okanagan College has satisfactory title or control over all assets. All liens or encumbrances on Okanagan College's assets and assets pledged as collateral, to the extent material, have been disclosed in the financial statements. All contingent assets, in accordance with CPA Canada public sector accounting handbook, Section PS 3320, Contingent assets, have been disclosed to you and are appropriately reflected in the financial statements.

We confirm that all liabilities and contingencies, including those associated with guarantees, whether written or oral, under which Okanagan College is contingently liable in accordance with CPA Canada public sector accounting handbook, Section PS 3300, Contingent liabilities, have been disclosed to you and are appropriately reflected in the financial statements.

Litigation and claims

All known actual or possible litigation and claims, which existed at the statement of financial position date or exist now, have been disclosed to you and have been accounted for and disclosed in accordance with PSAS, whether or not they have been discussed with legal counsel.

Misstatements detected during the audit

Certain representations in this letter are described as being limited to those matters that are material. Solely for the purpose of this letter, the term "material" means any items referred to in this letter, individually or in the aggregate that are more than \$3,100,000. Items are also considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, make it probable that the judgement of a reasonable person relying on the information would have been changed or influenced by the omission or misstatement.

We confirm that the financial statements are free of material misstatements, including omissions.

Page 7

Except where modifications by Treasury Board result in conflicts with PSAS, the effects of the uncorrected misstatements in the financial statements, as summarized in the accompanying schedule in Appendix A, are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

No adjusted misstatements were identified during your audit.

Events after the statement of financial position date

We have identified all events that occurred between the date of the statement of financial position and the date of this letter that may require adjustment of, or disclosure in, the financial statements, and we have made such adjustment or disclosure.

Other items

No "letters of comfort" to financial institutions from the entity have been issued, nor to the best of our knowledge and belief have such letters been issued by the minister responsible for the entity. Nor have any such letters been in force at any time during the year or subsequently.

Yours truly,

Okanagan College

Dr. Neil Fassina, President

Curtis Morcom, Chief Financial Officer and Vice President,
Corporate Services

Jackie Dueck, Director of Financial Services

Appendix D: Unadjusted audit misstatements



Summary of audit misstatements — unadjusted

Description	Accounts Affected	Statement of Financial Position Entry to correct – Debit (Credit) Amount in 000's			Statement of Operations Entry to correct – Debit (Credit) Amount in 000's	
		Assets	Liabilities	Accumulated Surplus (Deficit)	Revenue	Expenses
Deferred contributions for tangible capital assets not recorded in accordance with Canadian public sector accounting standards as they do not meet the definition of a liability.	Deferred contributions for tangible capital assets Revenue		\$202,176		(\$202,176)	
Overstatement of amortization expense and tangible capital assets for the Kelowna Housing building due to difference between useful life per Okanagan College policy and useful life per contracted standard it was built to.	Accumulated Amortization Amortization Expense	\$159				(\$159)
TOTAL		\$159	\$202,176		(\$202,176)	(\$159)

Appendix E: Management letter



June 2, 2026

VIA E-MAIL

Curtis Morcom
Chief Financial Officer and Vice President, Corporate Services
Okanagan College

Dear Curtis Morcom:

Re: Management Letter – Okanagan College

The Office of the Auditor General of British Columbia has completed the audit of the financial statements of Okanagan College for the year ended March 31, 2026. The audit was carried out in accordance with Canadian generally accepted auditing standards. It was not a study designed specifically to determine if internal control is adequate for management's purposes or to identify and disclose defalcations or other irregularities.

We did not identify any new findings or recommendations during our audit. If other matters arose during the audit, they were either satisfactorily resolved or were relatively insignificant in nature. We have, however, included for your information, the status of prior year recommendations.

We wish to express our appreciation for the cooperation we received from your staff during the course of the audit.

Yours truly,

A handwritten signature in blue ink, appearing to read "L. Moore".

Lisa Moore, CPA, CA
Assistant Auditor General

MT/jw
Attachment

cc: Dr. Neil Fassina, President
Jackie Dueck, Director, Financial Services
Dustyn Baulkham, Chair, Finance, Audit, and Risk Committee

Status of Prior Year Recommendations

Prior Year Recommendations	Current Year Findings
Master Vendor List Requires Maintenance (2025) Recommendation: We recommend that Okanagan College implement a procedure for deactivating vendors after they have not been used for a specified period of time. Management's 2026 Response: All vendors with three or more years of inactivity have been removed from the master vendor list. In addition, annual reviews of the master vendor list have been implemented to ensure recurring inactivation of dormant vendors.	This issue is resolved. We confirmed that the vendor list has been reviewed, and older inactive vendors have been deactivated.
Bank Reconciliations Should Be Performed Monthly (2025) Recommendation: We recommend that the Okanagan College perform bank reconciliation procedures every month and implement monitoring procedures to ensure that this key control activity is being performed. Management's 2026 Response: Okanagan College has implemented a centralized tracking sheet for month-end activities, including monthly bank reconciliations. Timely completion and review of bank reconciliations continue to be a priority.	This issue is resolved. We sampled bank reconciliations from throughout the year and verified that the reconciliations were performed and reviewed in a timely manner and viewed the tracking sheet for month-end activities.
Posting of Journal Entries Should be Reviewed (2025) Recommendation: We recommend that Okanagan College implement an IT control to enforce segregation of duties in the manual journal entry posting process. Management's 2026 Response: Okanagan College has engaged Ellucian consultants to review current Banner processes and identify opportunities for process enhancements, including the incorporation of system-enforced segregation of duties within the manual journal entry workflow. The consulting engagement is expected to be completed by year-end, with implementation of recommended improvements to follow into fiscal year 2027.	This issue is partially resolved. We viewed the Finance System Analysis agenda which included Ellucian's engagement description.

Prior Year Recommendations	Current Year Findings
Fraud Risk Assessment (2024) Recommendation: We recommend that Okanagan College develop a formal fraud risk policy. We recommend that Okanagan College conduct periodic fraud risk assessments. Management's 2026 Response: Okanagan College distributed an annual Fraud Risk Assessment Toolkit to departments. Information from the Fraud Risk Assessment Toolkits were consolidated and provided to Executive with action plan to address the risks identified.	This issue is resolved. We reviewed the briefing note that was written for the Executive Committee.
Capital Asset Management (2024) Recommendation: We recommend that management implement a process to identify individual assets in order to account for them accurately. Management's 2026 Response: Okanagan College was unable to finalize an agreement with Colliers for the capital asset inventory due to a lack of response. We have since contacted several other consulting firms and are awaiting pricing and formal proposals. Internally, we continue to maintain the Capital Asset Model and to record timely disposals. We have completed the review of the Ellucian Banner system and received the final report on May 8th. The team will review the report to determine the suitability of the Banner Fixed Asset module for fixed asset tracking and reporting. A review of the capital purchases from FY20 to FY25 was completed and will aid departments when a consultant is selected to complete the organization wide inventory. We intend to have the project plan in place and to progress with implementation in FY27. Provided quotes are reasonably priced and budget can be allocated to the project.	This issue is partially resolved. We observed the asset listing for one of the departments to verify the progress made, and viewed the Ellucian report.

Prior Year Recommendations	Current Year Findings
Inconsistency in Teaching Learning Units Documentation (2024)	
Recommendation: We recommend that management review the TLU process with the goal of more consistent and complete documentation.	
We recommend periodically providing refresher sessions to instructors for filling out the Faculty Workload Banking and Request and Accumulated Course Relief Credit forms to ensure complete and accurate record keeping.	
Management's 2026 Response: People Services conducted training with the Operations and Portfolio Specialist in the School of Business to review recent changes and provide an update on the improved TLU process.	
	This issue is resolved. We have observed improvements in the Teaching Learning Units documentation, including completeness and accuracy of the forms filled out by instructors.

This document was created by staff from the Office of the Auditor General of British Columbia under the *Auditor General Act*. It is confidential and privileged to the Legislative Assembly. In accordance with Subsection 3(3)(f) of the *Freedom of Information and Protection of Privacy Act*, this document (and any other record that is created by, or for, or is in the custody or control of the Office of the Auditor General for the exercise of its functions) is not subject to disclosure under the *Freedom of Information and Protection of Privacy Act*. If you receive a request under the *Freedom of Information and Protection of Privacy Act* for this document or any of the information created by or for the auditor general's office, do not release it. Do not discuss, show, copy (electronically or otherwise) or distribute the contents of this document for any purposes other than with the express written permission of the engagement leader from the Office of the Auditor General. Do not upload this document into Microsoft Copilot or any other generative artificial intelligence program.



okanagacollege.ca



Management's Report

Management's Responsibility for the Financial Statements

These financial statements are the responsibility of, and have been prepared by, management in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements. A summary of the significant accounting policies is described in Note 2 to the financial statements. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced. The internal controls are designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the financial statements.

The Board of Governors are responsible for ensuring that management fulfills its responsibilities for financial reporting and internal controls and exercises these responsibilities through the Finance, Audit, and Risk Committee. The Finance, Audit, and Risk Committee reviews internal financial statements on a quarterly basis and external audited financial statements yearly. The Finance, Audit, and Risk Committee also discusses any significant financial reporting or internal control matters prior to their approval of the financial statements.

The external auditors, the Office of the Auditor General of British Columbia, conduct an independent examination, in accordance with Canadian auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of Okanagan College and meet when required. The accompanying Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the financial statements.

On behalf of Okanagan College

Neil Fassina
President

Curtis Morcom
CFO and Vice President, Corporate Services

OKANAGAN COLLEGE
STATEMENT OF FINANCIAL POSITION
AS AT MARCH 31, 2026

	2026	2025
Financial assets		
Cash and cash equivalents (note 4)	\$ 33,842,311	\$ 43,032,330
Investments (note 5)	16,809,751	15,214,709
Accounts receivable (note 6)		
Due from government and other government organizations	9,878,823	618,843
Other	4,417,824	1,676,808
Inventory for resale (note 7)	464,502	369,323
	<u>65,413,211</u>	<u>60,912,013</u>
Liabilities		
Accounts payable and accrued liabilities (note 9)		
Due to government and other government organizations	1,022,778	1,798,120
Other	36,100,250	20,435,871
Long term debt (note 10)	32,067,506	32,296,392
Deferred contributions (note 11)	8,577,026	7,361,694
Deferred revenue (note 12)	9,530,401	11,132,528
Deferred contributions for tangible capital assets (note 13)	202,176,719	166,261,686
Asset retirement obligation (note 14)	590,748	570,220
Employee future benefit obligations (note 15)	14,505,100	13,350,600
	<u>304,570,528</u>	<u>253,207,111</u>
Net debt	<u>(239,157,317)</u>	<u>(192,295,098)</u>
Non-financial assets		
Prepaid expenses and deposits	2,928,320	2,116,957
Tangible capital assets (note 8)	257,648,015	217,403,327
	<u>260,576,335</u>	<u>219,520,284</u>
Accumulated surplus (note 16)	<u>\$ 21,419,018</u>	<u>\$ 27,225,186</u>
Accumulated surplus is comprised of:		
Accumulated surplus	\$ 18,007,915	\$ 24,484,012
Accumulated remeasurement gains	3,411,103	2,741,174
	<u>\$ 21,419,018</u>	<u>\$ 27,225,186</u>
Contractual obligations (note 17)		
Contingent liabilities (note 18)		
Approved on behalf of the Board:		

Dustyn Baulkham
Chair, Board of Governors
June 23, 2026

Neil Fassina
President

The accompanying notes are an integral part of these financial statements

OKANAGAN COLLEGE
STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS
FOR THE YEAR ENDED MARCH 31, 2026

	Budget		
	2026	2026	2025
Revenue			
Government grants	\$ 80,229,841	\$ 85,598,131	\$ 83,940,145
Tuition and other fees	40,652,479	48,556,905	56,116,579
Ancillary service sales	8,693,776	7,569,310	6,177,930
Contract services	3,630,956	2,296,657	3,568,052
Other administration fees and sundry	786,560	1,423,378	1,502,998
Investment income	1,090,000	2,046,967	2,263,332
Amortization of deferred contributions for tangible capital assets	7,441,871	7,712,639	6,757,096
	<u>142,525,483</u>	<u>155,203,987</u>	<u>160,326,132</u>
Expense (note 21)			
Instruction and academic support	81,802,982	83,150,749	84,201,659
Facility and institutional support	27,815,286	35,077,633	30,413,311
Enrolment management and student support	21,723,533	23,885,048	25,403,566
Ancillary operations	6,917,055	5,637,309	4,933,255
Amortization of tangible capital assets	11,132,483	12,368,276	9,859,991
Interest on long term debt	1,465,199	1,561,069	958,399
	<u>150,856,538</u>	<u>161,680,084</u>	<u>155,770,181</u>
Annual (deficit) surplus	(8,331,055)	(6,476,097)	4,555,951
Accumulated surplus, beginning of year	24,484,012	24,484,012	19,928,061
Accumulated surplus, end of year	<u>\$ 16,152,957</u>	<u>\$ 18,007,915</u>	<u>\$ 24,484,012</u>

STATEMENT 3

OKANAGAN COLLEGE
STATEMENT OF REMEASUREMENT GAINS AND LOSSES
FOR THE YEAR ENDED MARCH 31, 2026

	2026	2025
Accumulated remeasurement gains, beginning of year	<u>\$ 2,741,174</u>	<u>\$ 2,022,201</u>
Unrealized gain on investments	1,107,568	889,395
Realized gain on investments, reclassified to statement of operations	<u>(437,639)</u>	<u>(170,422)</u>
Net remeasurement gains for the year	<u>669,929</u>	<u>718,973</u>
Accumulated remeasurement gains, end of year	<u>\$ 3,411,103</u>	<u>\$ 2,741,174</u>

OKANAGAN COLLEGE
STATEMENT OF CHANGES IN NET DEBT
FOR THE YEAR ENDED MARCH 31, 2026

	Budget		
	2026	2026	2025
Annual (deficit) surplus	\$ (8,331,055)	\$ (6,476,097)	\$ 4,555,951
Acquisition of tangible capital assets	(36,452,150)	(52,624,923)	(29,248,183)
Disposal of tangible capital assets	-	11,960	-
Amortization of tangible capital assets	11,132,483	12,368,276	9,859,991
	<u>(33,650,722)</u>	<u>(46,720,785)</u>	<u>(14,832,241)</u>
Acquisition of prepaid expenses and deposits	-	(2,928,320)	(2,116,957)
Use of prepaid expenses and deposits	-	2,116,957	1,601,583
	<u>-</u>	<u>(811,363)</u>	<u>(515,374)</u>
Net remeasurement gains	<u>-</u>	<u>669,929</u>	<u>718,973</u>
Increase in net debt	(33,650,722)	(46,862,219)	(14,628,642)
Net debt, beginning of year		<u>(192,295,098)</u>	<u>(177,666,456)</u>
Net debt, end of year	<u>\$ (33,650,722)</u>	<u>\$ (239,157,317)</u>	<u>\$ (192,295,098)</u>

OKANAGAN COLLEGE
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED MARCH 31, 2026

	2026	2025
Net cash inflow (outflow) related to the following activities		
Operating activities		
Annual (deficit) surplus	\$ (6,476,097)	\$ 4,555,951
Adjust for non-cash items:		
Realized gain on disposal of investments	(437,639)	(170,422)
Realized gain on disposal of tangible capital assets	(35,838)	-
Actuarial adjustment on long term debt	(40,564)	(160,939)
Accretion expense	20,528	19,350
Amortization of deferred contributions for tangible capital assets	(7,712,639)	(6,757,096)
Amortization of tangible capital assets	12,368,276	9,859,991
	<u>(2,313,973)</u>	<u>7,346,835</u>
Changes in non-cash working capital:		
Accounts receivable	(12,000,996)	2,708,219
Prepaid expenses and deposits	(811,363)	(515,374)
Inventory for resale	(95,179)	118,578
Accounts payable and accrued liabilities	14,889,037	(7,859,111)
Deferred revenues	(386,795)	(1,166,135)
Employee future benefit obligations	1,154,500	543,500
	<u>435,231</u>	<u>1,176,512</u>
Capital activities		
Acquisition of tangible capital assets	(52,624,924)	(29,248,183)
Proceeds from disposal of tangible capital assets	47,798	-
	<u>(52,577,126)</u>	<u>(29,248,183)</u>
Investing activities		
Purchase of investments	(1,387,472)	(2,211,272)
Proceeds from disposal of investments	900,000	850,000
	<u>(487,472)</u>	<u>(1,361,272)</u>
Financing activities		
Deferred contributions for tangible capital assets	43,632,234	16,022,714
Proceeds of long term debt	-	30,332,426
Repayment of long term debt	(192,885)	(192,885)
	<u>43,439,349</u>	<u>46,162,255</u>
(Decrease) increase in cash and cash equivalents	(9,190,019)	16,729,313
Cash and cash equivalents at beginning of year	43,032,330	26,303,017
Cash and cash equivalents at end of year	<u>\$ 33,842,311</u>	<u>\$ 43,032,330</u>
Supplemental cash flow information		
Cash paid for interest	1,561,069	958,399
Cash receipts from interest	1,167,054	1,792,207

The accompanying notes are an integral part of these financial statements

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2026

1. NATURE OF OPERATIONS

Okanagan College (the College) is a post-secondary educational institute funded by the Province of British Columbia (the Province) and incorporated under the College and Institute Act of British Columbia on November 26, 2004. The College is a not-for-profit entity governed by a Board of Governors, the majority of whom are appointed by the Province. The College is exempt from income tax under Section 149 of the Income Tax Act.

2. SIGNIFICANT ACCOUNTING POLICIES

(a) Basis of accounting

These financial statements are the responsibility of, and have been prepared by, management in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards (PSAS) except regarding the accounting for government transfers as set out below.

In September 2010, the Province of British Columbia Treasury Board ("Treasury Board") provided directive through Government Organization Accounting Standards Regulation 257/2010 requiring all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sector to adopt Canadian public sector accounting standards of the Chartered Professional Accountants of Canada (CPA Canada) without not-for-profit provisions in their first fiscal year commencing on or after January 1, 2012. In March 2011, the Public Sector Accounting Board released a new *Section PS 3410 Government Transfers*. In November 2011, the Treasury Board provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the College before or after this regulation was in effect. The Treasury Board direction on the accounting treatment of restricted contributions is as described in Note 2(k).

Section 23.1 of the Budget Transparency and Accountability Act and its related regulations require the College to recognize government transfers and externally restricted contributions for tangible capital assets into revenue on the same basis as the related amortization expense. As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require these transfers to be fully recognized as revenue in the year received. As a result, revenue recognized in the statement of operations and certain related deferred capital contributions are recorded differently under Canadian public sector accounting standards.

(b) Cash and cash equivalents

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase.

(c) Financial instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and liabilities portray these rights and obligations in the financial statements. The College recognizes a financial instrument when it becomes a party to a financial instrument contract.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2026

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

Financial instruments consist of cash and cash equivalents, investments, accounts receivable, and accounts payable and accrued liabilities.

All financial instruments are initially recorded at fair value. Canadian public sector accounting standards define the fair value of a financial instrument as the amount of the consideration that would be agreed upon between non-related parties in an arm's length transaction. The financial instruments measured at fair value held within each investment are classified according to a hierarchy which includes three levels, reflecting the reliability of the inputs involved in the fair value determination. The different levels are defined as follows:

- Level 1: quoted prices (unadjusted) in active markets for identical assets or liabilities;
- Level 2: inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e. as prices) or indirectly (i.e. derived from prices); and
- Level 3: inputs for the asset or liability that are not based on observable market data (unobservable inputs).

The College's investments are all considered to be level 1 financial instruments for which the fair value is determined based on quoted prices in active markets. Changes in fair valuation methods or in the availability of market observable inputs may result in a transfer between levels. During the year there was no transfer of securities between the different levels.

All financial assets and liabilities are subsequently recorded at cost or amortized cost except for investments, which are recorded at fair value. The associated transaction costs for financial instruments that are subsequently measured at cost or amortized cost are added to their carrying value upon initial recognition. Transaction costs associated with financial instruments subsequently measured at fair value are expensed as incurred. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a liability.

Unrealized gains and losses from changes in the fair value of financial instruments are recognized in the statement of remeasurement gains and losses. Upon settlement, the cumulative gain or loss is reclassified from the statement of remeasurement gains and losses and recognized in the statement of operations. Interest and dividends attributable to financial instruments are reported in the statement of operations. All financial assets are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the statement of operations. Any reversals of previously recognized impairment losses are recognized in the statement of operations in the year the reversal occurs to the extent that the reversal of the impairment loss does not exceed the original carrying value of the asset.

For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2026

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

(d) Inventory for resale

Inventories held for resale are recorded at the lower of cost and net realizable value. Costs are assigned using the weighted average method. Net realizable value is the estimated selling price in the ordinary course of business less any applicable selling expenses.

(e) Non-financial assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. Tangible capital assets have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

(f) Prepaid expenses

Prepaid expenses include licenses and contract payments. Prepaid expenses are recognized as an expense in the future periods expected to benefit from them.

(g) Tangible capital assets

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to the acquisition, construction, development, or betterment of the asset as well as the cost of the asset retirement obligations. Interest is not capitalized when external debt is issued to finance the construction of tangible capital assets. The cost, less residual value, of the tangible capital assets, excluding land, is amortized on a straight-line basis over the estimated useful lives shown below. Land is not amortized as it is deemed to have a permanent value.

Category	Years
Site improvements	10
Buildings	40
Furniture and equipment	5
Computer equipment	3

Estimated useful lives of tangible capital assets are reviewed on a regular basis and revised when appropriate.

Tangible capital assets are written down when conditions indicate that they no longer contribute to the College's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets is less than their net book value.

(h) Debt and other financial liabilities

All debt and other financial liabilities are recorded using cost or amortized cost except for the College's sinking fund investment which is recorded at fair value.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2026

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

(i) Asset retirement obligations

Liabilities are recognized for statutory, contractual, or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development, or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs are capitalized into the carrying amount of the related tangible capital asset. In subsequent periods, the liability is adjusted for accretion and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and the accretion expense is included in the Statement of Operations and Accumulated Surplus.

(j) Employee future benefits

The College and its employees make contributions to the College Pension Plan and the Municipal Pension Plan which are multi-employer joint trustee plans. These plans are defined benefit plans, providing a pension on retirement based on the member's age at retirement, length of service, and highest earnings averaged over five years. As the assets and liabilities of the plans are not segregated by institution, the plans are accounted for as defined contribution plans and any College contributions to the plans are expensed as incurred.

Sick leave benefits and retirement severance benefits are also available to the College's employees. The costs of these benefits are actuarially determined based on service and best estimates of retirement ages and expected future salary and wage increases. The obligation under these benefit plans is accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses are amortized over the expected average remaining service life of the employees.

(k) Revenue recognition

Revenue from tuition fees is recognized as revenue over the course of the program. Any portion of the tuition fee revenue relating to the period after March 31 is deferred to the next fiscal year.

Unrestricted donations and grants are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured. Pledges from donors are recorded as revenue when payment is received by the College or the transfer of property is completed.

Restricted donations and grants are reported as revenue depending on the nature of the restrictions placed on the use of the funds by the contributors as follows:

- I. Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or in the form of a depreciable tangible capital asset, in each case for use in providing services, are recorded and referred to as deferred contributions for tangible capital assets and recognized in revenue at the same rate that amortization of the tangible capital asset is recorded. The reduction of the deferred contributions for tangible capital assets and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2026

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

- II. Contributions restricted for specific purposes other than those to be held in perpetuity or for the acquisition or development of a depreciable tangible capital asset are recorded as deferred revenues and recognized in revenue in the year in which the stipulation or restriction on the contribution has been met.
- III. Contributions restricted to be retained in perpetuity, allowing only the investment income earned thereon to be spent, are recorded as direct increases to accumulated surplus for the portion to be held in perpetuity and as deferred contributions for the investment income earned thereon.

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that meets the criteria for liability recognition in which case the transfer is recognized as revenue over the period that the liability is extinguished.

Investment income includes interest recorded on an accrual basis and dividends recorded as declared, realized gains and losses on the sale of investments, and write-downs on investments where the loss in value is determined to be other-than-temporary.

Externally restricted non-capital contributions are deferred and recognized as revenue in the period in which the related expenses are incurred. Externally restricted amounts can only be used for purposes designated by external parties.

Donations and post construction contributions for tangible capital assets that are not externally restricted are recognized as revenue when they are received. Post construction capital contributions are contributions received after the completion of a tangible capital asset.

Ancillary sales are recognized when the product or service is provided to the consumer.

Contributed goods and services received and used in operations of the College are recognized as revenues and expenses only to the extent that their fair values can be reasonably determined or estimated.

(l) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed, and services received during the year is expensed.

(m) Budget figures

Budget figures have been provided for comparative purposes and have been derived from the annual budget approved by the Board of Governors of the College on March 11, 2025. The budget is reflected in the Statement of Operations and Accumulated Surplus and the Statement of Changes in Net Debt.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2026

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

(n) Use of estimates

The preparation of the financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets, liabilities, and related disclosures. Key areas where management has made estimates and assumptions include those related to the useful life of tangible capital assets and amortization of deferred contributions for tangible capital assets, the amount of allowance for doubtful accounts, deferral of tuition revenue, asset retirement obligation, and the valuation of employee future benefit obligations. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

3. CHANGE IN ACCOUNTING ESTIMATE

During the year, the College revised its estimate of the useful life of computer equipment from five years to three years to better reflect the period over which the assets are expected to provide economic benefits. This change has been accounted for prospectively as a change in accounting estimate. As a result, amortization expense for the year ended March 31, 2026 increased by \$896,085.

4. CASH AND CASH EQUIVALENTS

	<u>2026</u>	<u>2025</u>
Cash	\$ 28,595,982	\$ 38,052,834
Cash equivalents	<u>5,246,329</u>	<u>4,979,496</u>
	<u>\$ 33,842,311</u>	<u>\$ 43,032,330</u>

5. INVESTMENTS

Portfolio investments:

	<u>2026</u>	<u>2025</u>
Investments held at fair value:		
Fixed income	\$ 7,001,290	\$ 6,188,616
Equity investments	9,207,177	8,444,371
Alternative investments – pooled mortgage	<u>601,284</u>	<u>581,722</u>
	<u>\$ 16,809,751</u>	<u>\$ 15,214,709</u>

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2026

6. ACCOUNTS RECEIVABLE

The following table shows the categories of accounts receivable and the related provision for doubtful accounts:

(a) Due from government and other government organizations:

	<u>2026</u>	<u>2025</u>
Due from Provincial government	\$ 9,153,281	\$ 191,612
Due from Federal government	580,792	334,150
Due from other government organizations	144,750	93,081
	<u>\$ 9,878,823</u>	<u>\$ 618,843</u>

(b) Due from other:

	<u>2026</u>	<u>2025</u>
Student receivables	\$ 544,431	\$ 976,584
Other trade receivables	4,179,867	1,160,688
	<u>4,724,298</u>	<u>2,137,272</u>
Allowance for doubtful accounts	(306,474)	(460,464)
	<u>\$ 4,417,824</u>	<u>\$ 1,676,808</u>

7. INVENTORY FOR RESALE

Inventories recognized in the statement of financial position can be analyzed as follows:

	<u>2026</u>	<u>2025</u>
Bookstore	\$ 394,350	\$ 354,530
Other	70,152	14,793
	<u>\$ 464,502</u>	<u>\$ 369,323</u>

None of the inventories are pledged as security for liabilities.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2026

8. TANGIBLE CAPITAL ASSETS

The following tables show the cost, additions, transfers, disposals, accumulated amortization, and net book value of the College's tangible capital assets:

Cost	April 1, 2025	Additions	Disposals/ Transfers	March 31, 2026
Land	\$ 672,538	\$ -	\$ -	\$ 672,538
Site improvements	25,559,632	2,540,863	-	28,100,495
Buildings	276,399,032	2,039,191	-	278,438,223
Furniture and equipment	72,021,126	1,071,520	(324,344)	72,768,302
Computer equipment	20,472,729	1,249,967	(1,037,331)	20,685,365
Assets under construction	4,594,248	45,723,381	-	50,317,629
Total	\$ 399,719,305	\$ 52,624,922	\$ (1,361,675)	\$ 450,982,552

Accumulated Amortization	April 1, 2025	Amortization Expense	Disposals	March 31, 2026
Site improvements	\$ 15,199,946	\$ 1,763,505	\$ -	\$ 16,963,451
Buildings	84,585,220	6,458,929	-	91,044,149
Furniture and equipment	64,441,496	2,285,323	(312,387)	66,414,432
Computer equipment	18,089,317	1,860,519	(1,037,331)	18,912,505
Total	\$ 182,315,979	\$ 12,368,276	\$ (1,349,718)	\$ 193,334,537

Cost	April 1, 2024	Additions	Disposals/ Transfers	March 31, 2025
Land	\$ 672,538	\$ -	\$ -	\$ 672,538
Site improvements	19,204,632	505,094	5,849,907	25,559,633
Buildings	210,877,767	4,925,638	60,595,625	276,399,030
Furniture and equipment	66,158,568	2,610,724	3,251,837	72,021,129
Computer equipment	19,521,200	951,528	-	20,472,728
Assets under construction	54,060,858	20,255,199	(69,721,809)	4,594,248
Total	\$ 370,495,563	\$ 29,248,183	\$ (24,440)	\$ 399,719,306

Accumulated Amortization	April 1, 2024	Amortization Expense	Disposals	March 31, 2025
Site improvements	13,840,784	\$ 1,359,162	\$ -	\$ 15,199,946
Buildings	78,970,276	5,614,944	-	84,585,220
Furniture and equipment	62,487,442	1,978,494	(24,440)	64,441,496
Computer equipment	17,181,926	907,391	-	18,089,317
Total	\$ 172,480,428	\$ 9,859,991	\$ (24,440)	\$ 182,315,979

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2026

8. TANGIBLE CAPITAL ASSETS (continued)

Net Book Value	March 31, 2026	March 31, 2025
Land	\$ 672,538	\$ 672,538
Site improvements	11,137,044	10,359,686
Buildings	187,394,074	191,813,812
Furniture and equipment	6,353,870	7,579,631
Computer equipment	1,772,860	2,383,412
Assets under construction	50,317,629	4,594,248
Total	\$ 257,648,015	\$ 217,403,327

Assets under construction

Assets under construction as at March 31, 2026, represent work in progress of \$50,317,629 (2025 - \$4,594,248) on housing in Penticton, the Wellness Centre in Kelowna, and the Centre for Food, Wine and Tourism in Kelowna. Amortization of these assets will commence when the assets are put into service.

9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

The following table shows the categories of accounts payable and accrued liabilities:

(a) Due to government and other government organizations:

	<u>2026</u>	<u>2025</u>
Due to Provincial government	\$ 563,920	\$ 527,043
Due to Federal government	407,848	1,265,652
Due to other government organizations	<u>51,010</u>	<u>5,425</u>
	<u>\$ 1,022,778</u>	<u>\$ 1,798,120</u>

(b) Due to other:

	<u>2026</u>	<u>2025</u>
Trade payables	\$ 7,243,070	\$ 2,861,996
Accrued payables	13,618,302	1,883,463
Wage payables	6,799,040	4,623,669
Accrued vacation payables	3,252,689	3,493,083
Employee retirement incentive program	2,176,592	2,566,828
Student deposits	<u>3,010,557</u>	<u>5,006,832</u>
	<u>\$ 36,100,250</u>	<u>\$ 20,435,871</u>

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2026

10. LONG TERM DEBT

	<u>2026</u>	<u>2025</u>
Province of British Columbia – Housing \$30,619,000 bonds, unsecured, bears interest at 4.25% payable semi-annually, with the principal repayable at maturity on December 18, 2053.	\$ 30,336,989	\$ 30,332,426
Province of British Columbia - Centre for Learning \$4,162,000 bond, 3.35%, unsecured, sinking fund contributions at \$192,885 annually plus semi-annual interest of \$69,714, due June 9, 2029. Debt is reported net of sinking fund. The sinking fund balance in 2026 is \$2,431,483 (2025 - \$2,198,034).	<u>\$1,730,517</u>	<u>\$1,963,966</u>
	<u>\$ 32,067,506</u>	<u>\$ 32,296,392</u>

The principle portion of the debt repayments over the next five years and thereafter are as follows:

2026-2027	\$ -
2027-2028	-
2028-2029	-
2029-2030	4,162,000
2030-2031	-
Thereafter	30,619,000

(a) Sinking fund installments and retirement provisions

Aggregate payments for the next five fiscal years to meet sinking fund installments on externally restricted sinking funds are:

2026-2027	\$ 192,885
2027-2028	192,885
2028-2029	192,885
2029-2030	96,443
2030-2031	-
	<u>\$ 675,098</u>

(b) Operating line of credit

The College has an operating line of credit with TD Canada Trust for an authorized amount of \$2,500,000, bearing interest at bank prime rate minus 0.5% on outstanding balances. On March 31, 2026, the balance outstanding on the operating line of credit was \$nil (2025 - \$nil).

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2026

11. DEFERRED CONTRIBUTIONS

The following table shows the categories of deferred contributions:

	April 1, 2025	Receipts during year	Transferred to revenue	March 31, 2026
Provincial	\$ 6,259,075	\$14,918,529	\$ (13,405,172)	\$ 7,772,432
Federal	1,102,619	860,945	(1,158,970)	804,594
	\$ 7,361,694	\$ 15,779,474	\$ (14,564,142)	\$ 8,577,026

12. DEFERRED REVENUES

The following table shows the categories of deferred revenues:

	April 1, 2025	Receipts during year	Transferred to revenue	March 31, 2026
Deferred tuition	\$ 9,957,548	\$46,824,177	\$ (48,556,905)	\$ 8,224,820
Deferred contract fees	564,745	1,221,736	(1,206,373)	580,108
Deferred other revenue	610,235	4,462,714	(4,347,476)	725,473
	\$ 11,132,528	\$ 52,508,627	\$ (54,110,754)	\$ 9,530,401

13. DEFERRED CONTRIBUTIONS FOR TANGIBLE CAPITAL ASSETS

The amortization of deferred contributions for tangible capital assets is recorded as revenue in the statement of operations and accumulated surplus, and deferred contributions for tangible capital assets represents the contributions received for the purchase and/or construction of tangible capital assets, and the unamortized portion of deferred capital contributions for assets in use.

	<u>2026</u>	<u>2025</u>
Balance, beginning of year	\$ 166,261,686	\$156,996,068
Deferred contributions received from:		
Provincial government	39,778,673	14,369,747
Federal government	3,841	651,325
Donations	3,800,957	972,885
Other	44,201	28,757
	<u>209,889,358</u>	<u>173,018,782</u>
Less: Amounts amortized to revenue	(7,712,639)	(6,757,096)
Balance, end of year	<u>\$ 202,176,719</u>	<u>\$166,261,686</u>

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2026

14. ASSET RETIREMENT OBLIGATION

The asset retirement obligation is related to asbestos and other hazardous materials that have been identified in the College's buildings. The estimated undiscounted asset retirement obligation is \$956,926 (2025 - \$956,926). A discount rate of 3.60% (2025 - 3.64%), the BC weighted average effective rate as at March 31, 2025, was used to calculate the present value of the asset retirement obligation. The modified retroactive application was adopted in fiscal 2023, and the timing of these expenditures is estimated to occur between 2026 and 2043 with regular replacement, renovation, or disposal of assets.

	<u>2026</u>	<u>2025</u>
Opening balance	\$ 570,220	\$ 550,870
Accretion costs	<u>20,528</u>	<u>19,350</u>
Balance, end of year	<u>\$ 590,748</u>	<u>\$ 570,220</u>

15. EMPLOYEE FUTURE BENEFITS

(a) Pension benefits

The College and its employees contribute to the College Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the plans, including investment of assets and administration of benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at August 31, 2025, the College Pension Plan has about 17,500 active members, and approximately 11,800 retired members. As at December 31, 2024, the Municipal Pension Plan has about 273,000 active members, including approximately 7,000 from colleges.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation for the College Pension Plan as at August 31, 2024, indicated a \$3.8 million unfunded liability for basic pension benefits. This was covered by a transfer from the rate stabilization account leaving the basic pension account balanced at the valuation date on a going concern basis.

The most recent valuation for the Municipal Pension Plan as at December 31, 2024, indicated a \$2,675 million funding surplus for basic pension benefits on a going concern basis. The next valuation for the College Pension Plan will be as at August 31, 2027. The next valuation for the Municipal Pension Plan will be as at December 31, 2027.

The College paid \$7,572,265 (2025 - \$7,874,133) for employer contributions to the plans in fiscal 2026.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2026

15. EMPLOYEE FUTURE BENEFITS (continued)

(a) Pension benefits (continued)

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

(b) Employee future benefit obligations

The College does not establish plan assets to fund the employee future benefit obligations. The College has been providing and will continue to provide for the payment of these benefits as they become due.

Employees of the College are entitled to sick leave in accordance with the terms and conditions of their employment contracts. Sick leave credits accumulate for employees of the College. As they render services, they earn the right to the sick leave benefit. The College recognizes a liability and an expense for sick leave in the period in which employees render services in return for the benefits.

Retirement benefit payments represent the College's share of the cost to provide certain employees with various benefits upon retirement. These retirement benefits are determined based on collective bargaining agreements and/or the terms and conditions of employment, which provides a retiring allowance for eligible employees based on the years of service with Okanagan College. The accrued benefit obligation and the net periodic benefit cost were estimated by an actuarial valuation completed as at March 31, 2026, and the next valuation update will be as at March 31, 2027.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2026

15. EMPLOYEE FUTURE BENEFITS (continued)

Information about liabilities for the College's employee future benefit obligations is as follows:

	<u>Sick Leave</u>	<u>Retirement and other</u>	<u>2026</u>	<u>2025</u>
Benefit obligation balance, beginning of year	\$ 5,096,800	\$10,433,000	\$ 15,529,800	\$15,603,600
Current service cost	446,200	833,900	1,280,100	1,219,100
Interest cost	233,700	469,200	702,900	695,100
Benefits paid	(565,400)	(1,046,800)	(1,612,200)	(1,988,000)
Actuarial loss/(gain)	(177,500)	42,400	(135,100)	-
Other	-	166,400	166,400	-
Benefit Obligation Balance, end of year	5,033,800	10,898,100	15,931,900	15,529,800
Unamortized actuarial loss			(1,426,800)	(2,179,200)
Benefit Liability Balance, end of year			\$ 14,505,100	\$ 13,350,600
Components of net benefit expense				
			<u>2026</u>	<u>2025</u>
Service cost			\$ 1,280,100	\$ 1,219,100
Interest cost			702,900	695,100
Amortization of net actuarial loss			617,300	617,300
Other			166,400	-
Net benefit expense			\$ 2,766,700	\$ 2,531,500

The actuarial assumptions adopted in preparing the College's accrued benefit liability are as follows:

	<u>2026</u>	<u>2025</u>
Interest (discount) rate	3.80%	4.443%
Wages and salary escalation rate range	2.4 – 6%	2 – 5.6%
Expected average remaining service life of employees	9 years	9 years

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2026

16. ACCUMULATED SURPLUS

Accumulated surplus is comprised of the following:

	<u>2026</u>	<u>2025</u>
Investment in tangible capital assets	\$ 22,860,840	\$ 18,275,028
Internally restricted		
Faculty and department reserves	1,916,024	2,377,251
Ancillary reserves	1,503,927	666,939
Unrestricted	6,232,224	16,515,394
Unfunded employee future benefit obligations	(14,505,100)	(13,350,600)
Accumulated remeasurement gains	3,411,103	2,741,174
	<u>\$ 21,419,018</u>	<u>\$ 27,225,186</u>

Investment in tangible capital assets represents the cost of capital assets acquired by the College, net of funding from restricted capital contributions, debt, and asset retirement obligations.

Faculty and department reserves are professional development and alumni funds permitted to carry forward at the end of each year per the collective agreements.

Ancillary reserves represent accumulated funds held for the capital requirements of ancillaries for Parking Services and Housing.

Unrestricted represents amounts from the College's operating activities.

17. RELATED PARTY TRANSACTIONS

(a) Other agency operations

The College is related through common ownership to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

(b) Okanagan College Foundation

The Okanagan College Foundation (the "Foundation") is a separate society formed by the community to facilitate investment in post-secondary education in the region. Their purpose as it relates to Okanagan College is to further the goals, objectives, and strategic interests of Okanagan College; stimulate and provide financial support for the development and expansion of educational programs, services, capital projects, and other initiatives as recommended by Okanagan College that support the mission and goals of Okanagan College; and provide financial support to enable students to participate in learning at Okanagan College and other institutions providing post-secondary education in Canada. The Foundation is a registered charity under the provisions of the Income Tax Act of Canada. The net assets and results of operations of the Foundation have not been included in these financial statements.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2026

17. RELATED PARTY TRANSACTIONS (continued)

(b) Okanagan College Foundation (continued)

Under the Capital Campaign Line of Credit Agreement between Okanagan College and the Foundation, the College may provide funds to the Foundation, up to a maximum of \$1,250,000, by way of a line of credit so as to cover the costs to be incurred by the Foundation in operating and running the Capital Campaign(s).

The line of credit payable shall be made free of interest provided that the Foundation shall comply strictly with the terms of the agreement. The Foundation shall repay amounts owed on the line of credit payable pursuant to the terms of this Agreement on the following basis:

- On March 31 in each year, repayment of a minimum of 20% of the pledge payments that are received, to a maximum amount of all outstanding credit; and
- At any time forthwith upon demand from the College.

The balance outstanding of the line of credit payable under the Capital Campaign Line of Credit Agreement as at March 31, 2026 was \$45,841 (2025 - \$nil). During the year, Okanagan College approved \$460,000 (2025 - \$460,180) for forgiveness of the line of credit agreement.

During the year, the Foundation awarded to Okanagan College grants in the amount of \$342,115 (2025 - \$496,447) to fund specific programs and transferred \$3,739,146 (2025 - \$661,294) raised in capital campaigns to support the construction of the Kelowna Recreation and Wellness Center and other program support.

18. CONTRACTUAL OBLIGATIONS

The College has entered into multi-year contracts for construction, property leases, and delivery of services. These contractual obligations will become liabilities in the future when the terms of contracts are met. Amounts related to the unperformed portion of the contracts are shown in the table below.

Contractual obligations related to construction, leases (equipment, fleet vehicles, and property), and delivery of services are as follows:

	2027	2028	2029	2030	2031	Thereafter	Total
Construction	\$ 41,691,713	\$ 4,819,141	\$ -	\$ -	\$ -	\$ -	\$ 46,510,854
Leases	485,739	467,315	393,135	379,242	386,615	8,181,615	10,293,661
Service contracts	2,364,999	2,064,253	1,363,845	384,981	286,161	18,877	6,483,116
	\$ 44,542,451	\$ 7,350,709	\$ 1,756,981	\$ 764,223	\$ 672,776	\$ 8,200,492	\$ 63,287,631

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2026

19. CONTINGENT LIABILITIES

The College is involved in litigation from time to time, which arises in the normal course of operations. Liabilities related to litigation are recognized in the financial statements when the outcome becomes reasonably determinable. In management's judgement, there is currently no significant negative exposure from existing litigation.

The College is a member of the University, College and Institute Protection Program (UCIPP), which is an actuarially valuated program of self-insurance for the Province of British Columbia that has been in place since 1987. It is one of several self-insurance programs operated within the Insurance and Risk Management Account (IRMA), a special account established under the Financial Administration Act and managed and operated by the Risk Management Branch of the Ministry of Finance. Annually, an independent actuarial firm reviews the claims history, funding levels, and balances in the various programs making up IRMA to ensure it is adequately funded to cover both known claims and incurred (but not reported) losses.

20. EXPENSES BY OBJECT

Total expenses by object are itemized as follows:

	Budget		
	2026	2026	2025
Salary and benefits	\$ 108,268,390	\$ 112,432,498	\$113,117,001
Supplies and services	29,990,466	35,318,241	31,834,790
Amortization of tangible capital assets	11,132,483	12,368,276	9,859,991
Interest on long term debt	1,465,199	1,561,069	958,399
	<u>\$ 150,856,538</u>	<u>\$ 161,680,084</u>	<u>\$155,770,181</u>

21. FINANCIAL RISK MANAGEMENT

The College has exposure to the following risks with respect to its financial instruments: credit risk, market risk and liquidity risk.

The Board of Governors ensures that College has identified its major risks and ensures that management monitors and controls them.

(a) Credit risk

Credit risk is the risk of financial loss to the College if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held by the College consisting of cash and cash equivalents, investments, and accounts receivable.

The College manages its credit risk through a prudent investment policy approved by the College's Board of Governors. The College's accounts receivable are numerous and diverse and therefore the College has no significant concentration of credit risk. Accounts receivable are carefully monitored and are actively pursued, which includes the use of a collection agency for balances more than three months old. The College's exposure to credit risk is minimal and there was no significant change in exposure from the prior year.

OKANAGAN COLLEGE
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2026

21. FINANCIAL RISK MANAGEMENT (continued)

(b) Market risk

Market risk is the risk that changes in market factors, such as interest rates, will affect the College's income. The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing the return on investments.

Interest rate risk is the risk that the fair value of the future cash flows of a financial instrument will fluctuate because of changes in the market interest rates.

It is management's opinion that the College is not exposed to significant market or interest rate risk arising from its financial instruments.

(c) Liquidity risk

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they become due.

The College manages liquidity risk by continually monitoring actual and forecast cash flows from operations and anticipated investing and financing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to its reputation.



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 5.3.2

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

Background Statement

The proposed Strategic Risk Reserve (SRR) Policy is designed to strengthen Okanagan College’s financial resilience, enterprise risk management capability, and strategic flexibility in response to increasing sector volatility.

The policy defines the development and implementation of a Strategic Risk Reserve Policy that is integrated with the Enterprise Risk Management Framework and multi-year financial planning. The reserve has a long-term target range of approximately \$15M to \$18M.

Reference Materials

- Strategic Risk Reserve Policy
- Appendix A - Strategic Risk Reserve Policy Framework

Supporting Analysis

The post-secondary operating environment in BC has become increasingly volatile due to:

- International student policy changes;
- Provincial Attestation Letter (PAL) restrictions;
- Inflationary operating pressures;
- Government funding constraints;
- Labour market pressures;
- Cybersecurity threats;
- Climate-related operational disruptions;
- Sector restructuring and transformation requirements.

The Enterprise Risk Management Framework recently identified enrolment volatility, financial sustainability, cybersecurity, workforce management, operational resilience, and strategic capacity as significant institutional risks.

Okanagan College's current revenue profile includes approximately:

- \$65M provincial operating grant revenue (high stability);
- \$35M domestic tuition revenue (low-medium volatility);
- \$10M international tuition revenue (medium-high volatility);
- Additional ancillary and other revenue sources.

While the College's international tuition exposure is lower than some institutions within the sector, ongoing Immigration, Refugees and Citizenship Canada policy uncertainty and enrolment volatility continue to create material financial risk.

Traditional contingency reserve approaches focus solely on annual operating contingencies and are no longer sufficient within the current post-secondary risk environment. The proposed Policy aligns reserve planning directly with ERM and IRP practices.

A modern SRR Policy supports:

- Financial resilience during periods of disruption;
- Protection of core academic and student services;
- Institutional agility and strategic flexibility;
- Managed organizational transition;
- Strategic transformation and modernization;
- Enterprise risk mitigation.

Without a structured SRR, the College may face:

- Reduced flexibility during enrolment disruption;
- Increased operational instability;
- Greater reliance on short-term reactive reductions;
- Reduced ability to invest in modernization;
- Increased exposure to cyber and emergency disruption;
- Higher institutional risk during sector volatility.

A disciplined Strategic Risk Reserve Policy strengthens Okanagan College's ability to navigate uncertainty, protect students and employees from disruptive financial shocks, and invest strategically in modernization and long-term institutional sustainability.

By integrating reserve governance with enterprise risk management and integrated planning, the College positions itself to respond proactively to emerging risks while maintaining financial resilience and strategic agility in a rapidly changing post-secondary environment.

Alignment to the Strategic Plan Roadmap

Aligned with the Okanagan College Enterprise Risk Management (ERM) Framework

Risk Implication & Mitigation Steps

Financial: The ability to grow reserves during a time of change may be limited. To date, the College has a healthy reserve balance.

Proposed and Prepared by

Curtis Morcom, CFO & Vice President, Corporate Services

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	OC Executive Committee	6/3/2026
	☒	☒	Finance, Audit and Risk Committee	6/16/2026
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.



STRATEGIC RISK RESERVE POLICY

Policy Area:	Board of Governors		
Policy Number:	To be assigned by Office of Policy Coordination		
Policy Sponsor:	CFO & Vice President Corporate Services		
Policy Contact:			
Applies to:			
Authority:	<i>College and Institute Act</i>		
Approval Authority:	Board of Governors		
Approval Date:			
Effective Date:	July 1, 2026		
Replaces or New:	New		
Last reviewed:	June 2026	Scheduled review date:	June 2029
Procedures:	<i>None</i>		

1. Policy Statement

The purpose of the Strategic Risk Reserve ("SRR") is to strengthen Okanagan College's long-term financial resilience by establishing a structured reserve framework that supports institutional sustainability, mitigates strategic and operational risks, and enables measured investment in institutional priorities during periods of volatility or disruption.

The Strategic Risk Reserve is outlined in the Framework (Appendix A) and is intended to:

- Protect the College's financial sustainability during periods of significant revenue or expenditure volatility;
- Provide financial flexibility to respond to strategic risks and emerging opportunities;
- Support institutional continuity during economic, demographic, policy, enrolment, labour, or operational disruptions;
- Reduce the need for abrupt operational reductions during temporary financial shocks;
- Align financial planning with enterprise risk management ("ERM") principles;
- Support responsible stewardship expectations of government, students, employees, and the community.

The SRR is separate from annual operating contingency budgets, internally restricted funds established for specific purposes, capital reserves, and statutory obligations.

2. Purpose

The purpose of this policy is to:

- a) Establish Board expectations regarding reserve governance and financial resilience;
- b) Support long-term institutional sustainability;
- c) Protect the College from material financial and operational disruption;
- d) Enable strategic response to emerging risks and opportunities;
- e) Integrate reserve planning with enterprise risk management and institutional planning.

3. Scope and Application

The SRR Framework applies to institution-wide Strategic Reserves funded through unrestricted operating surpluses, one-time funding allocations, operational efficiencies, investment income allocations, and other Board-approved sources.

This SRR Framework does not replace:

- a) Annual operating contingency budgets;
- b) Departmental carry-forward balances;
- c) Capital project contingency reserves;
- d) Endowment or donor-restricted funds;
- e) Statutory employee future benefit obligations;
- f) Insurance or self-insurance reserves.

4. Definitions

Risk	Means the probability of loss (i.e financial, property, human, liability) or other negative event. At an enterprise level, Risk describes the effect that uncertainty can have on Okanagan College's ability to execute its Strategies and/or achieve its business objectives. Risk encompasses the potential for positive as well as adverse results.
Reserve(s)	Means liquid assets or funds retained by the College to ensure stability or cover future expenses.
Strategic (or Strategy)	Means long-term planning and actions designed to achieve a specific goal or competitive advantage. Focuses on long-term objectives and macro-level impacts rather than immediate, isolated tasks.

5. Reserve Framework

5.1 The College shall maintain Strategic Reserves intended to support:

- a) Institutional stabilization;
- b) Strategic transformation and modernization;
- c) Emergency response and operational continuity;
- d) Strategic opportunities aligned with institutional priorities.

- 5.2 Reserve levels shall be informed by:
- a) Enterprise Risk assessments;
 - b) Revenue volatility exposure;
 - c) Multi-year financial forecasts;
 - d) Institutional liquidity requirements;
 - e) Sector and economic conditions;
 - f) Strategic transformation requirements.

6. Reserve Targets

- 6.1 The Board of Governors shall establish Reserve target ranges as part of the annual budget and financial planning process.
- 6.2 In determining Reserve adequacy, the College shall consider:
- a) Stability of provincial operating grants;
 - b) Domestic tuition and enrolment trends;
 - c) International tuition volatility;
 - d) Inflationary pressures;
 - e) Labour and workforce Risks;
 - f) Cybersecurity and operational resilience Risks;
 - g) Climate and emergency management Risks.
- 6.3 The College should generally maintain unrestricted Strategic Reserves within a target range sufficient to support institutional resilience under adverse financial and operational scenarios.

7. Permitted Uses

- 7.1 Strategic Reserves may be used for:
- a) Temporary institutional stabilization;
 - b) Emergency response and recovery;
 - c) Cybersecurity and operational disruption response;
 - d) Strategic transformation initiatives;
 - e) Workforce transition strategies;
 - f) Significant one-time institutional investments.
- 7.2 Reserve utilization should prioritize one-time or transitional expenditures that improve long-term institutional sustainability.

8. Governance

- 8.1 The Board of Governors is responsible for:
- a) Approving Reserve policy and target ranges;
 - b) Reviewing Reserve adequacy annually;
 - c) Approving Reserve utilization;
 - d) Monitoring Reserve replenishment plans.
- 8.2 The President and Executive Team are responsible for:

- a) Recommending Reserve Strategies;
- b) Integrating Reserves with ERM and integrated planning;
- c) Monitoring institutional risk exposure;
- d) Reporting Reserve performance and utilization.

9. Reporting

9.1 Management shall provide annual reporting to the Board of Governors including:

- a) Reserve balances and activity;
- b) Reserve adequacy assessments;
- c) Institutional Risk exposure;
- d) Stress testing and scenario analysis;
- e) Replenishment strategies where applicable.

10. Policy Review

10.1 This policy shall be reviewed every three years or as required if institutional Risk conditions materially change.

11. Related Acts and Regulations

Financial Administration Act

12. Supporting References, Policies, Procedures and Forms

Appendix A - Strategic Risk Reserve Framework

History / Revisions

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

STRATEGIC RISK RESERVE FRAMEWORK

Appendix A

Reserve Framework

The Strategic Risk Reserve Framework consists of four integrated Reserve Components that each fulfill a Strategic Purpose:

Reserve Component	Strategic Purpose
Base Institutional Stability Reserve	Protection against operating disruption and revenue volatility
International Revenue Volatility Reserve	Mitigation of international enrolment and policy risk
Strategic Transformation Reserve Layer	Institutional modernization and transformation initiatives
Strategic Emergency and Operational Resilience Reserve Layer	Emergency response, cybersecurity, continuity, and climate-related disruption

Reserve Target Range

Based on Okanagan College's revenue profile and enterprise risk exposure, the recommended long-term reserve target range is \$15M–\$18M. For illustrative purposes we have used the overall budget level from FY27. The intent would be to use a 3-year rolling average of our budget to update the reserve amount as we proceed through the years.

The Reserve Target is based on the College's Risk Profile and Reserve Components, and is intended to:

- Protect against material enrolment disruption;
- Support multi-year financial stabilization;
- Provide emergency operational resilience;
- Enable strategic transformation initiatives;
- Reduce reliance on reactive operational reductions.

Okanagan College Revenue Risk Profile

Revenue Source	Amount	Stability Assessment	Risk Weight
Provincial Operating Grant	\$65M	High Stability	Low
Domestic Tuition	\$35M	Low–Medium Volatility	Moderate
International Tuition	\$10M	Medium–High Volatility	High
Other Revenues	Remaining balance	Mixed	Moderate

This Revenue Risk profile produces a materially different Revenue Risk profile than institutions that are heavily dependent on international tuition.

Recommended Strategic Risk Reserve Methodology

1. Base Institutional Stability Reserve

The foundational base reserve is established to protect against:

- inflation gaps;
- operating shocks;
- labour pressures;
- emergency disruptions;
- liquidity pressures.

Recommended Base Reserve = 4%–6% of operating expenditures

For a \$150M budget:

Low: $150,000,000 \times 0.04 = 6,000,000$

High: $150,000,000 \times 0.06 = 9,000,000$

Recommended Base Target for \$150M budget = \$6M–\$9M

The Strategic Risk Reserve target of 4–6% of annual operating expenditures is based on institutional revenue volatility, enterprise risk exposure, liquidity requirements, and sector benchmarking across Canadian public post-secondary institutions. Useful references used to arrive at an acceptable stability reserve are organizations such as Government Finance Officers Association (GFOA), and the COSO Framework, ISO 31000 Risk Management Standard, and Moody's Higher Education Methodology.

2. International Revenue Volatility Reserve Layer

As international tuition is materially volatile, it creates the need for an additional targeted reserve layer to be established.

International tuition at Okanagan College = approximately \$10M revenue

Given changing federal government policies on immigration and international students, a prudent reserve model would protect against a loss of revenue received from international students.

Recommended International Volatility Buffer = 25%–50% revenue disruption scenarios over 1–2 years.

For \$10M revenue:

25% scenario: $10,000,000 \times 0.25 = 2,500,000$

50% scenario: $10,000,000 \times 0.50 = 5,000,000$

Recommended International Volatility Reserve Layer = \$2.5M–\$5M

3. Strategic Transformation Reserve

The College should maintain a dedicated Strategic Transformation Reserve given:

- sector restructuring;
- AI modernization pressures;
- operational redesign needs;
- workforce transition risk;
- Integrated Resource Plan (IRP) / Strategic Roadmap execution.

Recommended Strategic Transformation Reserve = 2%–3% of operating expenditures

For \$150M operation budget:

- Low: $150,000,000 \times 0.02 = 3,000,000$
- High: $150,000,000 \times 0.03 = 4,500,000$

Recommended Target = \$3M–\$4.5M

Recommended Total Strategic Risk Reserve Range

Reserve Component	Recommended Range
Base Institutional Stability Reserve	\$6M–\$9M
International Revenue Volatility Reserve	\$2.5M–\$5M
Strategic Transformation Reserve Layer	\$3M–\$4.5M
Emergency/Operational Resilience Reserve Layer	\$1M–\$2M
Recommended Total Range	\$12.5M–\$20.5M

Recommended Board-Level Reserve Target

For Okanagan College specifically, a practical and defensible Board-Level Strategic Reserve Target = \$15M–\$18M

For \$150M operation budget:

- Low: $\frac{15,000,000}{150,000,000} = 10\%$
- High: $\frac{18,000,000}{150,000,000} = 12\%$

Recommended Board-Level Target = 10–12%

This approach positions the College:

- conservatively but reasonably;
- in alignment with current BC post-secondary volatility; and
- materially stronger than a traditional financial 3%–5% contingency model.

This approach is strong because it:

- links reserve size to actual institutional risk exposure;
- recognizes differentiated revenue stability;
- separates stabilization from transformation funding;
- integrates directly with the Enterprise Risk Management Framework;
- provides a defensible rationale to the Board and Ministry;
- avoids over-reserving while still protecting institutional agility.



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 5.3.3

Title	Student Recreation Fees		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>"BE IT RESOLVED THAT the Board of Governors approves the proposed mandatory student recreation fees as recommended by the Finance, Audit & Risk Committee and as presented."</i>		
Meets OC's Inspire Plan...	Values ☒ Students First ☒ Community ☐ Respect ☐ Courage ☐ Relationships ☐ Distinction	Responsibilities ☐ Reconciliation ☐ EDISJ ☒ Sustainability ☐ Resilience ☒ Effective and Efficient	Commitments ☒ Inclusive & Equitable Access ☐ Life-long learning partnerships ☐ Integration and focus

Background Statement

Okanagan College and the City of Kelowna (the City) have finalized an operating agreement establishing the City as the operator of the Recreation and Wellness Centre on the Kelowna Campus. A budget has established costs for OC and the City based on their roles and responsibilities within the operating agreement. To cover the costs the College is responsible for and to establish fiscal sustainability over the coming years, a student recreation fee will be required to support the operation of the facility.

Penticton and Vernon campuses currently have fitness facilities that are funded entirely by the College without additional mandatory recreation fees. The new student recreation fee will also be used to fund the net costs of these facilities.

Reference Materials

- None

Supporting Analysis

Mandatory Fees Proposal

Based on the projected operational and maintenance budget of the new Recreation and Wellness Centre in Kelowna and the current budgets of the Vernon and Penticton recreation facilities, a new mandatory student recreation fee of \$145 per term is recommended for students that attend in-person classes on the Kelowna and Penticton campuses with a 50% rate reduction for Vernon

campus students. This amount includes a 2.5% contingency to mitigate financial risk and assumes a student headcount of approximately 5,500 students per term.

All students who pay recreation fees will be entitled to use the fitness facilities for drop-in gym time, running on the track, intramural sports, fitness centre access and core fitness classes when offered for the term. The current budget supports an initial schedule of 12-15 core fitness classes per week. The estimated value of this level of all-inclusive access is estimated at \$500-\$600 per year based on similar services at other local fitness facilities.

The proposed mandatory fee structure is as follows with further details outlined below:

Students	Mandatory Fee	Recreation Facility Access
Kelowna	\$145 per term	Kelowna and Penticton fitness centres and gymnasium
Penticton	\$145 per term	
Vernon	\$72.50 per term	Vernon fitness centre
Salmon Arm	\$0	No facilities available

Students in Kelowna and Penticton will be required to pay a mandatory fee of \$145 per term. The Penticton Campus already has a fitness centre and gymnasium, and this fee will help cover the operations and maintenance costs of these facilities.

The Vernon Campus has a fitness centre but no gymnasium and students there will be charged 50% of the fee (\$72.50 per term).

Salmon Arm campus has no fitness facilities and students will not be charged a recreation fee. Concessions are also being made for Trades students and other students where the programs are not always in sync with the academic terms.

Fee Comparison and Consultation

A comparison of similar fees to six other BC institutions indicated that many other institutions charge a mandatory athletics and recreation fee if gym facilities are provided. Additionally, some institutions also charge a separate capital or building fee to fund a recreation facility or other buildings. The review of fees from other institutions highlighted that fees have distinct applications at each institution making a direct comparison to the College's proposed recreation fees difficult.

OC student governments were notified by letter on April 27, 2026 about the College's intention to implement the recreation fee and they were invited to provide comments. A meeting with OCSU and VSAOC took place on May 20, 2026 during which both student union organizations shared feedback gathered from their respective elected representatives. Both organizations consulted with their respective elected representatives who raised reasonable concerns and provided useful input. Their primary concern was ensuring that the fee was fair for students at each campus. While the VSAOC raised concern about charging a fee for Vernon-based students when that had never been done previously, there was no objection to levying a fee in principle. Ultimately, the core concern for both student union organizations was ensuring value for money.

Other items raised by the student unions that will be addressed during implementation are:

- How the fees would be assessed for the first year when the facility won't be completed until November. It was noted that the fees will be implemented for the January 2027 term.
- Ensuring different fee scenarios for non-regular circumstances (e.g. non-regular academic programs, ABE, students who cannot use the facility due to disability will be considered when determining fee assessments.
- Ensuring access to student-only intramurals and fitness programs while including OC community programming to build connections.
- Assessment of fees and access provided per term, instead of annually as initially proposed.

As a mandatory fee these are subject to the BC tuition limit policy and require Board approval meaning, once established mandatory fees may only increase by up to 2% annually.

Alignment to the Strategic Plan Roadmap

Effectiveness and Efficiency

Inclusive and Equitable Access

Risk Implication & Mitigation Steps

Financial: A 2.5% contingency has been included in the proposed fee. If there are substantial unforeseen costs or if student enrolment drops significantly, the College will be required to fund the operational deficit of the facility. A recreation advisory committee will meet monthly to ensure oversight and accountability.

Reputational: A new recreation fee may not be well received by all students. Student consultation was conducted and a communication plan will be required to inform students that the College is charging a fair cost for having all-inclusive access to full-service recreation centres.

Proposed and Prepared by

Curtis Morcom, CFO & Vice President, Corporate Services

Consultation History

Reviewed	Recommended	Group/Individual, Title	Date
☒	☒	OCSU and VSAOC	4/27/2026
☐	☒	OC Executive Committee	6/3/2026
☒	☒	Finance, Audit and Risk Committee	6/16/2026



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 5.3.4

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

Background Statement

As part of an initiative to update all of Okanagan University College’s policies after the transition to the new Okanagan College, a number of policies were presented to the Board for approval in 2007. The Finance Auditor Policy has not been revised since 2007 and is identified as being redundant and recommended to be rescinded.

The Finance Auditor Policy was revised from statements contained within the Okanagan University College (OUC) Policy Manual and outlines that the Board will appoint an auditor to audit the financial and full-time equivalent student records of OC and provide an annual audited financial statement and management report to the Board. The Policy also outlines that the Board will specify the auditor’s term in accordance with the guidelines for appointment of an auditor under the Financial Administration Act of BC.

As outlined in the analysis, the Board’s financial audit responsibilities are already addressed under its governing documents and other legislation.

Reference Materials

- Finance Auditor Policy

Supporting Analysis

The Board’s financial reporting requirements are outlined in the College and Institute Act, the [Financial Information Act](#) and the [Budget Transparency and Accountability Act](#).

The College and Institute Act sets out in section 55: “Unless the Auditor General is appointed in accordance with the [Auditor General Act](#) as the auditor of an institution, the institution must appoint an auditor to audit the accounts of the institution at least once each year.”

The Finance, Audit and Risk Committee Terms of Reference delegates to the Committee all obligations regarding an external audit. The Committees’ responsibilities under the Terms of Reference related to the external audit of the College include:

- Review the planning and results of external audit activities and the ongoing relationship with the external auditor.
- Review and recommend to the Board, for approval, engagement of the external auditor.
- Review the annual external audit plan.
- Meet, at least annually, with the external auditor without management present; and
- Review and receive assurances on the independence of the external auditor.

The requirement to audit the full-time equivalent student’s records is no longer practiced or required by government.

As financial audit functions are required under legislation and governed under the Finance, Audit and Risk Committee’s Terms of Reference, the Finance Auditor Policy is not required.

Alignment to the Strategic Plan Roadmap

Financial Sustainability and Accountability. The financial policies are managed through other legislation that guides the College’s financial sustainability and accountability processes.

Effective and Efficient. Rescinding this policy supports optimization of the College’s policies and procedures under the Policy and Procedure Framework.

Risk Implication & Mitigation Steps

There are no risks associated with rescinding this policy, as the requirements are described under legislation and the Board’s governing documents.

Proposed and Prepared by

Curtis Morcom, CFO & Vice President Corporate Services

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Finance, Audit and Risk Committee	6/16/2026
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.



Title	Finance – Auditor
Policy Area	Operations, Finance
Policy Number (to be assigned by Information Services)	E.1.7
See also (related policies)	

Effective Date of Policy:	June 27, 2007
Approval Date:	June 26, 2007
Applies to:	Board Members, Employees
Approving Body:	Board of Governors
Supersedes / New:	OUC Policy Manual dated October 10, 1995 OC Board June 28, 2005
Authority:	<i>College and Institute Act</i>

The following are responsible for the administration of this policy,

Primary Office	Contact
Board of Governors	Secretary to the Board of Governors

Policy Statement

The Board shall appoint an auditor to audit the financial and full-time equivalent student records of OC, and to provide an annual audited financial statement and management report to the Board.

Policy Details

The appointment shall be for a specific term and shall be made in accordance with the guidelines for the appointment of an auditor established by the *Financial Administration Act* of the Province of British Columbia.

The Okanagan College may engage the auditor for other services on a fee-for-service basis.



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 5.4.1

Title	Revised Admissions Policy		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the revised Admissions Policy as recommended by the Governance Committee."</i>		
Meets OC's Inspire Plan...	Values ☒ Students First ☐ Community ☐ Respect ☐ Courage ☐ Relationships ☐ Distinction	Responsibilities ☐ Reconciliation ☐ EDISJ ☐ Sustainability ☐ Resilience ☒ Effective and Efficient	Commitments ☒ Inclusive & Equitable Access ☐ Life-long learning partnerships ☐ Integration and focus

Background Statement

The Admissions Policy has been reviewed and proposed revisions made to support the implementation of First-Qualified, First-Admitted (FQFA) Admissions approach.

Currently admission offers are made based on when the applicant applied. Adopting a FQFA approach ensures that admission decisions are based on demonstrated student readiness with offers made as students meet their program admissions requirements. The FQFA approach 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, and 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).
- Addition of course prerequisites as an option for Visiting Students in addition to a Letter of Permission.

Reference Materials

- Revised Admissions Policy

Supporting Analysis

The proposed revisions to the Admissions Policy will improve applicant transparency and support earlier decision-making for offers of admission allowing better student access to programs, which will in turn also support enrolment planning. Assessing students for readiness through the admissions process provide several operational benefits to workload, allowing for more structured, early-cycle processing of admissions and reduced late-stage pressure and reactive workloads. This approach aligns with academic timelines by making offers of admission based on demonstrated progress towards meeting admission requirements.

Education Council Analysis:

This policy falls within the items listed in [Article 23 of the College and Institute Act](#) which requires that *"An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy ..."*. The following information and advice is provided by Education Council for consideration by the Governance Committee:

Education Council generally supports the policy revisions with the following notes:

Comments from the Chair of Education Council:

- Council supported moving to a first qualified, first admitted admission model, noting that qualified students who are placed on waitlists may choose to go elsewhere if they experience delays in receiving their offer of admission.
- Council also recommended that Letters of Permission for Visiting Students remain in section 7.8 of the policy versus changing this option only to include course pre-requisites.

Response to Education Council's Advice

Administration appreciates Education Council's feedback and has incorporated the Council's suggestion to allow either a course prerequisite or letter of permission for Visiting Students.

Alignment to the Strategic Plan Roadmap

Effectiveness and Efficiency through optimizing workflows.

Individualized Lifelong Learning Partnerships through providing agile and sustainable student services.

Risk Implication & Mitigation Steps

Financial. Reputational. Adopting a FQFA approach may increase confirmed enrolment through admissions offerings earlier than previously which would lead to. This approach also reputation student service.

Proposed and Prepared by

Samantha Lenci, Provost and Vice President Academic

Consultation History

Reviewed	Recommended	Group/Individual, Title	Date
☒	☒	Education Council	5/21/2026
☒	☒	Giovernance Committee	6/17/2026



ADMISSIONS POLICY

Policy Area:	Board		
Policy Number:	ADMPL_2606R_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:			
Effective Date:			
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.
Program Waitlist	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.
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 Applicant 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 written approval 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.

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 normally meet course prerequisites, or must submit a "Letter of Permission" from a sending post-secondary institution.
- 7.9 Applicants must submit a "Letter of Permission" from a sending post-secondary institution.

Exchange Students

- 7.10 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

- 7.11 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 a First Qualified, First-Admitted (FQFA) basis, whereby Applicants are considered in the order in which they meet all Academic and Other Admission Requirements. Exceptions to the FQFA approach may apply to returning students readmitted at an advanced level, subject to availability of space.
- 8.4 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 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 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 due to enrolment limitations 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.
- 8.8 Indigenous Applicants may refer to the *Indigenous Access Policy* regarding additional Admissions options.
- 8.9 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.

9. Incomplete Or Withdrawn Applications

- 9.1 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.
- 9.2 If an application in progress passes the program application deadline, it may be considered incomplete and be deemed to be withdrawn.

10. Criminal Record Checks

- 10.1 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.
- 10.2 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.

11. Related Acts and Regulations

None.

12. 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
XXXX-XX-XX	Revision Approved by Board of Governors: <i>Admissions Policy</i> on advice of Education Council (2026-05-21)
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



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 5.4.2

Title	Rescind Program and Service Standards Policy		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors r approve rescinding the Program and Service Standards Policy as recommended by the Governance Committee.”</i>		
Meets OC’s Inspire Plan...	Values ☐ Students First ☐ Community ☐ Respect ☐ Courage ☐ Relationships ☐ Distinction	Responsibilities ☐ Reconciliation ☐ EDISJ ☐ Sustainability ☐ Resilience ☒ Effective and Efficient	Commitments ☐ Inclusive & Equitable Access ☐ Life-long learning partnerships ☒ Integration and focus

Background Statement

In 2024, the new Program Quality Review and Renewal (PQRR) Policy was developed and approved by the Board. During its development, it was identified that elements of the existing *Program and Service Standards Policy* (2007) would conflict with the new policy. As a result, the motions approved by the Board stated

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Program Quality Review and Renewal Policy and as a result negate statements related to program reviews in the Program and Service Standards Policy as recommended by the Governance Committee.”

In reviewing the remaining sections of the Program and Service Standards Policy, Administration considered developing a separate policy focused on service quality. However, this analysis confirmed that the remaining elements are already addressed through legislation, the Strategic Plan, or other updated academic policies. The review also identified that the policy, originally approved in 2007, reflects an earlier approach to governance and does not align with current policy standards, as it lacks clear definitions, articulated principles, and well-defined accountabilities. As a result, the policy has limited effectiveness within the College’s modernized governance framework. Administration therefore recommends that the remainder of the Program and Service Standards Policy be rescinded.

Reference Materials

- [Link to Program and Service Standards Policy](#) (2007)

Supporting Analysis

The PQRR policy replaced the Program Standards and Services Policy references to program quality and establishes the principles and accountabilities related to reviewing programs.

The remaining parts of the policy have been reviewed for currency and are addressed in other areas as follows:

	Policy section:	Policy section addressed:
3.0	<i>To meet the requirements of accountability, Okanagan College will submit reports on the effectiveness of programs <u>and services</u>, as required, to the Okanagan College Board. In order for Education Council to provide effective advice to the Board relating to this policy and associated processes, these reports will be made available, as required, to Education Council.</i>	The Board's accountability to Education Council is required, and Education Council to the Board is covered under section 23 of the College and Institute Act. The principles contained in the suite of program development, renewal and cancellation policies presented to the Board in June 2026 also detail these accountabilities for College governance.
4.0	<i>To meet the needs of accessibility and learning effectiveness, Okanagan College will strive to ensure that students have appropriate skills and background knowledge for success in their chosen Okanagan College programs.</i> <i>The provision of placement testing (as appropriate), diagnostic services (by working with referring agencies and bodies), counselling, career and program advising, and upgrading programs <u>and services</u> will be instrumental in this respect.</i>	The first part of this clause is addressed through section 23(1)(m) of the Act which requires Education Council to consider and provide advice on admissions requirements to the Board. It is further addressed under the Admissions Policy. The second part of this clause is how this clause is operationalized through College processes and services provided to students.
5.0	<i>Okanagan College will continuously seek ways to improve accessibility to its programs <u>and services</u>.</i>	The BC Accessibility Act sets out the requirements of post-secondary institutions and principles to. One of those requirements is to have an Accessibility Plan that identifies, removes and prevent barriers. The Plan must be reviewed every three years and is further embedded in the College's Strategic Plan.

Education Council Analysis:

This policy falls within the items listed in [Article 23 of the College and Institute Act](#) which requires that "An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy ...". The following information and advice is provided by Education Council for consideration by the Governance Committee:

Draft policy reviewed by Education Council 2/1/2024 and 5/21/2026

Education Council generally does not support rescinding the policy and wishes to note the following:

Comments from the Chair of Education Council

- Council members expressed support for maintaining the policy as an aspirational document and recommended revising rather than rescinding it. Concerns were raised about a lack of

cohesiveness across the replacement policies listed, as related elements are currently distributed across multiple documents rather than consolidated.

- Council noted that the Program and Services Standards Policy includes both academic programming and educational support services (e.g. student support services and learning resources) which go together to support student success both inside and outside the classroom. Members identified that there is a gap in the College's policies regarding evaluation of educational services referenced in that section.

Administration's Response to Education Council's Advice

Aspirational Nature of the Policy: The College's current governance approach is to maintain Board policies that are operational, current, and non-duplicative; aspirational direction is more appropriately captured in the Strategic Plan and supporting frameworks. Retaining legacy policy language that is no longer operationally relevant introduces ambiguity and misalignment within the policy suite.

Cohesiveness Across Policies: The distribution of related elements across multiple policies reflects a deliberate shift to a policy suite approach, aligning with leading governance practices that prioritize clear scope, defined accountabilities, and reduced duplication. Consolidating broad and diverse topics within a single policy is not consistent with the College's modernized governance framework.

Evaluation of Educational Services: The evaluation of programs is comprehensively addressed through the Program Quality Review and Renewal (PQRR) Policy, while broader service evaluation is embedded in operational processes, legislative requirements, and institutional accountability structures. Current analysis does not identify a policy gap requiring retention or revision of this legacy policy.

Administration appreciates the thoughtful consideration applied by Education Council in its review. However, a comprehensive assessment confirms that the relevant elements of the policy are already addressed through legislation, the Strategic Plan, and updated policies, while the remaining content is operational or duplicative in nature. Revising the policy would reintroduce overlap rather than enhance governance clarity while rescinding it supports a more coherent and effective policy framework.

Alignment to the Strategic Plan Roadmap

Effective and Efficient. Integration and Focus.

Risk Implication & Mitigation Steps

Legal. Operational. The rescinding of this policy removes statements that are covered elsewhere in legislation or are duplicated in new policies.

Proposed and Prepared by		Samantha Lenci, Provost & Vice President Academic		
Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☐	Education Council	6/2/2026
	☒	☒	Governance Committee	6/16/2026



Title	Program and Service Standards Policy
Policy Area	Education/Academic, General
Policy Number	C.2.6
See also	

Effective Date: September 26, 2007

Approval Date: September 25, 2007

Applies to: Board of Governors, Education Council, Employees, Students

Approving Body: Board of Governors
(Education Council – Advisory to the Board)

Supersedes: OUC Policy Manual dated 1995 10 30
Approved by OUC Board 1993 08 25
OC Board of Governors June 28, 2005

Authority: *College and Institute Act*

The following are responsible for the administration of this policy,

Primary Office	Contact
Board of Governors	Secretary, Board of Governors

Policy Statement

- 1.0 Okanagan College's mission is to transform lives and communities, and it regards the success of its students as a primary institutional goal. The College supports these transformations and successes through the provision of effective, efficient and accessible programs and services and through the consistent and appropriate delivery of these programs and services by competent, appropriately resourced staff.

Policy Details

- 2.0 Okanagan College will endeavor to ensure the effectiveness and quality of its programs and services. This will be done through regular evaluation of programs and services as well as staff performance evaluations with appropriate follow-up action, as required. There will be professional development activities/opportunities for staff and appropriate learning resources, equipment, facilities and supplies will be provided.
- 3.0 To meet the requirements of accountability, Okanagan College will submit reports on the effectiveness of programs and services, as required, to the Okanagan College Board. In order for Education Council to provide effective advice to the Board relating to this policy and associated processes, these reports will be made available, as required, to Education Council.
- 4.0 To meet the needs of accessibility and learning effectiveness, Okanagan College will strive to ensure that students have appropriate skills and background knowledge for success in their chosen Okanagan College programs. The provision of placement testing (as appropriate), diagnostic services (by working with referring agencies and bodies), counselling, career and program advising, and upgrading programs and services will be instrumental in this respect.
- 5.0 Okanagan College will continuously seek ways to improve accessibility to its programs and services.
- 6.0 Okanagan College will monitor the cost efficiency of programs and services through the regular review of unit costs, monthly expenditure and revenue reports, and the control of expenditures in relation to the approved budgets.



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 5.4.3

Title	Overall Policy Review		
Action and/or Recommendation	For Information		
Meets OC's Inspire Plan...	Values ☑ Students First ☑ Community ☑ Respect ☑ Courage ☑ Relationships ☑ Distinction	Responsibilities ☑ Reconciliation ☑ EDISJ ☑ Sustainability ☑ Resilience ☑ Effective and Efficient	Commitments ☑ Inclusive & Equitable Access ☑ Life-long learning partnerships ☑ Integration and focus

Background Statement

The College and Institute Act establishes clear expectations for the Board of Governors to develop policies governing the operation and management of the College and its programs.

Advice from Education Council (CIA: Section 23)

For specific academic matters, the Act requires the Board to seek advice from Education Council before considering a policy for approval. These areas are outlined in Section 23 of the Act and include:

- (b) implementation and cancellation of programs and courses;
- (d) institutional priorities for new programming; and
- (f) evaluation of programs and educational services.

This month, the Governance Committee was asked to review and either recommend for approval or rescission the following academic policies:

- *New Credit Course and Program Implementation Policy (new)*
- *Credit Program and Credit Course Suspension and Cancellation Policy (new)*
- *Implementation and Cancellation of Non-credit and Service Contract Courses and Programs Policy (new)*
- *Program and Services Standards Policy (rescind)*

Administration sought input from Education Council on the above policies and incorporated elements of that input where appropriate. Where recommendations were not adopted, the rationale is provided in the respective briefing notes.

Each policy is accompanied by an individual briefing note, which includes advice from Education Council where required. A high-level diagram and supporting document are also attached to illustrate how the implementation and cancellation policies align within the broader academic governance and curriculum lifecycle framework.

Education Council Advice Not Required (CIA: Section 19)

In contrast, Section 19 of the Act outlines areas of Board responsibility that do not require advice from Education Council. To support these responsibilities, the Board establishes policies that provide direction and guiding principles, enabling Administration to implement and advance the Board's priorities. Within their areas of responsibility, the Board's Committees were asked to review and recommend approval or rescission of the following Board policies:

Governance Committee

- *Management of Courses and Programs Policy (new)*

Human Resource & Compensation Committee

- *Sexual Violence and Misconduct Policy (revised)*

Finance, Audit and Risk Committee

- *Strategic Risk Reserve Policy (new)*
- *Investment Policy Statement (updated)*
- *Auditor Policy (Rescind)*

Each of the above policies is accompanied by an individual briefing note and did not require advice from Education Council.

When reviewing these policies, members are encouraged to pay close attention to the definitions in each document and how those terms are applied throughout. For clarity, defined terms are capitalized within the body of each policy.

Reference Materials

- Implementation and Cancellation Retirement Diagram
- Program & Course Development, Suspension and Retirement Policies Process Descriptions

Supporting Analysis

Section 23 Policies - College and Institute Act

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

- **Section 23(1)(c)** – reporting to the Board on the implementation of new non-credit courses or programs and programs offered under service contract.
*(now addressed through the Implementation and Cancellation of Non-credit and Service Contract Courses and Programs Policy – **attached for approval**)*
- **Section 23(1)(d)** – establishing priorities for the implementation of new programs and courses leading to credentials
*(now addressed through the New Credit Course and Program Implementation Policy and the Credit Program and Credit Course Suspension and Cancellation Policy – **both attached for approval**)*

- **Section 23(1)(e)** – cancellation of programs or courses, and changes to program or course length or hours
(now addressed through the *Credit Program and Credit Course Suspension and Cancellation Policy* – **attached for approval**)
- **Section 23(1)(f)** – evaluation of programs and educational services
(already addressed through the previously approved [Program Quality and Renewal Policy](#) effective May 1, 2024)
- **Section 23(1)(i)** – policies on faculty member qualifications
(already addressed through the previously approved [Faculty & Instructor Qualifications Policy](#) effective January 1, 2026)

Section 19 Policy - College and Institute Act

In developing the above academic policies, Administration also identified a policy gap related to the Board's responsibility for the overall management of courses and programs across their lifecycle. This gap is now addressed through the new Management of Courses and Programs Policy established under **section 19(1)(e)** of the College and Institute Act – **attached for approval**.

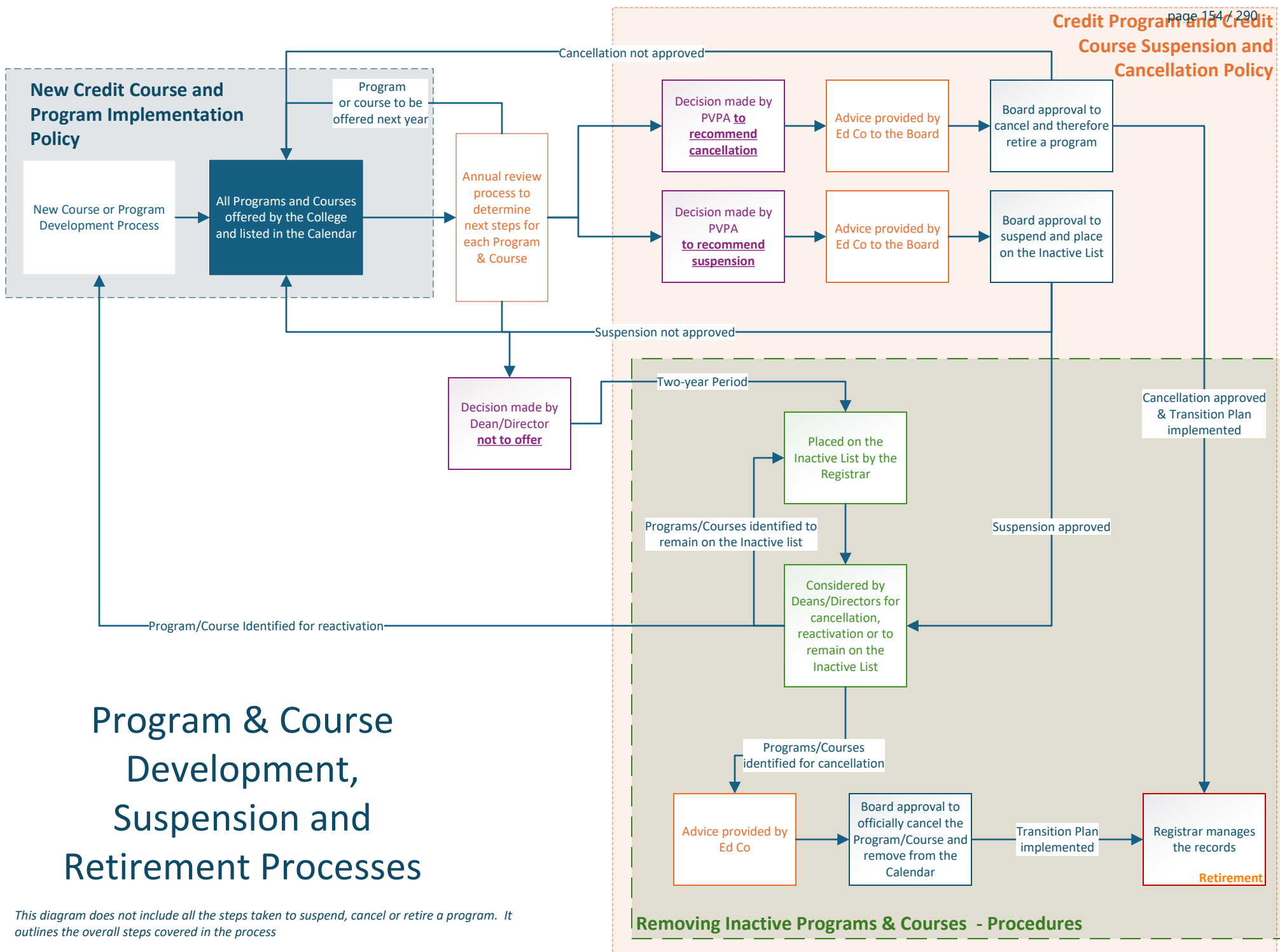
Alignment to the Strategic Plan Roadmap

These policies align with all areas of the Strategic Plan.

Risk Implication & Mitigation Steps

All (financial, legal, operational, reputational, security): Establishing clear policies and related procedures supports informed decision-making and alignment with legislative requirements under the College and Institute Act. They also mitigate operational risk by providing clear roles, definitions, and processes to guide consistent decision-making.

Proposed and Prepared by		Neil Fassina, President Samantha Lenci, Provost & Vice President Academic		
Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☐	Education Council	6/2/2026
	☒	☒	Governance Committee	6/16/2026
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.



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

Program & Course Development, Suspension and Retirement Policies Process Descriptions (May 2026)

The attached flowchart has been developed to support understanding of how the *New Credit Course and Program Implementation Policy*, the *Credit Program and Credit Course Suspension and Cancellation Policy*, and the *Removing Inactive Programs and Courses Procedures* collectively support the lifecycle of a program or course.

While the flowchart does not depict every step required within these processes, it is intended to provide a high-level, “bird’s-eye” view of how the policies and procedures connect.

In addition to the academic rationale for developing these documents, a key objective is to align with provincial definitions and standardize terminology across the institution. Therefore, definitions established by the provincial government and/or contained in legislation have been used where appropriate. The following information is provided to assist in understanding the flowchart and policy definitions.

Descriptor A=Action, D=Decision S=Status	Policy Definition	Applies to:	What does this mean?	Who is responsible for the decision?
Decision made not to offer (D)	<i>Not defined in these policies as out of scope.</i>	Normally courses, but could apply to programs	Applies to courses or programs that are not being offered due to a decision made by the Dean in consultation with the department. While not in scope of the policies if a program or course has not been offered for more than two Education Plans it will become in scope for the <i>Removing Inactive Program and Courses Procedures</i> .	Dean
Suspend/Suspension (D)	Means the decision by the Board of Governors to cease accepting new incoming students into a Credit Course and/or Credit Program for the purpose of course and/or program renewal.	Normally programs but can apply to courses	Applies to programs or courses that have been identified as needing a pause to allow for a review. This could possibly lead to a renewal but could also be recommended for cancellation. Ceasing to accept students requires Board approval whereas a decision not to offer is made by the Dean.	Board

Descriptor A=Action, D=Decision S=Status	Policy Definition	Applies to:	What does this mean?	Who is responsible for the decision?
Cancel/ Cancellation (D)	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.	Normally programs, but can apply to courses	Applies to programs or courses that face immediate cancellation (on approval). The cancellation process will include a transition plan. Programs and courses identified for cancellation are on track for retirement (the action of removing a program or course from the calendar). A program or course proposed for cancellation could, but not necessarily, have been suspended.	Board
Inactive (S)	Means a Credit Program or Credit Course that has not admitted and/or enrolled students for two consecutive Education Plans and is identified for review. Inactive status is descriptive only and does not result in cancellation or changes to system records.	Programs and Courses	Applies to programs and courses that have not been offered within two Education Plans and will be identified for inclusion in the Inactive List created by the Registrar. Inactive is a temporary state that triggers the requirement of a decision for a program or course to be moved to a renewal process, remain on the Inactive List, or moved towards retirement.	Registrar creates the list Deans in consultation with the Provost and their departments determine next steps
Retire/Retirement (A)	Means the removal of a Credit Program or Credit Course from the Academic Calendar following Cancellation.	Programs and Courses	Applies to programs or courses that are at an archive state following approval to cancel and are therefore managed by the Registrar for record keeping purposes. Any program or course retired and identified to be offered again would go through a full development process and be offered as a new course or program.	<i>Not applicable – this is an administrative process</i>



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 5.4.4

Title	Management of Courses and Programs Policy		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Management of Courses and Programs Policy as recommended by the Governance Committee.”</i>		
Meets OC’s Inspire Plan...	Values ☒ Students First ☒ Community ☐ Respect ☐ Courage ☒ Relationships ☒ Distinction	Responsibilities ☐ Reconciliation ☐ EDISJ ☒ Sustainability ☒ Resilience ☒ Effective and Efficient	Commitments ☒ Inclusive & Equitable Access ☒ Life-long learning partnerships ☒ Integration and focus

Background Statement

The College does not currently have a single, Board-approved policy that establishes the overarching principles for the management of courses and programs across their full lifecycle. Existing practices and procedures address specific aspects of program and course delivery, however, they do not provide a consistent, institution-wide framework to guide decision-making related to planning, development, delivery, review, and removal of both credit and non-credit offerings.

The Management of Courses and Programs Policy has been developed to address this gap by establishing clear Board-level direction, grounded in the responsibilities of the Board under section 19(1)(e) of the College and Institute Act. The policy defines principles to support quality and integrity, student success, and long-term financial sustainability, while enabling more consistent, transparent, and effective management of the College’s program and course mix.

This policy also serves as a foundational framework that supports and aligns related procedures governing ongoing management of courses and programs, ensuring a coordinated and comprehensive approach to decisions and processes.

Reference Materials

- Management of Course and Programs Policy (new)

Supporting Analysis

In the development of recent procedures, including the *Procedures for Removing Inactive Programs and Courses from the Calendar* and *Procedures for Course Syllabus and Common Course Outline*, it became evident that there is a gap in the College's policy framework with respect to the Board's responsibilities under section 19(1)(e) of the *College and Institute Act*. While procedures could be developed to support operational needs, there was no overarching Board-approved policy establishing the principles to guide the management of courses and programs across their lifecycle.

This policy addresses that gap by providing clear, institution-wide direction at the Board level, ensuring that subsequent procedures are anchored in a consistent governance framework. It enables greater clarity in roles and decision-making, supports alignment across related policies and procedures, and ensures that the management of courses and programs is undertaken in a manner that reflects academic integrity, student interests, and institutional sustainability.

Alignment to the Strategic Plan Roadmap

This new policy advances all Roadmap projects related to institutional effectiveness, transparency, and coordinated academic governance.

Risk Implication & Mitigation Steps

Financial, Legal, Operational, Reputational: The absence of this policy creates operational, financial, and reputational risk through inconsistent decision-making. This policy mitigates these risks by establishing clear principles that promote consistency, accountability, and alignment with institutional priorities and legislative responsibilities.

Proposed and Prepared by

Neil Fassina, President

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Governance Committee	6/16/2026
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MANAGEMENT OF COURSES AND PROGRAMS POLICY

Policy Area:	Board		
Policy Number:	To be assigned by Office of Policy Coordination		
Policy Sponsor:	Provost and Vice President Academic		
Policy Contact:			
Applies To:			
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>Procedures for Inactive Courses and Programs</i>
	<i>Procedures for Minimum Enrolment</i>
	<i>Procedures for Course Syllabus and Common Course Outlines</i>

1. Policy Statement

This policy establishes Board-approved principles that govern the management of courses and programs at the College.

2. Purpose

The purpose of this policy is to guide the management of courses and programs in order to minimize institutional risk, support Student success, ensure academic quality and integrity, and promote the long-term financial sustainability and strategic objectives of the College.

3. Scope and Application

This policy applies to all Credit and Non-credit Programs and Courses offered by the College and to all employees involved in their planning, development, delivery, administration, and academic oversight. It is established pursuant to the authority and responsibilities of the Board of Governors under section 19(1)(e) of the College and Institute Act, which provides that the board may "manage and promote the educational or training programs offered at the institution subject to sections 24 and 25."

4. Definitions

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.

Credential

Means the official recognition granted by Okanagan College or SkilledTradesBC that verifies the successful completion of a Credit or Non-Credit Program or stage of study.

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 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.

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 Microcredential, certificate of completion, or other Non-Credit Credential

Student

Means any person enrolled as a student at Okanagan College.

5. Principles

Under the following principles, the Board directs administration to develop, implement, and maintain appropriate systems, frameworks, and processes to support the effective management of courses and programs:

- 5.1 **Accreditation Standards** - Ensure that courses and programs are developed and maintained in a manner that meets applicable external accreditation, regulatory, and professional standards, where such requirements apply.
- 5.2 **Clarity of Roles and Accountability** – Ensure that with the established structures that the Board, Education Council, and administration each exercise their respective responsibilities for courses and programs in accordance with the College and Institute Act, College policies, and approved governance structures.

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

- 5.3 **Education Quality and Integrity** - Ensure that courses and programs are developed, delivered, and maintained in a manner that upholds quality, consistency, and integrity. This includes the effective planning and scheduling of course and program offerings to optimize the use of institutional resources while protecting the credibility and value of the College's Credentials.
- 5.4 **Financial and Operational Sustainability** - Manage its course and program offerings in a manner that supports responsible stewardship of resources and the long-term financial and operational sustainability of the institution
- 5.5 **Legislative Compliance** - Ensure that the development, approval, and management of courses and programs comply with applicable legislation, including the College and Institute Act, and any other relevant provincial or federal requirements.
- 5.6 **Risk-Informed Governance** – Ensure recommendations and decisions related to courses and programs are informed by the identification, assessment, and mitigation of academic, operational, reputational, and financial risks.
- 5.7 **Strategic Alignment** – Ensure course and program decisions align with the College's strategic plan and support institutional priorities, including enrolment sustainability, program relevance, and responsiveness to community and labour-market needs.
- 5.8 **Student-Centred Decision-Making** - Manage courses and programs with consideration for Student interests, including access, academic progression, Credential integrity, and the clear, timely, and transparent communication of expectations and decisions that affect Students.

6. Related Acts and Regulations

BC Tuition Limit Policy

7. Supporting References, Policies, Procedures and Forms

Inspire Plan

Post Secondary Institution Proposal System

SkilledTradesBC

History / Revisions

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



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 5.4.5

Title	Non-credit and Service Contract Courses and Programs Implementation and Cancellation Policy		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Non-Credit and Service Contract Courses and Programs Implementation and Cancellation Policy as recommended by the Governance Committee."</i>		
Meets OC's Inspire Plan...	Values ☒ Students First ☒ Community ☐ Respect ☐ Courage ☒ Relationships ☒ Distinction	Responsibilities ☐ Reconciliation ☐ EDISJ ☒ Sustainability ☒ Resilience ☒ Effective and Efficient	Commitments ☒ Inclusive & Equitable Access ☒ Life-long learning partnerships ☐ Integration and focus

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 the reporting on 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 following their implementation, 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.

Reference Materials

- Non-Credit and Service Contract Course and Program Implementation and Cancellation Policy

Supporting Analysis

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.

Education Council Analysis:

This policy falls within the items listed in [Article 23 of the College and Institute Act](#) which requires that *"An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy ..."*. The following information and advice is provided by Education Council for consideration by the Board:

Draft policy reviewed by Education Council: 6/2/2026

Education Council generally does not support the new policy and wishes to note the following:

Comments from Education Council:

- Council expressed concern that the policy may not align with the College and Institute Act in its delegation of authority for approving non-credit courses and programs to the President. Council wished to alert the Board to the authority to be transferred through this delegation under the policy, particularly in relation to section 6.1 of the policy, as concerns were raised regarding appropriate levels of governance oversight.
- Council suggested adding the definition of Academic Calendar to the policy.
- Council noted the need for a policy such as this but does not support this policy in its current form.

Additional Review following Education Council:

- The Chair and Vice-Chair reviewed revisions to the policy following Education Council, including definitions added to the policy. These included Academic Credit, Certificate of Completion, Certificate of Participation, and Credential. The Chair and Vice-Chair referred the definition of Credential to the Registrar to confirm its use within the policy.

Response to Education Council's Advice

Administration appreciates Education Council's feedback; however, it does not agree with the assessment that the policy is inconsistent with the *College and Institute Act* or that it inappropriately delegates authority.

Delegation of Authority: The policy does not transfer Board authority but rather establishes an administrative framework for the implementation and management of non-credit programming. This approach is consistent with the Board's role in setting policy direction, while delegating operational implementation to Administration. The delegation outlined in section 6.1 of the policy reflects standard practice and ensures that non-credit offerings can be developed and implemented in a timely and responsive manner, while remaining aligned with Board-approved policy and institutional priorities.

Alignment with the Act: Administration is confident that the policy aligns with the *College and Institute Act*. Non-credit programming does not fall within the same approval requirements as credit programming under the Act, and the policy appropriately reflects this distinction while maintaining Board oversight through policy direction.

Definitions: Administration acknowledges the suggestion to include additional definitions. In response, definitions including Academic Credit, Certificate of Completion, Certificate of Participation, and Credential have been incorporated. Administration does not consider the absence of a definition for Academic Calendar to be a material gap as this term is not used in the policy.

Administration is confident that the policy is consistent with the *College and Institute Act*, reflects appropriate governance practice, and provides a necessary framework for the effective and timely management of non-credit programming. For these reasons, Administration recommends that the Board approve the policy as presented.

Alignment to the Strategic Plan Roadmap

Relevant and Responsive Learning: By ensuring that new non-credit programming is developed and cancelled in a consistent, transparent, and responsive manner aligned with regional, labour market, and learner needs.

Risk Implication & Mitigation Steps

Financial, Operational and Reputational: Establishing clear and consistent processes for the development of new non-credit courses and programs supports informed decision-making and alignment with legislative requirements under the *College and Institute Act*. These measures also mitigate operational risk by defining roles, terminology, and processes that promote consistent and transparent decision-making.

Proposed and Prepared by

Samantha Lenci, Provost and Vice President Academic
Neil Fassina, President

**Consultation
History**

Reviewed

Recommended

Group/Individual, Title

Date

☒

☐

Education Council

6/2/2026

☒

☒

Governance Committee

6/16/2026

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Select a date.

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NON-CREDIT AND SERVICE CONTRACT COURSES AND PROGRAMS IMPLEMENTATION AND CANCELLATION 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 College Non-Credit Courses and Programs that lead to a College Non-Credit Credential including:
- a) Certificates of Completion that are not assigned Academic Credit;
 - b) Certificate of Participation that is not assigned Academic Credit
 - c) Microcredentials that are not assigned Academic Credit;

- d) Customized corporate or community training or learning; and
- e) 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.)*

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.
Certificate of Completion	Means the Credential grants to a student following the success completion on a Non-Credit program with a requirement to demonstrate competency in skills and/or knowledge.
Certificate of Participation	Means the credential grants to a student following the completion of a Non-Credit Program with no requirement to demonstrate competency in skill sand/or knowledge.
Credential	Means the official recognition granted by Okanagan College or SkilledTradesBC that verifies the successful completion of a Credit or Non-Credit Program or stage of study.
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 value, and is 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 Assessment Board, 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 (July 1-June 30). It does not address when, where, or how any given Course, section, and/or Program will be scheduled during the academic year. It will normally be provided to the Board annually.

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

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 Microcredential, certificate of completion, or other Non-Credit Credential
Microcredential	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 ³ .
Transition Plan	Means a plan that bridges one or multiple Education Plans that will reasonably allow currently enrolled students to complete, transfer or withdraw from their course of study.

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.
- 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.

³ https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/micro-credentials/mc_framework.pdf

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.
 - a) Pursuant to Section 23(1)(c) of the College and Institute Act, the President will provide the Board of Governors and Education Council 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).

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 Non-Credit 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>

Table 1

Examples of Credit and Non-Credit Credentials

Credit	Non-Credit
Advanced Certificate	Microcredential (Non-Credit)
Advanced Diploma	Certificate of Completion
Associate Degree	Certificate of Participation
Bachelor's Degree	
Certificate	
Certificate (Trades)	
Diploma	
Microcredential (Credit)	
Post-Baccalaureate Certificate	
Post-Baccalaureate Diploma	



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 5.4.6

Title	New Credit Course and Program Implementation Policy		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>BE IT RESOLVED THAT the Okanagan College Board of Governors approves the New Credit Course and Program Implementation Policy as recommended by the Governance Committee."</i>		
Meets OC's Inspire Plan...	Values ☒ Students First ☒ Community ☒ Respect ☒ Courage ☒ Relationships ☒ Distinction	Responsibilities ☐ Reconciliation ☐ EDISJ ☒ Sustainability ☐ Resilience ☒ Effective and Efficient	Commitments ☒ Inclusive & Equitable Access ☒ Life-long learning partnerships ☒ Integration and focus

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 as required under the College and Institute Act.

The 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.

Reference Materials

- New Credit Course and Program Implementation Policy

Supporting Analysis

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.

Education Council Analysis:

Draft policy reviewed by Education Council: 6/2/2026

Education Council generally supports the new policy with the following notes:

Comments from Education Council:

- Council noted that the definitions of Academic Credit, Calendar, and Microcredential are broadly written. While recognizing that some of the definitions come from government standards, they recommended consideration of a more narrowly defined approach specific to the institution. Council also recommended that the policy includes a commitment to ongoing review of these definitions.
- Council suggested creating two definitions of microcredential to differentiate between credit and non-credit offerings.
- Council recommended adding an intent statement to Section 5 or 6 to provide context and clarity regarding policy purpose.
- Council highlighted that this policy referenced the *Procedures for Course Syllabus and Common Course Outlines*. The *Procedures for Course Syllabus and Common Course Outlines* were provided for information only to Council, at this time. Council should have the opportunity to review and provide advice on the procedures and associated policy where Council has a governance role in the policy and/or procedures.

Response to Education Council's Advice

Administration valued the feedback received from the Council and incorporated most of their suggestions into the final draft. The rationale for not including the items outlined in the advice from Education Council is outlined below:

Definitions: Administration does not support narrowing the definitions of Academic Credit and Microcredential at this time. Many of the definitions are intentionally aligned with provincial standards and external frameworks to ensure consistency, portability, and compliance across the post-secondary system. Introducing institution-specific refinements may create unintended misalignment with regulatory expectations or partner institutions. Further, Administration supports ongoing monitoring of definitions through existing policy review cycles and does not consider it necessary to include an explicit commitment to review within this policy.

Definitions of Microcredential (Credit vs. Non-Credit): While Administration acknowledges the intent to distinguish between credit and non-credit microcredentials, it does not support creating separate definitions. A single, inclusive definition allows for flexibility as the microcredential landscape continues to evolve provincially and nationally. Microcredential is also a provincial definition. Table 1 has been added to differentiate that a microcredential may be either credit or non-credit.

Addition of an Intent Statement: Administration does not support adding an intent statement to Sections 5 or 6. The policy's purpose and scope are already clearly articulated in the existing introductory sections, consistent with institutional policy standards. Adding an additional intent statement within later sections may create redundancy and dilute the clarity of the policy structure.

Review of Procedures Related to Course Outlines and Syllabi: Procedures related to course outlines and syllabi are governed through processes, including areas where Council already has defined responsibilities. Any review of those procedures should occur through the appropriate procedural review mechanisms rather than through this policy, to maintain clear separation between policy approval and procedural oversight.

While, Administration appreciates Education Council's thoughtful comments, for the reasons outlined above, and because the policy provides a structured and integrated approach to program and course implementation that supports academic excellence, institutional accountability, and strategic growth Administration recommends proceeding with the policy as presented.

Alignment to the Strategic Plan Roadmap

Relevant and Responsive Learning: By ensuring that new programming is developed in a consistent, transparent, and responsive manner aligned with regional, labour market, and learner needs.

Risk Implication & Mitigation Steps

Financial, Operational and Reputational: Establishing clear and consistent processes for the development of new courses and programs supports informed decision-making and alignment with legislative requirements under the College and Institute Act. These measures also mitigate operational risk by defining roles, terminology, and processes that promote consistent and transparent decision-making.

Proposed and Prepared by

Samatha Lenci, Provost & Vice President Academic
Neil Fassina, President

**Consultation
History**

Reviewed

Recommended

Group/Individual, Title

Date



Education Council

6/2/2026



Governance Committee

6/16/2026



Select a date.



Select a date.



Select a 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:	<i>College and Institute Act</i>		
Approval Authority:	Board of Governors		
Approval Date:			
Effective Date:			
Replaces or New:	New		
Last reviewed:	June 2026	Scheduled review date:	Month Year

Procedures:	<i>Procedures for New Credit Course and Program Development (under development)</i>
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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 Program and Course 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 credit Credential. It does not apply to Non-Credit Courses or Programs that lead to a College non-credit Credential (see Table 1)

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 Non-Credit Courses and Credit and Non-Credit Microcredentials 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.
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.
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 granted by Okanagan College or SkilledTradesBC that verifies the successful completion of a Credit or Non-Credit Program or stage of study.

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

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 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 Assessment Board, or the Minister assigned the post-secondary or skilled trades portfolio.
Microcredential	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 .
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 Microcredential, certificate of completion, or other 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.
Suspend/Suspension	Means the decision by the Board of Governors to cease accepting new incoming students into a Credit Course and/or Credit Program for the purpose of course and/or program renewal or cancellation.

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

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 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 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 on:
 - i) the proposals about implementation of courses or programs leading to certificates, diplomas or degrees including the length of, or hours for, courses or programs (CIA: Section 23(1)(b));
 - ii) the priorities for the implementation of the Credit Course or Credit Program (CIA: Section 23(1)(d));
 - iii) the establishment of quality assurance measures (CIA: Section 23(1)(f)); and
 - iv) the qualifications for admission (CIA: Section 23(1)(m)).
 - 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 – Development of a Comprehensive Proposal
- 7.2 Provost Council is responsible for evaluation and endorsement of Concept Outlines prior to the development of a Comprehensive Proposal to ensure that:
 - a) the proposed initiatives align with the College's principles for Credit Course or Credit Program Development; and
 - b) 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 considerations 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 subject 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 Assessment 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 (under development)

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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Table 1

Examples of Credit and Non-Credit Credentials

Credit	Non-Credit
Advanced Certificate	Microcredential (Non-Credit)
Advanced Diploma	Certificate of Completion
Associate Degree	Certificate of Participation
Bachelor's Degree	
Certificate	
Certificate (Trades)	
Diploma	
Microcredential (Credit)	
Post-Baccalaureate Certificate	
Post-Baccalaureate Diploma	



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 5.4.7

Title	Credit Program and Course Suspension and Cancellation Policy		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Credit Program and Course Suspension and Cancellation Policy as recommended by the Governance Committee.”</i>		
Meets OC’s Inspire Plan...	Values ☒ Students First ☒ Community ☒ Respect ☒ Courage ☒ Relationships ☒ Distinction	Responsibilities ☒ Reconciliation ☐ EDISJ ☒ Sustainability ☐ Resilience ☒ Effective and Efficient	Commitments ☒ Inclusive & Equitable Access ☒ Life-long learning partnerships ☒ Integration and focus

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.

Reference Materials

- Credit Program and Course Suspension and Cancellation Policy

Supporting Analysis

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.

Education Council Analysis:

This policy falls within the items listed in [Article 23 of the College and Institute Act](#) which requires that "An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy ...". The following information and advice is provided by Education Council for consideration by the Board:

Draft policy reviewed by Education Council: 6/2/2026

Education Council generally supports the new policy with the following notes:

Comments from Education Council:

- Council noted that adult upgrading courses (credit but not college level) and programs (credentials awarded but not an OC credential) is not clearly defined within this set of policies. This was identified as a gap that should be addressed because those courses make up a significant component of college offerings (especially at regional campuses).

Additional Review following Education Council:

- The Chair reviewed again following Education Council, and wishes to note that after review by Education Council a reference to the *Procedures for Removing Inactive Programs and Courses from the Calendar* was added. Council should have the opportunity to review and provide advice on the procedures where Council has a governance role in the procedures.

Administration's Response to Education Council's Advice

Administration valued the feedback received from the Council and incorporated most of their suggestions into the final draft. The rationale for not including the items outlined in the advice from Education Council is outlined below:

Adult Upgrading: Administration agrees that the treatment of adult upgrading courses and programs represents a gap in the current policy framework. Further analysis will be undertaken to better understand the unique characteristics of these offerings, and, if appropriate, a separate policy or clarifying approach will be developed.

Timing and Terminology: Administration does not agree that the current timing language lacks clarity. The distinction between the Education Plan and the academic year is intentional, as the Education Plan serves as a formal planning and approval trigger and cannot be substituted with the concept of an academic year. It is anticipated that, as the policy is operationalized and familiarity with the processes increases, the application of this timing framework will be well understood and will not result in confusion.

Procedures for Inactive Courses: Administration notes that the Procedures for Removing Inactive Programs and Courses from the Calendar were shared with Education Council at their meeting on May 21, 2026. The process to initiate the removal of inactive courses and programs from the calendar is an administrative function that serves as an activation for the review, renewal, review of a course or program under the appropriate policy.

While, Administration appreciates Education Council's thoughtful comments, for the reasons outlined above, and because the policy provides a structured, principled approach to managing program and course lifecycle decisions, balancing academic integrity, student needs, and institutional priorities Administration recommends proceeding with the policy as presented.

Alignment to the Strategic Plan Roadmap

Relevant and Responsive Learning: This policy will ensure that programming is maintained and cancelled in a consistent, transparent, and responsive manner aligned with regional, labour market, and learner needs.

Risk Implication & Mitigation Steps

Financial, Operational and Reputational: Establishing clear and consistent processes for the development of new courses and programs supports informed decision-making and alignment with legislative requirements under the College and Institute Act. These measures also mitigate operational risk by defining roles, terminology, and processes that promote consistent and transparent decision-making.

Proposed and Prepared by

Neil Fassina, President

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Education Council	6/2/2026
	☒	☒	Governance Committee	6/16/2026
	☐	☐		Select a 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

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 Credit Programs and Credit Courses that lead to a College credit Credential. It does not apply to non-credit courses or programs that lead to a College non-credit Credential (see Table 1).

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 Non-Credit Courses and Credit and Non-Credit 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.
Credential	Means the official recognition granted by Okanagan College or SkilledTradesBC that verifies the successful completion of a credit or non-credit program or stage of study.
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 Assessment 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 the institution in any single academic year (July 1 – June 30). It does not address when, where, or how any given Course, section, and/or Program will be scheduled during the academic year. It will normally be provided to the Board annually.
Inactive	Means a Credit Program or Course that has not admitted and/or enrolled students for two 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 Inactive or Suspended 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 Cancellation.
Suspend/Suspension	Means the decision by the Board of Governors to cease accepting new incoming students into a Credit Course and/or Credit Program for the purpose of course and/or program renewal or 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 reasonably allow currently enrolled students to complete, transfer or withdraw from their course of study.

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 advice 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 Suspension, Cancellation, and Retirement decisions and implementation processes will 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 for Suspension and Cancellation may be 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 from Education Council that they have considered 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) Advice from 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) Advice from Education Council regarding the a decline in quality assurance measures under section 23(1)(f) of the College and Institute Act.
 - j) Documentation of efforts undertaken to address the decline under section 23(1)(f) of the College and Institute Act.
 - k) The anticipated Suspension or Cancellation date for the Program or Course.
 - l) 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.
- 6.3 For Programs and Courses not offered within two (2) 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.

7. Implementation

- 7.1 The appropriate Dean/Director will develop a Transition Plan for 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 current students have completed their Transition Plan, withdrawn from the Program, or exceed the time allotted for completion.

8. Approval

- 8.1 Proposals for Program or Course Suspension or Cancellation 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; and
 - 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).
- 8.2 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
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YYYY-MM-DD	Approval by Board, Education Council, Executive Team: <i>Title of Policy</i>
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Table 1

Examples of Credit and Non-Credit Credentials

Credit	Non-Credit
Advanced Certificate	Microcredential (Non-Credit)
Advanced Diploma	Certificate of Completion
Associate Degree	Certificate of Participation
Bachelor's Degree	
Certificate	
Certificate (Trades)	
Diploma	
Microcredential (Credit)	
Post-Baccalaureate Certificate	
Post-Baccalaureate Diploma	



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 5.5.1

Title	Revised Sexual Violence & Misconduct Policy		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the revised Sexual Violence and Misconduct Policy as recommended by the Human Resource and Compensation Committee.”</i>		
Meets OC’s Inspire Plan...	Values ☒ Students First ☒ Community ☒ Respect ☐ Courage ☐ Relationships ☐ Distinction	Responsibilities ☐ Reconciliation ☐ EDISJ ☐ Sustainability ☐ Resilience ☐ Effective and Efficient	Commitments ☒ Inclusive & Equitable Access ☐ Life-long learning partnerships ☐ Integration and focus

Background Statement

The BC Government enacted changes to the Sexual Violence and Misconduct Policy Act earlier this year. As a result the current policy has been reviewed to ensure stronger statutory alignment. Our original Policy was largely compliant and already addressed the following requirements:

- A stand-alone sexual violence and misconduct policy;
- Definitions of sexual misconduct aligned with the Act;
- Recognition of trauma-informed approaches;
- Support and accommodation measures;
- Reporting and disclosure options;
- Protection against retaliation;
- No limitation period for disclosures or complaints;
- Commitment to procedural fairness;
- Annual reporting and three-year review cycle;
- Confidentiality provisions;
- Student and employee investigation processes;
- Recognition that criminal and civil processes remain available.

Reference Materials

- Revised Sexual Violence and Misconduct Policy
- Link to Current Sexual Violence and Misconduct Policy

Supporting Analysis

Updates have been made to strengthen or introduce language to be compliant with the revised Act as follows:

- Inclusion of mandatory consultation on Policy reviews with students and Indigenous groups;
- Clarification of access to supports regardless of formal reporting;
- Explicit survivor-centred guiding principles;
- Strengthened protections against re-traumatization;
- Specified timelines for institutional response;
- Clarity on the submission on anonymous and third-party reports;
- Expansion of interim measures;
- Clarification of jurisdiction over former students and employees;
- A stronger commitment to education and training;
- Record confidentiality;

Once the revised policy has been approved the Sexual Violence Prevention Committee will be re-established to oversee the implementation and training required.

Alignment to the Strategic Plan Roadmap

Ensuring that Students and Employees have a clear process for disclosing and receiving support in instances of sexual violence, is vital to maintaining a respectful and safe work and learning environment.

Risk Implication & Mitigation Steps

Reputational: Failing to ensure our Policy and Procedure meets the legislative requirements puts the College at increased risk of reputational harm when dealing with complaints of sexual misconduct. The proposed changes ensure that our Policy and Procedure meets the legislative requirements.

Security: Failing to provide a safe learning and work environment, failing to make the College's zero tolerance policy clear would be a clear dereliction of the College's duty of care. Maintaining and updating this policy ensures that the Colleges position and commitment remains unequivocal.

Proposed and Prepared by

Gill Henderson, Associate Vice President People Services

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Governance Office	5/11/2026
	☒	☒	Dean, Students Office	5/11/2026
	☒	☒	OCSU & VSAOC	5/25/2026
	☒	☒	Counselling Department	5/26/2026
	☒	☒	Neil Fassina, President	6/10/2026
	☒	☒	Human Resource and Compensation Committee	6/16/2026



SEXUAL VIOLENCE AND MISCONDUCT POLICY

Policy Area:	Board		
Policy Number:	TBC		
Policy Sponsor:	College Human Resources Officer		
Policy Contact:	Dean, Students		
Stakeholders:	Students, Employees, Board of Governors		
Authority:	<i>College and Institute Act</i> <i>Sexual Violence and Misconduct Policy Act</i>		
Approval Authority:	Board of Governors		
Approval Date:	TBC		
Effective Date:	July 1, 2026		
Replaces or New:	Sexual Violence and Misconduct Policy (SVPL_2308R_BG/PVPA)		
Last reviewed:	June 2026	Scheduled review date:	June 2029

Procedures:	<i>Procedures for Complaints or Disclosures of Sexual Violence and Misconduct</i> <i>Procedures for Student Non-Academic Misconduct Conduct Investigations</i> <i>Procedures under Discrimination, Bullying and Harassment Policy (Employees)</i>
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1. Policy Statements

Individuals who have experienced Sexual Violence and Misconduct will be treated with compassion, dignity and respect. The College does not condone or tolerate any form of Sexual Violence or Misconduct and is committed to creating and maintaining a learning and working environment characterized by mutual respect, safety, civility and free inquiry.

While Sexual Violence impacts all members of society, the College acknowledges that its consequences may disproportionately affect members of social groups who experience intersecting forms of systemic discrimination or barriers (on grounds, for example, of gender, sexual orientation, gender identity and expression, race, religion, Indigenous identity, ethnicity, disability or class).

Safety at the College is a priority. The College will address Sexual Violence and Misconduct through support, awareness, training and prevention programs (see *Consent & Sexual Violence Training [here](#)*), and through appropriate handling of Complaints and Disclosures of Sexual Violence and Misconduct.

The College is committed to creating an environment where individuals feel empowered to bring forward Complaints or Disclosures about Sexual Violence and Misconduct. The College seeks to reduce barriers to Disclosures and Complaints and takes a Trauma Informed Approach when

responding to Disclosures/Complaints. Okanagan College will train persons responsible for addressing Sexual Misconduct on Trauma Informed Approaches.

The College recognizes that Indigenous People are more likely to experience sexual violence and is committed to ensuring that the environment and response to Sexual Violence and Misconduct is sensitive too, and respects Indigenous values, belief, knowledge systems and cultural practices.

The College recognizes that certain relationships between students and employees are relationships of heightened trust and vulnerability. Sexual or intimate relationships between individuals and employees where there is a supervisory role or where an individual has influence over a student's current or future academic activities, working conditions, or career advancement are considered a conflict of interest under the Employee Standards of Conduct and may be subject to disciplinary action under the *Code of Conduct Policy* (see section 5 – Standards of Conduct).

There is no time limitation for a Student or Employee to bring forward a Complaint or Disclosure under this Policy.

2. Guiding Principles

2.1 The College will respond to Sexual Violence and Misconduct in a manner that is:

- a) trauma-informed;
- b) survivor-centred;
- c) culturally informed and inclusive;
- d) procedurally fair;
- e) accessible;
- f) responsive to intersectional barriers and systemic discrimination; and
- g) focused on safety, dignity, autonomy, and accountability.

2.2 The College will make reasonable efforts to ensure that processes under this Policy are accessible and responsive to the needs of persons with disabilities, Indigenous persons, international students, students at all College Campuses, and individuals facing language, cultural, financial, or other barriers.

3. Purpose

3.1 The purpose of this policy is to clearly state the College's commitment to addressing Sexual Violence and Misconduct by:

- a) Creating a learning and working environment in which Sexual Violence and Misconduct is not tolerated;
- b) Working with Housing staff and housing operators to ensure, to the best of our abilities, that the College's Student Housing is a safe living environment;
- c) Promoting a culture of Consent to prevent Sexual Violence and Misconduct;
- d) Establishing a fair, supportive and effective response to Complaints and Disclosures of Sexual Violence and Misconduct;
- e) Providing education to the College community about prevention of Sexual Violence and Misconduct;
- f) Promoting of a culture of safety, support, and openness that diminishes sexual aggression and Survivor blaming;

- g) Assisting those who have experienced Sexual Violence and Misconduct by providing information and support, including provision of counselling and/or referral to medical care, and appropriate academic and/or other accommodations;
 - h) Defining the roles of individuals responsible for implementing and carrying out the programs and practices outlined in this policy;
 - i) Using clear, appropriate and fair processes for handling Complaints and Disclosures of Sexual Violence and Misconduct.
 - j) Advancing on-campus supports to provide psychological and emotional support, assistance with safety planning and referrals to other services, including medical services;
- 3.2 The following link provides information on the internal and external resources that can assist those who have experienced Sexual Violence and Misconduct:
<https://www.okanagan.bc.ca/sexual-violence-awareness>.
- 3.3 Individuals who disclose Sexual Violence and Misconduct may access supports, accommodations, safety planning, referrals, and information about reporting options regardless of whether they choose to make a formal Complaint, participate in an investigation, or pursue criminal or civil proceedings.

4. Scope and Application

- 4.1 This Policy applies to Students, Employees, members of the Board of Governors, contractors, operators, licensees, renters, volunteers and visitors participating in a College-Related Activity.
- 4.2 The College may continue to address, investigate, or respond to allegations of Sexual Violence and Misconduct even where the Respondent is no longer a Student or Employee, where there remains a substantial connection to the College or an ongoing impact on the College Community.
- 4.3 Procedures under the Student Non-Academic Misconduct Policy will govern the investigation or resolution of a Complaint under this Policy.
- 4.4 This Policy is not intended to supersede or interfere with Collective Agreement provisions or other legal processes.
- 4.5 Anyone who has experienced Sexual Violence and Misconduct has the right to pursue criminal or civil legal avenues whether or not they choose to file a Complaint or make a Disclosure under this Policy.
- 4.6 All processes under this Policy will be undertaken in compliance with principles of Procedural Fairness and will appropriately protect the rights of both the Complainant and the Respondent.
- 4.7 The College recognizes that some individuals may be hesitant to disclose or report Sexual Violence and Misconduct in cases where they have been drinking while underage or using drugs at the time that the offence took place. A Complainant or Okanagan College Community member acting in good faith, who discloses or reports Sexual Violence and Misconduct will not be subject to penalties for violation of any College policies related to drug and alcohol use at the time that the Sexual Violence and Misconduct took place.

5. Definitions Used in this Policy

Coercion	Means, in the context of sexual assault/sexual violence, unreasonable and persistent pressure for sexual activity. Coercion is the use of emotional manipulation, blackmail, threats to family or friends, or the promise of rewards or special treatment, to persuade someone to do something they do not wish to do, such as being sexual or performing particular sexual acts.
College Community	Means Students, Employees, members of the Board of Governors of the College, contractors, operators, licensees, renters, volunteers and visitors.
College-Related Activity	Means an activity occurring on College property (including in Student housing), at College sanctioned events or conducted under the authority of the College. To be a College-Related Activity the activity must have a real and substantial connection to the College, or College-related functions, whether the activity occurred on College property, in person or online. <i>In exceptional circumstances, incidents which do not occur on College property, or at College sanctioned events and are not conducted under the authority of the College may still be found to have a substantial connection to the College where they adversely affect the Complainant's course of learning, teaching, or work, and may fall within the scope of this policy.</i>
Complainant	Means a person who seeks recourse under this Policy based on a belief that they have witnessed or experienced conduct which is prohibited by this Policy. The College may act as a Complainant in appropriate circumstances.
Complaint	Means a verbal or written statement of alleged facts made by a Complainant seeking recourse under this Policy. A Complaint can be made by a person who has experienced Sexual Violence and Misconduct or who has been a witness to Sexual Violence and Misconduct. A Complainant may use the Complaint Form included with this Policy to file a Complaint. A Complaint may be made anonymously but this may impact on the College's options for addressing the Complaint.
Consent	Means an agreement between individuals that is active, direct, voluntary, un-coerced, ongoing, unimpaired and based on a conscious choice to engage in sexual activity. Consent can be withdrawn at any point. For greater clarity: a) Consent is active, not passive or silent. b) Consent must be affirmative, ongoing, informed, respectful, and engaged. There is no Consent when a person, by words or conduct, expresses a lack of agreement to engage in the activity. c) Consent can never be assumed or implied. It is the responsibility of the person who wants to engage in physical contact or sexual activity to make sure they have Consent from the other person(s) involved. d) Consent can be withdrawn regardless of whether other sexual activities or previous agreements to sexual activity have taken place.

- e) Consent applies to each specific instance of sexual activity.
- f) Consent to one kind of sexual activity does not mean that Consent is given for another sexual activity.
- g) Consent cannot be obtained through threats, coercion or other forms of control and intimidation, which includes an abuse of a position of trust, power or authority.
- h) Consent is not obtained if any individual is:
 - i) incapacitated due to consumption of alcohol or drugs; any sexual activity involving alcohol or drug use requires the standard of affirmative Consent; the use of alcohol and/or drugs by an individual never implies Consent and should not be assumed to have played a role in causing a Survivor's experience of sexual violence;
 - ii) asleep or unconscious; or
 - iii) under the legal age of Consent as defined in the Canadian *Criminal Code*.
- i) Impaired judgement on the part of the Respondent that leads them to think or believe there was Consent is not an excuse for an act of Sexual Violence or Misconduct.
- j) A person is incapable of giving Consent to a person in a position of trust, power or authority, such as a faculty member initiating a relationship with a student who they teach, or an administrator in a relationship with anyone who reports to that position.

Disclosure	Means the act of reporting or informing the College about an incident or experience of Sexual Violence and Misconduct, whether or not that individual chooses to make a Complaint or take other action. A Disclosure can be made for the purposes of obtaining support and services and/or learning about options to make a formal Complaint.
Employee	Means any person employed by (or who has an appointment with) the College. <i>For the purposes of this policy, Employee includes members of the Board of Governors.</i>
No-Contact Directive	Means a directive from the College to a person to refrain from contacting or interacting with another person, or any other directive as may be determined by the College.
No-Contact Undertaking	Means an agreement, mutually undertaken by two or more people, to refrain from contacting or interacting with one another based on specified conditions.
Procedural Fairness	Means the fairness of the process by which a decision is made under this Policy. It includes but is not limited to the right of the Respondent: a) To be notified of the Complaint;

- b) To know the substance of the Complaint;
- c) To have the opportunity to respond to the Complaint; and
- d) To have a decision made by an impartial decision maker.

Representative Means an appropriate person whom Complainants and Respondents may engage to assist them throughout the process of filing or responding to a complaint. An appropriate Representative may be a student representative from the OCSU or VSAOC, an Employee of the institution, a union steward for Employees, or an outside Representative of the individual's choice.

Respondent Means the person accused of Sexual Violence or Misconduct.

Retaliation Means any adverse action or threatened action taken, or made, through any means, including through social or other electronic media, against a person who engages with this policy or against a person associated with anyone who engages with this policy. Retaliation includes but is not limited to threatening, intimidating, or harassing conduct that could discourage a person from seeking support or other services, disclosing or reporting Sexual Violence or Misconduct, participating in an investigation, or otherwise engaging with this policy.

Sexual Violence and Misconduct Means any contact or conduct of a sexual nature or act targeting a person's sexuality, gender identity or gender expression whether the act or contact/conduct is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's Consent, and includes without limitation:

- a) Sexual Assault;
- b) Sexual Harassment;
- c) Stalking;
- d) Indecent exposure;
- e) Voyeurism;
- f) Sexual exploitation; and
- g) The distribution of an intimate image, within the meaning of the *Intimate Images Protection Act*, without the consent of the individual(s) depicted in the image; and
- h) Threatening to distribute an intimate image depicting an individual; and
- i) The attempt to commit an act set out in paragraphs a) to h) above.

Sexual Assault Means any contact of a sexual nature undertaken without Consent from all participants. Sexual assault can be committed by a partner, friend or acquaintance, a person in a position of authority or a stranger. It may occur

between individuals regardless of sexual orientation, gender, gender identity or relationship. Sexual assault can include:

- a) a range of non-consensual sexual activities, including sexual touching, kissing, oral sex, or vaginal/anal penetration;
- b) sexual contact that is forced, manipulated or coerced.
- c) when an individual engages in sexual activity with another person they know or ought reasonably to have known is mentally or physically incapable of giving or refusing Consent, such as when a person is unconscious, blacked out, intoxicated through the use of alcohol or drugs or otherwise incapable due to a mental or physical disability;
- d) drug-facilitated sexual assault where the use of alcohol and/or drugs by a person to control, overpower, or subdue a person for sexual purposes; and,
- e) stealthing, which is the act of removing any protective barrier (i.e. condom, latex dam) during sex without the Consent of the partner.

Sexual Harassment Means unwelcome conduct of a sexual nature, including conduct of a verbal, physical or non-verbal nature, based on sex, sexual orientation, gender identity, or gender expression, where the person responsible for the remarks, behaviours or communications knows or ought reasonably to know that such conduct is unwelcome and the conduct has the effect of creating an intimidating, hostile or offensive learning or working environment or otherwise interferes with a person's educational or work performance . It includes, but is not limited to:

- a) when submission to, or tolerance of, sexualized conduct is made as a term or condition of educational or employment progress; or as the basis for an educational decision or an employment decision;
- b) sexual solicitations, advances, remarks, suggestive comments and gestures (including songs and chants);
- c) the inappropriate display of sexually suggestive pictures, posters, objects or graffiti;
- d) non-consensual distribution/posting of sexually explicit images of a person to one or more persons;
- e) aggressive comments and slurs on any form of social media;
- f) physical contact of a sexual nature; and
- g) sexual conduct that interferes with an individual's dignity or privacy such as voyeurism and exhibitionism.

Stalking Means conduct that causes an individual to reasonably fear for their physical or mental safety. Stalking behaviours may include, but are not limited to: non-consensual communications (face to face, phone, email, social media), threatening and obscene gestures, surveillance, sending repetitive unwanted gifts and uttering threats. Examples of stalking include:

- a) repeatedly following a person or someone known to them;
- b) repeatedly communicating with a person or someone known to them;
- c) besetting or watching a person's home, or place where the person, or someone known to them, resides, works, carries on business or happens to be; or
- d) engaging in threatening conduct toward another person or a member of their family.

Student	Means any person enrolled as a Student at Okanagan College.
Survivor	Means an individual who has experienced Sexual Violence or Misconduct. Individuals may choose whether or not to identify as a Survivor, Complainant, or another term.
Threat Assessment Team (TAT)	Means a multidisciplinary team established to identify, assess, manage, and prevent threats to the College Community and College Property.
Trauma Informed Approach	Means understanding the impacts of sexual misconduct and sexualized violence on individuals and responding in a manner that promotes empowerment and recovery and minimizes re-traumatization.
Voyeurism	Means any act that includes observing or recording another person for sexual purposes without their consent and while they are in a place they would expect privacy.

6. Confidentiality

- 6.1 Personal information, whether oral or written, which is collected, received, or compiled from a Complaint and through the course of an investigation and resolution process will be treated as confidential by the College in accordance with privacy legislation.
- 6.2 All individuals involved in the Complaint resolution and investigation process must keep confidential all information received about the Complaint, except as expressly set out in this Policy, or as required by law.
- 6.3 Records relating to disclosures, complaints, investigations, accommodations, and interim measures will be maintained securely and accessed only by individuals with a legitimate need to know, in accordance with applicable privacy legislation.
- 6.4 Where reasonably necessary and as applicable, the College Human Resources Officer, Dean of Students, or their designates, or the investigator may disclose such information to the appropriate individuals in order to:
 - a) protect health and safety;
 - b) administer the Policy and appropriately address the Complaint in accordance with the Policy;
 - c) ensure a full and fair investigation into the Complaint;

- d) implement corrective measures;
- e) obtain legal advice; or
- f) inform law enforcement of reasonably suspected criminal activity or serious risk of bodily harm to an individual in keeping with privacy legislation.

7. Prohibited Conduct

- 7.1 Sexual Violence, Sexual Harassment, and Sexual Assault within the scope of this Policy are strictly prohibited.
- 7.2 It is contrary to this Policy for anyone to retaliate, engage in reprisals, or threaten to retaliate against a person in connection with:
- a) making a report of Sexual Violence and Misconduct;
 - b) filing a Complaint;
 - c) making a Disclosure;
 - d) participating in an investigation or resolution process under this Policy; or
 - e) accessing any other remedy available under this Policy.

8. Roles and Responsibilities of the College Community

- 8.1 While everyone on campus has a role to play in responding to incidents of Sexual Violence and Misconduct, some campus members will have specific responsibilities which might include:
- a) Provision of awareness and prevention strategies related to Sexual Assault/Sexual Violence and promotion of a culture of safety, support and openness that diminishes sexual aggression and Survivor blaming;
 - b) On-campus supports to provide psychological and emotional support, assistance with safety planning and referrals to other services, including medical services;
 - c) Interim Measures (temporary measures or restrictions before an investigation or resolution process is commenced or concluded) implemented by the College, as may be appropriate for safety of the individuals involved and the College community – see *Procedures for Student Non-Academic Conduct Investigations: Initial Review of Complaint (section 3.5)*.
 - d) The responsibility of faculty, staff and administrators to facilitate academic accommodations and other needs of those who have been affected by Sexual Violence and Misconduct, e.g., extensions on assignments, continuing studies from home, and dropping courses;
 - e) The responsibility of student housing staff and operators to facilitate safe living arrangements to the best of our abilities;
 - f) The responsibility of People Services to assist with investigations and gathering of evidence with any incidents of allegations of sexual misconduct involving Employees; and,
 - g) The responsibility of Student Services to assist with investigations and gathering evidence, to implement measures to reduce sexual assault/sexual violence on campus, and to collaborate with local police where appropriate.

9. Academic Accommodations

- 9.1 A Student who has experienced Sexual Violence and Misconduct may require an academic accommodation (for example, exam deferral, an extension on an assignment, withdrawal from a class, relocation of studies to another campus or from home, etc.).
- 9.2 Accommodations will be supported by a student services professional in consultation with the student, with the student's consent and whenever possible by the individual who receives the disclosure. Accommodations are individual and determined by the student's specific needs. Students are not required to file a Complaint of Sexual Violence and Misconduct to be considered for an academic accommodation.

10. Procedure

Disclosures or Complaints – how to report an incident

- 10.1 The College encourages all Students and Employees who have experienced or witnessed Sexual Violence and Misconduct to seek support and information about available options. A person may make a Disclosure for the purpose of receiving support, safety planning, referrals, accommodations, counselling, and information about reporting and complaint options. A Disclosure does not automatically initiate a formal Complaint or investigation.
- 10.2 A person may choose to make a formal Complaint if they wish to seek a formal College response. Where a formal Complaint is made, the College will assess the Complaint under the applicable procedure. In limited circumstances, the College may need to take steps without a formal Complaint where required to address safety, legal obligations, procedural fairness, or significant risk to the College Community.
- 10.3 A person may also choose to explore informal, restorative, or mediated resolution options where appropriate. These processes may only be used where they are voluntary, agreed to by all parties, supported by appropriate safeguards, and consistent with trauma-informed practice, procedural fairness, and safety. Informal, restorative, or mediated resolution will not be required as a condition for accessing supports or proceeding with a formal Complaint. Click [here](#) for the reporting options available to anyone who has experienced or witnessed sexual violence.
- 10.4 When a Disclosure or Complaint is received the College will make reasonable efforts to:
 - a) acknowledge receipt of a Disclosure or Complaint within five (5) business days;
 - b) provide information regarding supports, accommodations, and reporting options as soon as practicable;
 - c) initiate assessment of a Complaint without undue delay; and
 - d) complete investigations within a reasonable timeframe, recognizing that timelines may vary depending on complexity, availability of participants, and procedural fairness requirements.

Investigations – how the College will respond to a complaint

- 10.5 The College will investigate all Complaints through a neutral impartial process.
- 10.6 When the Respondent is an employee, the procedures under the College's [Employee Discrimination, Bullying and Harassment Policy](#) will govern the investigation and/or resolution process. The College will ensure that the investigator appointed is familiar with this policy.
- 10.7 When the Respondent is a student, and a formal complaint proceeds under this Policy, the procedures under the College's [Procedures for Student Non-Academic Conduct Investigations](#):

Process for a Major Infraction (section 3.10) will govern the investigation and/or resolution process. The College will ensure that the investigator appointed is familiar with this policy.

- 10.8 Anonymous and third-party reports may be submitted to the College. The College will assess the information provided and determine whether it can take action consistent with procedural fairness, safety obligations, and available evidence.
- 10.9 The College reserves the right to specify alternate processes for the handling of a complaint lodged by a member of the College Community who is not a Student, Employee or member of the Board of Governors.
- 10.10 A Disclosure of Sexual Violence and Misconduct does not automatically initiate a formal investigation. Where a person who has experienced Sexual Violence and Misconduct does not wish to proceed with a formal Complaint, the College will respect that decision to the greatest degree possible, while retaining the ability to take steps required to address safety, legal obligations, procedural fairness, or significant risk to the College Community.
- 10.11 The College may implement temporary interim measures or restrictions at any stage before, during or after an investigation where reasonable necessary to protect the safety, wellbeing, learning or working environment of individuals or the wider College Community (see *Procedures for Student Non-Academic Conduct Investigations: Initial Review of Complaint (section 3.5)*). Interim measures are not disciplinary findings and do not imply that a Policy violation has occurred. Interim Measures may include:
 - a) No-Contact Directives;
 - b) changes to schedules, classes, work assignments, or housing arrangements;
 - c) restrictions on campus access;
 - d) safety planning measures; or
 - e) other temporary accommodations.
- 10.12 An individual found to have breached a provision of this Policy will be subject to an appropriate sanction or discipline such as up to and including dismissal for an employee, and up to and including expulsion for a student. The appropriate level of sanction will be determined through the applicable College processes and determined by the body or individual responsible for determining the appropriate level of discipline or sanction,
- 10.13 The College will take reasonable steps to prevent re-traumatization during investigation and resolution processes. Questions or evidence regarding a Complainant's prior sexual history will not be considered unless directly relevant and necessary to determine the matter.
- 10.14 Following the completion of an investigation the Complainant will be informed of the findings and outcomes of the investigation.

11. Review and Reporting

- 11.1 This Policy will be reviewed at least once every three years. On an annual basis, the President will report to the Board regarding implementation of this Policy, including prevention initiatives, training activities, policy review activities, and anonymized information regarding disclosures and consistent with privacy legislation.
- 11.2 The College reserves the right to determine the appropriate College policy, processes and procedures to follow to address a Complaint or initiate an investigation.

- 11.3 In accordance with the Sexual Violence and Misconduct Policy Act, the College will consult with students, Indigenous groups, and other appropriate members of the College Community during the development and review of this Policy.

12. Related Acts and Regulations

Intimate Images Protection Act

Workers Compensation Act (BC)

Occupational Health and Safety Regulations

Sexual Violence and Misconduct Policy Act

13. Supporting References, Policies, Procedures and Forms

Code of Conduct Policy

Employee Discrimination, Bullying and Harassment Policy

Health and Safety Policy

Safe Disclosure Policy

Social Media Policy and Guidelines for Use of Social Media

Student Non-Academic Misconduct Policy

Use of Information Technology Resources Policy

Violent and Threatening Behaviour Policy

History / Revisions

<i>Date</i>	<i>Action</i>
2024-03-12	Approved by the Board of Governors: Sexual Violence and Misconduct Policy (SVPL_2403R_BG/PSV)
2022-06-22	Approved by the Board of Governors: Sexual Violence and Misconduct Policy (SVPL_2308R_BG/PVPA)



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 5.6.1

Title	New Course		
Action and/or Recommendation	For Approval <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the new course: PSYC 345 The Psychology of Murder as recommended by Education Council and as presented."</i>		
Meets OC's Inspire Plan...	Values ☒ Students First ☒ Community ☐ Respect ☐ Courage ☒ Relationships ☐ Distinction	Responsibilities ☐ Reconciliation ☐ EDISJ ☐ Sustainability ☐ Resilience ☐ Effective and Efficient	Commitments ☐ Inclusive & Equitable Access ☒ Life-long learning partnerships ☐ Integration and focus

Background Statement

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

- (b) proposals about implementation of courses or programs leading to certificates, diplomas or degrees, including the length of or hours for courses or programs;
- (d) priorities for implementation of new programs and courses leading to certificates, diplomas or degrees;
- (m) qualifications for admission policies;

Additionally, the Act states in section 19(1) that the board may:

- (d) determine courses or programs to be offered or cancelled at the institution;

Education Council has reviewed and is recommending Board approval of the following new course:

- PSYC 345 The Psychology of Murder

Reference Materials

- Proposed course outline
- Resource plan

Supporting Analysis

Please see attached course outline and resource plan for the new course.

Alignment to the Strategic Plan Roadmap

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

Risk Implication & Mitigation Steps

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

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

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

Proposed and Prepared by

Jillian Garrett, Education Council Chair

Samantha Lenci, Provost & Vice President Academic

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Education Council	4/16/2026
	☐	☐		Select a date.

Okanagan College Education Council**Proposal for New Course****June 2026**

Course Summary	
Name of Course:	The Psychology of Murder
Course Number:	PSYC 345
Course Length:	3 credits / 1 semester
Implementation Date:	Fall 2026
Education Council Approval Date:	4/16/2026

Course Outline	
Course description:	This course explores the psychological foundations of various forms of homicide. Although the media likes to portray most killers as evil, there are a complex mix of psychological, situational, neurological, social, and cognitive factors that lead to homicidal behaviour. Topics may include theories of violence, mass murderers, familicide, school shooters, serial killers, female murderers, terrorism, and genocide.
Learners served by this course:	This course has been designed to appeal to a wide range of students both within and outside of college programs (e.g., Open Studies). This course will also provide students with another option for a third-year elective course in the Applied Bachelor of Arts.
Faculty Qualifications:	A PhD in Forensic Psychology
Admission Requirements:	No prerequisites/corequisites
Completion Requirements:	Learners must pass the course with a minimum grade of 50%.
Other comments:	This course will meet the goal of offering lifelong learning to anyone who chooses to take the course as it has been designed to be offered as part of Open Studies. The focus will be on Canadian cases and as part of the genocide topic will include a section on the attempt at Indigenous genocide in Canada as a concrete example of Truth and Reconciliation.

Okanagan College Provost Office
Resource and Implementation Plan for New Course
March 2026

Plan Overview

Name of Course:	Psychology 345 The Psychology of Murder
Course Length:	14 weeks
Proposed for First Intake:	September 2026

Financial

Funding Source for Course:	Repositioning of other resources. Alternate offerings with PSYC 255.
The Course is offered at full cost recovery:	Yes
Is funding temporary or ongoing?	Ongoing

Costs	Operating Years after Implementation Date		
	1st Year	2nd Year	3rd Year
Setup:	0	0	0
Operating:	0	0	0
Salary:	12,739	12,739	12,739
Equipment and Supplies:	0	0	0
Promotional:	0	0	0
Total Cost:	\$ 12,739	\$12,739	\$12,739
Total Costs over 3 years:	\$ 38,217		

Demand

Projected enrolment: (include immediate + future)	We expect this class to fill each offering with a class capacity of 40. We believe that this course will be a popular non-prerequisite elective for degree students. And the nature of the curriculum will make it a popular open studies offering.
Enrolment required for break-even:	32
List similar courses/programs assessed:	We do not have an elective-free 300-level Psychology course as a comparison.
The course/program has a defined target market:	ABA and BBA students for 300-level electives and the public through open studies.
The recruitment/marketing plan aligns with the implementation date.	Yes.

Student Fees

Course/Program Tuition Fees:	\$399.45
Course/Program Material Fees:	N/A
Other Course/Program Costs:	N/A

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:	existing employees
Number of faculty/instructors required:	1
List any additional staffing requirements if applicable (e.g. Toolroom Attendant, Lab Technician, support, etc.):	N/A
Staffing requirements for each position (continuing, term, contact):	N/A
Semesters/Intakes offered (Winter, Summer, Fall):	Winter

Other Resources

Space & facilities required to offer curriculum (e.g. classrooms, labs, studios, etc.):	Standard classroom
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.	The course can be taught in the rooms that other Psychology courses are currently taught in.
List the campuses the Course/Program will be offered.	Kelowna
What are the delivery methods (in-person, online, or hybrid)?	In-person at implementation, other delivery modalities may be developed to meet demand.



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 5.6.2

Title	New Programs		
Action and/or Recommendation	For Approval <u>Recommended motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the new program: Fundamentals in Architecture, Construction and Engineering Microcredential as recommended by Education Council and thereby approves the new courses as presented."</i> <i>BE IT RESOLVED THAT the Okanagan College Board of Governors approves the new program: Greenhouse Fundamentals Microcredential as recommended by Education Council and thereby approves the new courses as presented."</i> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the new program: Leadership Skills for IT Professionals Microcredential as recommended by Education Council and thereby approves the new courses as presented."</i>		
Meets OC's Inspire Plan...	Values ☒ Students First ☒ Community ☐ Respect ☐ Courage ☒ Relationships ☐ Distinction	Responsibilities ☐ Reconciliation ☐ EDISJ ☐ Sustainability ☐ Resilience ☐ Effective and Efficient	Commitments ☐ Inclusive & Equitable Access ☒ Life-long learning partnerships ☐ Integration and focus

Background Statement

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

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

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

- Fundamentals in Architecture, Construction and Engineering Microcredential
- Greenhouse Fundamentals Microcredential
- Leadership Skills for IT Professionals

Reference Materials

Proposals and resource plans for New Programs and Courses:

- Fundamentals in Architecture, Construction and Engineering (FACE) Microcredential
 - FACE 120 Digital Modelling Fundamentals
 - FACE 121 Introduction to Construction Project Management, Communication and Professionalism
 - FACE 122 Introduction to Building Technology
- Greenhouse Fundamentals (GHFD) Microcredential
 - GHFD 100 Greenhouse Fundamentals
 - GHFD 101 Greenhouse Operations and
 - GHFD 102 Plant Propagation
- Leadership Skills for IT Professionals (LSIT) Microcredential
 - 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

Supporting Analysis

Please see attached proposals and resource plans for the new programs.

Alignment to the Strategic Plan Roadmap

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

Risk Implication & Mitigation Steps

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

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

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

Proposed and Prepared by		Jillian Garrett, Education Council Chair Samantha Lenci, Provost & Vice President Academic		
Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Education Council	4/16/2026-3/19/2026
	☐	☐		Select a date.

Okanagan College Education Council
Proposal for New Program
June 2026

Program Summary	
Name of Program:	Fundamentals in Architecture, Construction and Engineering Microcredential
Program Outcome/Credential:	Microcredential
Program Length:	135 hours / 3 non-credit courses
Implementation Date:	Fall 2026
Education Council Approval Date:	4/16/2026

Program Outline	
Program description:	The Fundamentals in Architecture, Construction, and Engineering Microcredential provides a fast-track introduction to careers in the built environment. This applied program develops essential entry-level skills in building technology literacy, construction project coordination, professional communication, digital modeling, and portfolio development. Through hands-on, case study-based learning, learners explore the construction process, understand the roles of key industry professionals, and apply foundational concepts to real-world scenarios.
Learners served by this program:	This program serves learners exploring entry into the architecture, construction, and engineering fields, including recent graduates, career changers, and learners seeking foundational knowledge. It also supports those in related roles who want to build technical literacy, strengthen communication skills, and better understand construction processes and industry expectations.
Career Outcomes and Pathways:	Graduates are prepared for entry-level roles such as construction assistants, project coordinators, or junior design support positions. The microcredential also provides a pathway into further study in architecture, building technology, or construction management programs, supporting continued progression and advancement toward technical, supervisory, or interdisciplinary roles in the built environment sector.
Admission Requirements:	BC Secondary school graduation, or equivalent, or 19 years of age and out of secondary school for at least one year as of the first day of classes. English 12 with minimum 60% or alternatives .
Required Courses:	Program Outline • FACE120 - Digital Modelling Fundamentals • FACE121 - Introduction to Construction Project Management, Communication and Professionalism • FACE122 - Introduction to Building Technology

Program Outline

Graduation Requirements:	Learners must achieve a minimum average grade of 60% to receive the microcredential.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of industry experience and related education. Minimum of 5-10 years directly related industry experience in the field. Provincial Instructors Diploma (or equivalent) is an asset.
Other comments:	This program was developed in partnership with BCIT and aligns with the shared goal of delivering ACE-related training (architecture, construction and engineering) in the Okanagan. BCIT has provided all course outlines, learning outcomes, curriculum, assessments, and delivery methods to assist us in developing an equivalent microcredential. Support will be formalized through a 'Curriculum License Agreement' with BCIT. This agreement is collegial, comes at no cost, and renews every three years. The arrangement between our institutions is designed to benefit students in the Okanagan region. This collaboration continues the legacy of the BC Workplace Innovation Fund's support for the ACE initiative and its growth into other BC regions through strategic partnerships. It also encourages more students to pursue careers in BC's ACE sectors, providing pathways to advanced programs at OC, BCIT, and other BC post-secondary institutions.

Okanagan College Education Council**Proposal for New Course****June 2026**

Course Summary	
Name of Course:	Digital Modelling Fundamentals
Course Number:	FACE 120
Course Length:	45 hours / non-credit
Implementation Date:	Summer 2026
Education Council Approval Date:	4/16/2026

Course Outline	
Course Description:	This course introduces learners to the fundamentals of digital geometric modeling for the built environment. Learners develop foundational skills in 2D drafting, 3D modeling, and digital visualization using industry-standard tools. Through hands-on practice, learners create drawings, sections, and basic 3D models that support architectural and construction design. The course builds practical skills valued by architects, building designers, and builders.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of industry experience and related education. Minimum of 5-10 years directly related industry experience in the field. Provincial Instructors Diploma (or equivalent) is an asset.
Admission Requirements:	No prerequisites
Completion Requirements:	This course counts towards the Fundamentals in Architecture, Construction and Engineering Microcredential where learners must achieve a minimum average grade of 60% across all three required courses to receive the microcredential.

Okanagan College Education Council**Proposal for New Course****June 2026**

Course Summary	
Name of Course:	Introduction to Construction Project Management, Communication and Professionalism
Course Number:	FACE 121
Course Length:	45 hours / non-credit
Implementation Date:	Summer 2026
Education Council Approval Date:	4/16/2026

Course Outline	
Course Description:	This course introduces essential project planning and communication skills for the construction industry. Learners develop the ability to organize project information, prepare professional documents and presentations, and communicate effectively with relational partners. Emphasis is placed on workplace professionalism and clear, effective communication in office and project environments.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of industry experience and related education. Minimum of 5-10 years directly related industry experience in the field. Provincial Instructors Diploma (or equivalent) is an asset.
Admission Requirements:	Prerequisite: FACE120 - Digital Modelling Fundamentals
Completion Requirements:	This course counts towards the Fundamentals in Architecture, Construction and Engineering Microcredential where learners must achieve a minimum average grade of 60% across all three required courses to receive the microcredential.

Okanagan College Education Council**Proposal for New Course****June 2026**

Course Summary	
Name of Course:	Introduction to Building Technology
Course Number:	FACE 122
Course Length:	45 hours / non-credit
Implementation Date:	Summer 2026
Education Council Approval Date:	4/16/2026

Course Outline	
Course Description:	Learners are introduced to the Architecture, Construction, and Engineering (ACE) industry and explore how construction projects progress from concept to completion. Learners identify key project roles, explain fundamental building design and construction processes, and interpret drawings and contract documents. Concept understanding is applied through individual and group projects, presentations, and practical exercises.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of industry experience and related education. Minimum of 5-10 years directly related industry experience in the field. Provincial Instructors Diploma (or equivalent) is an asset.
Admission Requirements:	No prerequisites/corequisites
Completion Requirements:	This course counts towards the Fundamentals in Architecture, Construction and Engineering Microcredential where learners must achieve a minimum average grade of 60% across all three required courses to receive the microcredential.

Okanagan College Provost Office
Resource and Implementation Plan for New Program
April 2026

Plan Overview

Name of Program:	Fundamentals in Architecture, Construction and Engineering Micro-credential
Program Length:	135 hours
Proposed for First Intake:	February 2027

Financial

Funding Source for Program:	The tuition for the ACE Certificate tuition is currently fully funded by the BC Workplace Innovation Fund through a partnership with Local Practice Architecture + Design and BCIT. This funding prioritizes under-represented populations in the ACE sector (architecture, construction management, engineering and related fields) including newcomers to Canada with a background in an ACE-related field and recent high school graduates/young adults (18-26) with an interest in exploring a career in ACE. The funding seeks to remove barriers to access to education and work experience.
The Program is offered at full cost recovery:	Yes
Is funding temporary or ongoing?	Funding is temporary and the expectation is that the program will be run as open enrollment/dual credit on a full cost recovery basis.

Costs	Operating Years after Implementation Date		
	1st Year	2nd Year	3rd Year
Setup:			
Operating:			
Salary:	\$16,584.75	\$16,584.75	\$16,584.75
Equipment and Supplies:	\$2,500.00	\$2,500.00	\$2,500.00
Promotional:	\$500.00	\$500.00	\$500.00
Total Cost:	\$19,584.75	\$19,584.75	\$19,584.75
Total Costs over 3 years:	\$58,754.25		

Demand

Projected enrolment: (include immediate + future)	12-15
Enrolment required for break-even:	Break-even enrolment of 7 participants covers all direct delivery costs including: - contract instructor salary (\$16,584.75) - equipment and supplies (\$2,500.00)

	• promotional expenses (\$500.00) Enrolment beyond 7 participants generates positive contribution margin and improves program sustainability. Direct Costs: 60% Indirect costs: 35% Revenue Margin: 5% Total revenue: \$31,752.00
List similar courses/programs assessed:	No directly comparable short-format ACE micro-credentials identified regionally. There is opportunity for students to ladder their courses into BCIT's Diploma program using an identified PLAR process.
The course/program has a defined target market:	Yes, the target market is aimed at underrepresented segments in the field including newcomers to Canada with a background in an ACE-related field and recent high school graduates/young adults (18-26) with an interest in exploring a career in ACE.
The recruitment/marketing plan aligns with the implementation date.	Yes

Student Fees

Course/Program Tuition Fees:	\$2646.00
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 will be run as dual credit in high schools during term 2 (February-June) starting in February 2027

Other Resources

Space & facilities required to offer curriculum (e.g. classrooms, labs, studios, etc.):	Delivery will occur in campus classrooms, computer labs and trades areas.
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.	All campuses have trades facilities, classroom space and computer labs that can be booked and used to run this program successfully.

List the campuses the Course/Program will be offered.	As demand warrants – the program can be offered in any of OC's locations as well as in communities outside of the Okanagan valley
What are the delivery methods (in-person, online, or hybrid)?	In-person delivery is required due to the applied, hands-on nature of the program.

Okanagan College Education Council
Proposal for New Program
June 2026

Program Summary	
Name of Program:	Greenhouse Fundamentals Microcredential
Program Outcome/Credential:	Microcredential
Program Length:	70 hours / 3 non-credit courses
Implementation Date:	Fall 2026
Education Council Approval Date:	5/21/2026

Program Outline	
Program description:	This 70-hour micro-credential introduces learners to the core skills and knowledge required for greenhouse operations. Learners gain hands-on experience with greenhouse structures and systems, plant propagation, irrigation, pest and nutrient management, safety, and best practices for plant care. Case studies support applied learning related to evaluating greenhouse operations and basic business decision-making.
Learners served by this program:	This program serves learners with varied experience levels, the program is suitable for those new to greenhouse work, individuals with farming experience, and supervisors or managers involved in greenhouse operations.
Career Outcomes and Pathways:	Graduates are prepared for entry-level and supervisory roles in greenhouse and sustainable agriculture settings, as well as community-based food security initiatives.
Admission Requirements:	To reduce barriers and ensure accessibility, this microcredential has no admission requirements.
Required Courses:	Program Outline • GHFD100 - Greenhouse Fundamentals • GHFD101 - Greenhouse Operations • GHFD102 - Plant Propagation
Graduation Requirements:	Learners must pass all courses with a minimum grade of 60% in each course to receive the microcredential.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of experience and related education. Minimum of 5-10 years directly related experience in the field. Provincial Instructors Diploma (or equivalent) is an asset.

Program Outline**Other comments:**

Okanagan College, in partnership with Colleges and Institutes Canada (CICan), received funding to deliver this fully developed Greenhouse Fundamentals microcredential. The project aims to upskill 1000 mid-career workers across three sectors: agricultural technology, clean technology and advanced manufacturing. As a delivery partner, Okanagan College will use the curriculum developed by the Northern Alberta Institute of Technology and deliver the program to two cohorts. The program is already full and has a waitlist of approximately 45 students for the second intake.

This microcredential responds to locally identified priorities related to food sovereignty, community resilience, and Indigenous-led economic development. These are priorities for the Okanagan Indian Band (OKIB), Adams Lake Indian Band, and Skwlāx te Secwepemcúłecw. Developed with Indigenous input, the microcredential can be grounded in local context and delivered in a culturally respectful manner that values Indigenous knowledge systems alongside technical competencies.

Okanagan College Education Council**Proposal for New Course****June 2026****Course Summary**

Name of Course:	Greenhouse Fundamentals
Course Number:	GHFD 100
Course Length:	20 hours / non-credit
Implementation Date:	Fall 2026
Education Council Approval Date:	5/21/2026

Course Outline

Course Description:	This course introduces learners to greenhouse structures, design considerations, and operational components. Participants will explore the various types of greenhouses used in horticulture, including their intended uses, functional differences, and resource requirements. The course also examines the essential structural and environmental control systems that support successful greenhouse production—from shell components and lighting to irrigation, heating, and biosecurity. Learners will gain a foundational understanding of how greenhouse structure and technology influence growing conditions, plant health, and overall operational efficiency.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of industry experience and related education. Minimum of 5-10 years directly related industry experience in the field. Provincial Instructors Diploma (or equivalent) is an asset.
Admission Requirements:	No prerequisites/corequisites
Completion Requirements:	This course counts towards the Greenhouse Fundamentals Microcredential where learners must achieve a minimum average grade of 50% across all three required courses to receive the microcredential.

Okanagan College Education Council**Proposal for New Course****June 2026**

Course Summary	
Name of Course:	Greenhouse Operations
Course Number:	GHFD 101
Course Length:	20 hours / non-credit
Implementation Date:	Fall 2026
Education Council Approval Date:	5/21/2026

Course Outline	
Course Description:	This course introduces the key business and logistical considerations involved in greenhouse operations. Learners will explore different greenhouse models, examine financial and regulatory requirements, and learn how market needs influence operational decisions. The course also covers practical topics such as permits, seasonal planning, labor needs, and career pathways within the greenhouse industry. Learners will gain a foundational understanding of what makes a greenhouse operation viable and sustainable.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of industry experience and related education. Minimum of 5-10 years directly related industry experience in the field. Provincial Instructors Diploma (or equivalent) is an asset.
Admission Requirements:	No prerequisites/corequisites
Completion Requirements:	This course counts towards the Greenhouse Fundamentals Microcredential where learners must achieve a minimum average grade of 50% across all three required courses to receive the microcredential.

Okanagan College Education Council**Proposal for New Course****June 2026**

Course Summary	
Name of Course:	Plant Propagation
Course Number:	GHFD 102
Course Length:	30 hours / non-credit
Implementation Date:	Fall 2026
Education Council Approval Date:	5/21/2026

Course Outline	
Course Description:	This course introduces the basics of growing and caring for plants in a greenhouse setting. Learners explore how plants are propagated, learn about different types of growing media, and build confidence in supporting plants through various stages of growth. The course also covers essential topics such as watering systems, common pest concerns, and safe handling practices to help promote healthy, thriving plants.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of industry experience and related education. Minimum of 5-10 years directly related industry experience in the field. Provincial Instructors Diploma (or equivalent) is an asset.
Admission Requirements:	No prerequisites/corequisites
Completion Requirements:	This course counts towards the Greenhouse Fundamentals Microcredential where learners must achieve a minimum average grade of 50% across all three required courses to receive the microcredential.

Okanagan College Provost Office
Resource and Implementation Plan for New Program
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 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 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.
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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.

Okanagan College Education Council
Proposal for New Program
June 2026

Program Summary	
Name of Program:	Leadership Skills for IT Professionals Microcredential
Program Outcome/Credential:	Microcredential
Program Length:	150 hours / 4 non-credit courses
Implementation Date:	Fall 2026
Education Council Approval Date:	4/16/2026

Program Outline	
Program description:	This microcredential equips Information Technology (IT) professionals with the leadership, communication, and strategic skills required to advance in today's dynamic technology environments. Learners develop critical thinking, emotional intelligence, and professional communication competencies while exploring innovation, collaboration, and ethical decision-making within IT contexts. Through applied learning, participants refine the skills needed to lead technical and project teams, align IT initiatives with business objectives, and contribute effectively to organizational success.
Learners served by this program:	This microcredential is designed for learners with prior exposure to information technology environments. The program is designed to equip early- to mid-career technology professionals. While technical training pathways are widely available, employers consistently identify a gap in role-ready professionals who can combine strong technical expertise with advanced interpersonal, leadership, and collaborative skills.
Career Outcomes and Pathways:	Graduates will be prepared to assume greater leadership responsibilities that require both technical expertise and strong business acumen.
Admission Requirements:	It is recommended that learners have at least two years of experience working in an IT or related technical role or have recently graduated from a post-secondary program in information technology, computer science, or a related field.
Required Courses:	Program Outline • LSIT100 - Strategic IT Planning and Management • LSIT101 - Emotional Intelligence for Information Technology • LSIT102 - Leadership and Ethics for Information Technology • LSIT103 - Capstone Project
Graduation Requirements:	Learners must achieve a minimum average grade of 60% to receive the micro-credential.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of industry experience and related education. Minimum of 5-10 years directly

Program Outline

related industry experience in the field. Provincial Instructors Diploma (or equivalent) is an asset.

Other comments:

Despite an abundance of general “soft skills” training, few offerings address the specific challenges and workplace dynamics of technology environments, such as cross-functional collaboration, rapid change, agile project work, and innovation-driven cultures. Employers report difficulty identifying promotable staff who can bridge technical expertise with communication, ethical decision-making, and team leadership. Research also shows that professionals with high emotional intelligence are more likely to achieve top performance ratings and higher productivity, highlighting emotional intelligence as a key driver of workplace success.

Okanagan College Education Council**Proposal for New Course****June 2026**

Course Summary	
Name of Course:	Strategic IT Planning and Management
Course Number:	LSIT 100
Course Length:	40 hours / non-credit
Implementation Date:	Fall 2026
Education Council Approval Date:	4/16/2026

Course Outline	
Course Description:	This course equips learners with the skills to actively participate in and contribute to strategic planning of short-, medium-, and long-term information technology initiatives to bring meaningful organizational value. Learners will understand how information systems are built and managed, and how to choose and introduce new technology in an organization. Topics emphasize the collection and interpretation of IT data to support informed problem-solving and decision-making. Additionally, learners will delve into business considerations related to the adoption and use of information technology including investment strategies, employee training, and ongoing support. By the end of this course, learners will be prepared to manage complex challenges at the intersection of IT and business strategy.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of 5-10 years of related industry experience and/or education. Provincial Instructors Diploma (or equivalent) is an asset.
Admission Requirements:	No prerequisites/corequisites
Completion Requirements:	This course counts towards the Leadership Skills for IT Professionals Microcredential where learners must achieve a minimum average grade of 60% across all four required courses to receive the microcredential.

Okanagan College Education Council**Proposal for New Course****June 2026**

Course Summary	
Name of Course:	Emotional Intelligence for Information Technology
Course Number:	LSIT 101
Course Length:	40 hours / non-credit
Implementation Date:	Fall 2026
Education Council Approval Date:	4/16/2026

Course Outline	
Course Description:	This course equips learners with the essential emotional intelligence (EI) skills needed to thrive in today's dynamic and collaborative IT environments. Learners will explore key EI concepts such as self-awareness, empathy, communication, and relationship management, and learn how these skills can enhance teamwork, leadership, and customer interactions. Through practical exercises, real-world case studies, and role-playing scenarios, learners will develop strategies to navigate workplace challenges, foster positive relationships, and drive better outcomes in IT projects. By the end of the course, learners will be able to apply emotional intelligence to improve collaboration, manage stress, adapt to change, and create more inclusive and effective IT solutions.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of 5-10 years of related industry experience and/or education. Provincial Instructors Diploma (or equivalent) is an asset.
Admission Requirements:	No prerequisites
Completion Requirements:	This course counts towards the Leadership Skills for IT Professionals Micro-credential where learners must achieve a minimum average grade of 60% across all four required courses to receive the microcredential.

Okanagan College Education Council**Proposal for New Course****June 2026****Course Summary**

Name of Course:	Leadership and Ethics for Information Technology
Course Number:	LSIT 102
Course Length:	40 hours / non-credit
Implementation Date:	Fall 2026
Education Council Approval Date:	4/16/2026

Course Outline

Course Description:	In this course, learners explore critical leadership and ethical skills required to excel in IT management. Learners examine various leaderships styles and learn to apply them effectively in technology driven environments. Through practical exercises and reflective listening, learners develop personal leadership philosophies and enhance their ability to inspire and motivate IT teams to achieve organizational goals. This course also focuses on applying conflict resolution strategies, fostering innovation, and promoting a culture of continuous improvement within IT departments. Ethical decision-making is examined while analyzing common ethical dilemmas in IT and applying ethical frameworks to real-world scenarios. Key topics include transparency, accountability, and strategies for fostering ethical behaviour within teams.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of 5-10 years of related industry experience and/or education. Provincial Instructors Diploma (or equivalent) is an asset.
Admission Requirements:	No prerequisites/corequisites
Completion Requirements:	This course counts towards the Leadership Skills for IT Professionals Micro-credential where learners must achieve a minimum average grade of 60% across all four required courses to receive the microcredential.

Okanagan College Education Council**Proposal for New Course****June 2026**

Course Summary	
Name of Course:	Capstone Project
Course Number:	LSIT 103
Course Length:	30 hours / non-credit
Implementation Date:	Fall 2026
Education Council Approval Date:	4/16/2026

Course Outline	
Course Description:	The Capstone Project course serves as the culminating experience in the course series, providing learners with the opportunity to apply the knowledge and skills gained throughout the program to a comprehensive, real-world project. Learners will tackle a complex IT leadership or management challenge, demonstrating their ability to strategize, collaborate, and execute solutions effectively. Emphasis is placed on applying leadership principles, ethical decision-making, emotional intelligence, and effective communication strategies.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of 5-10 years of related industry experience and/or education. Provincial Instructors Diploma (or equivalent) is an asset.
Admission Requirements:	No prerequisites/corequisites
Completion Requirements:	This course counts towards the Leadership Skills for IT Professionals Micro-credential where learners must achieve a minimum average grade of 60% across all four required courses to receive the microcredential.

Okanagan College Provost Office
Resource and Implementation Plan for New Program
April 2026

Plan Overview

Name of Program:	Leaderships Skills for IT Professionals Micro-credential
Program Length:	150 hours
Proposed for First Intake:	September 2026

Financial

Funding Source for Program:	This program was funded internally for development through the department and is included in year 1 set up costs.
The Program is offered at full cost recovery:	Yes
Is funding temporary or ongoing?	Funding is temporary. The expectation is that the program will be run as open enrollment on a full cost recovery basis.

Costs	Operating Years after Implementation Date		
	1st Year	2nd Year	3rd Year
Setup:	25,000.00		
Operating:			
Salary:	\$13,689.00	\$13,689.00	\$13,689.00
Equipment and Supplies:	\$0.00	\$0.00	\$0.00
Promotional:	\$1,000.00	\$500.00	\$500.00
Total Cost:	\$39,689.00	\$14,189.00	\$14,189.00
Total Costs over 3 years:	\$68,067.00		

Demand

Projected enrolment: (include immediate + future)	10-12
Enrolment required for break-even:	Break-even enrolment of 6 participants covers all direct delivery costs including: - contract instructor salary (\$13,689.00) - promotional expenses (\$1000.00) Enrolment beyond 6 participants generates positive contribution margin and improves program sustainability. Direct Costs: 49% Indirect Costs: 35% Revenue Margin: 16% Total revenue: \$29,940.00

List similar courses/programs assessed:	No directly comparable short-format micro-credentials identified regionally. Market analysis included review of external programming, certificate offerings and private training providers. There has been collaboration and alignment with ICT to ensure that this program supports professional development opportunities beyond current offerings.
The course/program has a defined target market:	Yes, the program targets early to mid-career professionals looking to upskill for supervisory and leadership roles
The recruitment/marketing plan aligns with the implementation date.	Yes

Student Fees

Course/Program Tuition Fees:	\$2495.00
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 IT credentials will be contracted through Continuing Studies processes.
Number of faculty/instructors required:	1-2
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):	Winter 2027 or as corporate training

Other Resources

Space & facilities required to offer curriculum (e.g. classrooms, labs, studios, etc.):	Delivery is online so no additional space and facilities are required.
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.	OC currently has a robust online delivery system with which to deliver this micro-credential.
List the campuses the Course/Program will be offered.	As the program is delivered 100% online, it can be offered across the region and province as well as nationally. It will be offered in Winter 2027 and as demand warrants.
What are the delivery methods (in-person, online, or hybrid)?	Online delivery only.



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 5.6.3

Title	Program Revisions		
Action and/or Recommendation	For Approval <u>Recommended Motions:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program and course revisions for the AutoCAD Skills Certificate as recommended by Education Council and thereby approves course revisions as presented.”</i> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision and new courses for the Education Assistant Certificate as recommended by Education Council and as presented.”</i> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revisions for the Business Administration programs as recommended by Education Council and as presented:</i> • <i>Bachelor of Business Administration;</i> • <i>Bachelor of Business Administration, Accounting Specialty;</i> • <i>Business Administration Diploma;</i> • <i>Business Administration Diploma, Accounting Option and</i> • <i>Business Studies Certificate, Small Business Computer Accounting.”</i> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revisions for the Common First Year Engineering Certificate as recommended by Education Council and as presented.”</i> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revisions for the Health Care Assistant Certificate as recommended by Education Council and as presented.”</i> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revisions for the Mathematics and Statistics Emphasis of the Associate of Science Degree as recommended by Education Council and as presented.”</i> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revisions for the Post-Diploma Certificate in Data Science as recommended by Education Council and as presented.”</i>		
Meets OC's Inspire Plan...	Values ☒ Students First ☒ Community ☐ Respect ☐ Courage ☐ Relationships ☐ Distinction	Responsibilities ☐ Reconciliation ☐ EDISJ ☒ Sustainability ☐ Resilience ☒ Effective and Efficient	Commitments ☒ Inclusive & Equitable Access ☒ Life-long learning partnerships ☒ Integration and focus

Background Statement

In alignment with its advisory role to the Board, Education Council has reviewed and is recommending that the Board approve revisions to the programs and their respective courses.

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

- (b) proposals about implementation of courses or programs leading to certificates, diplomas or degrees, including the length of or hours for courses or programs;
- (e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution;
- (f) evaluation of programs and educational services;
- (i) policies on faculty member qualifications;
- (m) qualifications for admission policies; and
- (n) criteria for awarding certificates, diplomas and degrees"

Reference Materials

Proposals for program and course revisions:

- AutoCAD Skills Certificate Science
 - AD 100 File and Desktop Management
 - AD 101 Introduction to AutoCAD Skills
 - AD 102 Applied AutoCAD Skills

Proposal and resource plan for program and new courses:

- Education Assistant Certificate
 - EA 100 Foundations of Education Assistant Practice
 - EA 101 Foundations of Child Development
 - EA 102 Behaviour Supports in School Settings
 - EA 103 Learning Support Strategies
 - EA 104 Supporting Students with Diverse and Complex Learning Needs
 - EA 105 Safe, Inclusive, and Effective Practices for Education Assistants
 - EA 106 Professional Practices for Education Assistants
 - EA 107 Education Assistant Practicum

Note: courses in the Education Assistant Certificate program will be replaced and re-sequenced with the new courses above effective Winter 2027, including: EA111, EA112, EA113, EA114, EA115, EA116, EA121, EA122, and EA124.

Proposals for program revisions:

- Bachelor of Business Administration, Accounting Specialty
- Bachelor of Business Administration
- Business Administration Diploma
- Business Administration Diploma, Accounting Option

- Business Studies Certificate, Small Business Computer Accounting
- Common First Year Engineering Certificate
- Health Care Assistant Certificate
- Associate Science Degree, Mathematics and Statistics Emphasis
- Post-Diploma Certificate in Data Science

Supporting Analysis

See attached proposals for program revisions.

A resource plan is included for the Education Assistant Certificate.

Alignment to the Strategic Plan Roadmap

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

Risk Implication & Mitigation Steps

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

Proposed and Prepared by

Jillian Garrett, Education Council Chair

Samantha Lenci, Provost & Vice President Academic

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Education Council	4/16/2026 - 5/21/2026

Okanagan College Education Council
Proposal for Program Revision
June 2026

Program Revision Summary

* Sections highlighted yellow are proposed for Board approval; additional information provided for context.

Name of Program:	AutoCAD Skills Certificate
Program Outcome/Credential:	Certificate
Program Length:	160 hours / 3 non-credit courses
Implementation Date:	Fall 2026
Education Council Approval Date:	05/21/2026

Proposed Revised Program Outline

Program description:	This 160-hour certificate program introduces learners to the core tools and applications of AutoCAD for creating two-dimensional (2D) technical drawings. Learners develop practical skills in drafting, editing, and organizing drawings, along with essential digital file management practices used in workplace settings. Through applied exercises and project-based learning, the program emphasizes accuracy, efficiency, and clear communication of technical information using examples from a range of industries. This program is well suited for individuals with experience in areas such as residential construction, carpentry, drafting, or manufacturing who are looking to build or expand their skills in computer-aided design.
Program revision process:	Changes to the AutoCAD Skills Certificate are intended to clarify and add components of the program. Proposed revisions include: • Updating the program description to update the language and provide clarity as to what is offered in the program. • Adding a statement to the admission requirements to communicate that the program is accessible and does not have barriers to access. • Updated the program outline to include revised courses. • Adding the minimum qualifications required to teach the program.
Career Outcomes and Pathways:	Graduates of the AutoCAD Skills Certificate are prepared for entry level drafting and design roles in architecture, engineering, construction, and industries. The certificate helps current industry professionals build and update their AutoCAD skills, improving efficiency, accuracy, and advancement into more specialized roles.

Proposed Revisions:	Current	Proposed
☒ Qualifications to teach the Program:	<i>None</i>	Minimum qualifications for instructors are a combination of experience and related education. Minimum of 5-10 years directly related experience in the

Proposed Revisions:	Current	Proposed
		field. Provincial Instructors Diploma (or equivalent) is an asset.
☒ Program Description	This 160-hour certificate program introduces students to the tools and applications of AutoCAD software. Emphasis will be on learning the concepts and practical uses of the program as well as developing acceptable practices for electronic file management. Concentrating on two-dimensional drafting, this program teaches the use of AutoCAD using examples of drawings from various industries. A hands-on approach emphasizing practical working techniques is applied to exercises and assignments. This program is suitable for individuals with previous background within residential construction, carpentry, drafting or manufacturing who are wishing to advance or expand upon their skills into computer-aided design.	This 160-hour certificate program introduces learners to the core tools and applications of AutoCAD for creating two-dimensional (2D) technical drawings. Learners develop practical skills in drafting, editing, and organizing drawings, along with essential digital file management practices used in workplace settings. Through applied exercises and project-based learning, the program emphasizes accuracy, efficiency, and clear communication of technical information using examples from a range of industries. This program is well suited for individuals with experience in areas such as residential construction, carpentry, drafting, or manufacturing who are looking to build or expand their skills in computer-aided design.
☒ Program Outline	Complete the following: • AD 001 - Introduction to AutoCAD Skills • AD 002 - Applied AutoCAD Skills • MSFD 101 - File and Desktop Management	Complete the following: • AD 100 - File and Desktop Management • AD 101 - Introduction to AutoCAD Skills • AD 102 - Applied AutoCAD Skills
☒ Admission Requirements	None	To reduce barriers and ensure accessibility, this program has no admission requirements.

Okanagan College Education Council
Proposal for Course Revisions
June 2026

Course Revision Summary

Associated Program: AutoCAD Skills Certificate Science

Content marked in **red** are proposed additions/revisions to the courses.

Course Name:	Faculty Qualifications	Admission Requirements	Course Length	Implementation Date
AD100 File and Desktop Management Previous: <i>MSFD101</i>	Updated: Minimum qualifications for instructors are a combination of industry experience and related education. Minimum of 5-10 years directly related industry experience in the field. Provincial Instructors Diploma (or equivalent) is an asset. Previous: <i>None listed</i>	<i>No changes</i> <i>No prerequisites / co-requisites</i>	<i>No changes</i> <i>70 hours</i>	Fall 2026
AD 100 Introduction to AutoCAD Skills Previous: <i>AD001</i>	Updated: Minimum qualifications for instructors are a combination of industry experience and related education. Minimum of 5-10 years directly related industry experience in the field. Provincial Instructors Diploma (or equivalent) is an asset. Previous: <i>None listed</i>	<i>No changes</i> <i>No prerequisites / co-requisites</i>	<i>No changes</i> <i>78 hours</i>	Fall 2026
AD 102 Applied AutoCAD Skills Previous: <i>AD002</i>	Updated: Minimum qualifications for instructors are a combination of industry experience and related education. Minimum of 5-10 years directly related industry experience in the field. Provincial Instructors Diploma (or equivalent) is an asset. Previous: <i>None listed</i>	Updated: AD 101 Introduction to AutoCAD Skills Previous: <i>None listed</i>	<i>No changes</i> <i>70 hours</i>	Fall 2026

Okanagan College Education Council
Proposal for Program Revision
June 2026

Program Revision Summary

* Sections highlighted yellow are proposed for Board approval; additional information provided for context.

Name of Program:	Education Assistant Certificate
Program Outcome/Credential:	Certificate
Program Length:	450 hours / 8 non-credit courses
Proposed Revision Effective:	Winter 2027
Education Council Approval Date:	05/21/2026

Proposed Revised Program Outline

Program description:	The Education Assistant Certificate prepares learners to support students with diverse abilities in inclusive K–12 classrooms. Grounded in current BC practices, the program develops knowledge of child development, behaviour, and social-emotional needs, along with practical strategies to support learning and participation. Learners build skills in inclusive and culturally responsive practice, collaborative communication, and professional conduct. The curriculum covers classroom supports, adaptations, individualized education plans, and assistive technologies. A supervised practicum provides hands-on experience working within school teams and supporting students in real learning environments.
Program revision process:	Changes to the Education Assistant Certificate are intended update language and improve alignment with current Education Assistant practice in BC schools. Proposed revisions include: • Updating the length of hours of the program to reflect the updated course offerings. • Revised the program description to capture the updated course offerings and coursework. • Updated the program outline to include new courses. • Updating the graduation requirements to use terminology that reflects “learner” rather than “student” to support inclusivity and acknowledge diverse educational pathways. • Adding the minimum qualifications required to teach the program.
Career Outcomes and Pathways:	Graduates of the Education Assistant Certificate are prepared for roles supporting learners in K–12 and inclusive classrooms, working with teachers and diverse student needs. The program also supports pathways into related education or human services fields and helps current school staff build skills in inclusive practices, behaviour support, and student engagement.

Proposed Revisions:	Current	Proposed
☒ Program Length	447-hours / 9 non-credit courses	450-hours / 8 non-credit courses

Proposed Revisions:	Current	Proposed
☒ Qualifications to teach the Program:	None	Minimum qualifications for instructors are a combination of experience and related education. Minimum of 5-10 years directly related experience in the field. Provincial Instructors Diploma (or equivalent) is an asset.
☒ Program Description	This 447-hour Education Assistant Program prepares learners to work as Education Assistants in schools as part of an educational team. Education Assistants work under the instructional supervision of classroom teachers and School District administrators while supporting the learning and independence of children who benefit from additional assistance in meeting their educational goals. Learners are introduced to the organizational structure of schools and the role of Education Assistants in the classroom. Specific topics include general educational principles with particular attention to individualized instruction, cooperative learning and the importance of creating a positive learning environment. Learners develop and practice the skills necessary to implement modifications and adaptations of curriculum.	The Education Assistant Certificate program equips learners to support students with diverse abilities and learning needs in inclusive K-12 settings. The program is grounded in inclusive education principles and reflects current expectations for education assistant practice in British Columbia schools. Learners analyze child development, behaviour, and social-emotional needs; select and apply appropriate learning support strategies; and explain the role of the education assistant (EA) within educational teams. Coursework emphasizes inclusive and culturally responsive practice, relationship-based and trauma-informed approaches, collaborative communication, and ethical and professional standards that support safe, caring, and respectful learning environments. Learners become familiar with classroom support strategies, adaptations and accommodations, individualized education plans (IEPs), assistive and instructional technologies, and observation and documentation practices used to support student participation and engagement. The program includes a supervised practicum in a school setting, providing structured experience working as part of a school team and supporting students in real learning environments.
☒ Program Outline / Admissions	Complete the following: - EA111 - School Organization - EA112 - Education and Child Development - EA113 - Workshop - EA114 - Translating and Supporting Behaviour	Earned a minimum grade of 60 in each of the following: - EA100 - Foundations of Education Assistant Practice - EA101 - Foundations of Child Development

Proposed Revisions:	Current	Proposed
Graduation Requirements	• EA115 - Implementing and Integrating Curriculum • EA116 - Technology in Education • EA121 - Issues in Education • EA122 - Supporting Educational Domains • EA124 - Practicum Students must pass each course with a minimum grade of 60% to receive a certificate.	• 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 Learners must attain a minimum grade of 60% in each course and successfully pass the practicum.

Okanagan College Education Council**Proposal for New Course****June 2026**

Course Summary	
Name of Course:	Foundations of Education Assistant Practice
Course Number:	EA 100
Course Length:	24 hours / non-credit
Implementation Date:	Winter 2027
Education Council Approval Date:	5/21/2026

Course Outline	
Course Description:	This course explores the organization of school districts in British Columbia and the role of the education assistant (EA) within the school team. Learners are introduced to EA roles and responsibilities and become familiar with the range of school- and community-based professionals who support students. The course also introduces inclusive education practices in BC schools and how inclusive learning environments are created within diverse communities and local contexts. Learners develop a foundational understanding of inclusive education services, including how students are identified within categories that guide support and funding.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of 5-10 years of related experience and/or education. Provincial Instructors Diploma (or equivalent) is an asset.
Admission Requirements:	No prerequisites/corequisites
Completion Requirements:	This course counts towards the Education Assistant Certificate where learners must achieve a minimum grade of 60% in the course.

Okanagan College Education Council**Proposal for New Course****June 2026****Course Summary**

Name of Course:	Foundations of Child Development
Course Number:	EA 101
Course Length:	30 hours / non-credit
Implementation Date:	Winter 2027
Education Council Approval Date:	5/21/2026

Course Outline

Course Description:	This course explores how children grow and learn across cognitive, communication, physical, and social-emotional domains. Learners examine key theories of child development and how development typically progresses from early childhood through the school years. Social and environmental influences on development are considered, including factors such as cultural background, language learning, and family context, and how these factors may influence children's experiences and participation in school environments. Throughout the course, learners make practical connections to the role of the education assistant in recognizing developmental differences and supporting students' participation and success in inclusive classrooms.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of 5-10 years of related experience and/or education. Provincial Instructors Diploma (or equivalent) is an asset.
Admission Requirements:	No prerequisites/corequisites
Completion Requirements:	This course counts towards the Education Assistant Certificate where learners must achieve a minimum grade of 60% in the course.

Okanagan College Education Council**Proposal for New Course****June 2026**

Course Summary	
Name of Course:	Behaviour Supports in School Settings
Course Number:	EA 102
Course Length:	30 hours / non-credit
Implementation Date:	Winter 2027
Education Council Approval Date:	5/21/2026

Course Outline	
Course Description:	This course explores behaviour as a form of communication and examines how student behaviour is shaped by relationships, emotional regulation, and lived experiences. Learners develop understanding of trauma-informed, relationship-based, and social-emotional perspectives that support safety, inclusion, and belonging in school settings. The course introduces practical role-appropriate strategies used in classrooms to support regulation, reduce escalation, and promote positive participation. Learners are also introduced to behaviour-related designations and to school, district, and community supports that may be involved when students require additional support. Throughout the course, connections are made to inclusive education practices and to the role of the education assistant in supporting engagement and student well-being.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of 5-10 years of related experience and/or education. Provincial Instructors Diploma (or equivalent) is an asset.
Admission Requirements:	No prerequisites/corequisites
Completion Requirements:	This course counts towards the Education Assistant Certificate where learners must achieve a minimum grade of 60% in the course.

Okanagan College Education Council**Proposal for New Course****June 2026**

Course Summary	
Name of Course:	Learning Support Strategies
Course Number:	EA 103
Course Length:	48 hours / non-credit
Implementation Date:	Winter 2027
Education Council Approval Date:	5/21/2026

Course Outline	
Course Description:	This course explores how education assistants support student access to learning in a variety of settings. Learners examine how curriculum and learning opportunities can be supported through adaptations, accommodations, and inclusive learning strategies using existing classroom resources. The course focuses on supporting student engagement and participation across key academic areas, including literacy, numeracy, and core competencies. Learners develop an understanding of instructional support strategies, assistive and instructional technologies, and the use of individualized education plans (IEPs) and observation practices to inform learning support in school environments.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of 5-10 years of related experience and/or education. Provincial Instructors Diploma (or equivalent) is an asset.
Admission Requirements:	No prerequisites/corequisites
Completion Requirements:	This course counts towards the Education Assistant Certificate where learners must achieve a minimum grade of 60% in the course.

Okanagan College Education Council**Proposal for New Course****June 2026****Course Summary**

Name of Course:	Supporting Students with Diverse and Complex Learning Needs
Course Number:	EA 104
Course Length:	48 hours / non-credit
Education Council Approval Date:	5/21/2026
Implementation Date:	Winter 2027

Course Outline

Course Description:	This course explores how to support students with diverse and complex learning needs in inclusive school environments. Learners examine Ministry of Education and Child Care categories alongside a range of diagnoses and learning profiles to understand how differences can affect learning, behaviour, communication, and participation, and explore medical, physical, neurological, and developmental considerations that inform role-appropriate support. Building on prior coursework, learners apply their understanding to identify appropriate approaches for supporting student access, engagement, and participation in inclusive BC school settings.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of 5-10 years of related experience and/or education. Provincial Instructors Diploma (or equivalent) is an asset.
Admission Requirements:	No prerequisites/corequisites
Completion Requirements:	This course counts towards the Education Assistant Certificate where learners must achieve a minimum grade of 60% in the course.

Okanagan College Education Council**Proposal for New Course****June 2026**

Course Summary	
Name of Course:	Safe, Inclusive, and Effective Practices for Education Assistants
Course Number:	EA 105
Course Length:	66 hours / non-credit
Implementation Date:	Winter 2027
Education Council Approval Date:	5/21/2026

Course Outline	
Course Description:	This course explores the practical skills that support Education Assistants in working safely, effectively, and sustainably across a range of school contexts. Learners develop an applied understanding of personal and workplace well-being, including mental health awareness, physical safety, and the use of supportive strategies such as body mechanics and occupational supports. Learners are introduced to approaches that support respectful and responsive engagement with students, families, and diverse communities, including Indigenous perspectives and ways of knowing.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of 5-10 years of related experience and/or education. Provincial Instructors Diploma (or equivalent) is an asset.
Admission Requirements:	No prerequisites/corequisites
Completion Requirements:	This course counts towards the Education Assistant Certificate where learners must achieve a minimum grade of 60% in the course.

Okanagan College Education Council**Proposal for New Course****June 2026**

Course Summary	
Name of Course:	Foundations of Child Development
Course Number:	EA 106
Course Length:	24 hours / non-credit
Implementation Date:	Winter 2027
Education Council Approval Date:	5/21/2026

Course Outline	
Course Description:	This course explores the professional knowledge, expectations, and responsibilities associated with the education assistant role in BC school contexts. Learners examine ethical practice, confidentiality, professional boundaries, communication, collaboration, and accountability as foundational components of professional conduct. The course supports understanding of respectful workplace practices, digital professionalism, documentation expectations, and the importance of professional behaviour within inclusive school environments. Learners consider real-world situations to develop awareness of how education assistants are expected to interpret responsibilities and respond within their role. This course supports the development of role clarity, professional judgment, and responsibility aligned with current expectations for education assistants.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of 5-10 years of related experience and/or education. Provincial Instructors Diploma (or equivalent) is an asset.
Admission Requirements:	No prerequisites/corequisites
Completion Requirements:	This course counts towards the Education Assistant Certificate where learners must achieve a minimum grade of 60% in the course.

Okanagan College Education Council

Proposal for New Course

June 2026

Course Summary	
Name of Course:	Education Assistant Practicum
Course Number:	EA 107
Course Length:	180 hours / non-credit
Education Council Approval Date:	5/21/2026
Implementation Date:	Winter 2027

Course Outline	
Course Description:	The education assistant practicum provides learners with supervised, structured experience in an inclusive school setting where they apply knowledge and skills through authentic role-related responsibilities within school teams and professional expectations. The placement emphasizes inclusive practice, respectful relationships, communication, collaboration, and role clarity. The practicum supports learners in developing confidence, consistency, and a deeper understanding of effective practice in current school environments.
Faculty Qualifications:	Minimum qualifications for instructors are a combination of 5-10 years of related experience and/or education. Provincial Instructors Diploma (or equivalent) is an asset.
Admission Requirements:	Completion of: • 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
Completion Requirements:	This course counts towards the Education Assistant Certificate where learners must achieve a minimum grade of 60% in the practicum.

Okanagan College Provost Office
Resource and Implementation Plan for New Program
May 2026

Plan Overview

Name of Program:	Education Assistant Certificate
Program Length:	450 hours
Proposed for First Intake:	January 2027

Financial

Funding Source for Program:	Revisions to this program were funded internally.
The Program is offered at full cost recovery:	Yes
Is funding temporary or ongoing?	Funding is temporary. This program consistently runs full cost recovery or as a funded contract

Costs (Single Cohort)	Operating Years after Implementation Date		
	1st Year	2nd Year	3rd Year
Setup (revision dev costs estimate):	\$61,538.00		
Operating (@ 35% of max tuition):	\$39,471.60	\$39,471.60	\$39,471.60
Salary:	\$25,974.00	\$25,974.00	\$25,974.00
Equipment and Supplies:			
Promotional:	\$250	\$250	\$250
Total Cost:	\$127,233.60	\$65,695.60	\$65,695.60
Total Costs over 3 years:	\$258,624.80		

Demand

Projected enrolment: (include immediate + future)	24/cohort
Enrolment required for break-even:	Break-even enrolment of 6 participants covers all direct delivery costs including: - contract instructor salary (\$25,974.00) - Promotional (\$250) Enrolment beyond 6 participants generates positive contribution margin and improves program sustainability. Direct Costs: 23% Indirect costs: 35% Revenue Margin: 42% Total gross revenue per full cohort: \$112,983.00 Total net revenue less all costs per cohort: \$47,080.40

	Note – historically this program runs ~9 cohorts a year (5 in Fall, 4 in Winter)
List similar courses/programs assessed:	Other programs assessed included ones offered at Ridge Meadows College, Northern Lights College, Selkirk College, Thompson Rivers University, Coast Mountain College, Vancouver Career College, University of the Fraser Valley, Richmond Continuing Education, and Mount Royal University.
The course/program has a defined target market:	Yes. This is a high demand position across the valley and cohorts consistently fill with applicants from all areas of society.
The recruitment/marketing plan aligns with the implementation date.	Yes

Student Fees

Course/Program Tuition Fees:	\$4699.00
Course/Program Material Fees:	\$250.00/student for in-person cohorts only
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 September (5 cohorts) and January (4 cohorts) across the valley and online.

Other Resources

Space & facilities required to offer curriculum (e.g. classrooms, labs, studios, etc.):	Delivery will occur in campus classrooms and online.
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.	The program uses established practicum and classroom locations that already exist. Most campuses have rooms set aside for regular delivery of this program. CS also has a robust platform for delivering this program online and in a hybrid model.
List the campuses the Course/Program will be offered.	The program is offered in any of OC's locations as well as in communities outside of the Okanagan valley through online delivery.
What are the delivery methods (in-person, online, or hybrid)?	In-person, online and hybrid delivery ensuring accessible programming for a variety of learners.

Okanagan College Education Council
Proposal for Program Revision
June 2026

Program Revision Summary

* Sections highlighted yellow are proposed for Board approval; additional information provided for context.

Name of Programs:	Bachelor of Business Administration
Program Outcome/Credential:	Degree
Program Length:	120 credits / 40 courses
Proposed Revision Effective:	Fall 2027
Education Council Approval Date:	05/21/2026

Proposed Revised Program Outline

Program description:	This unique four-year degree program focuses on business in the Canadian and international context. Year one of the program provides a solid foundation in general business. In subsequent years, specializations are available in Accounting, Entrepreneurship, Finance, Hospitality and Tourism Management, Human Resources Management, Management, and Marketing. A general studies pathway is also available to those who want to take elective courses from a variety of specialties. Business and non-business electives are also part of the program.
Program revision process:	Changes to the Bachelor of Business Administration are intended to update terminology and include new courses within the curriculum. Proposed revisions include: • Updating the admission requirements to reflect current terminology and provide applicants clarity around specific components. • Updating the program outline to include new business administration courses. • Updating the program description to include an updated list of specialty areas. • Adding the minimum qualifications required to teach the program.
Career Outcomes and Pathways:	Graduates of the BBA can enter a variety of pathways dependent on the specialty area they choose. Students completing the accounting specialty are eligible to become a Certified Public Accountant and students completing the Finance Specialty may earn a Chartered Financial Analyst Certification. Similarly, students completing the Human Resources Management Specialty are eligible for a Chartered Professional in Human Resources certification. Other career pathways include but are not limited to jobs in marketing, operations, tourism, and hospitality management.

Proposed Revisions:	Current	Proposed
☒ Qualifications to teach the Program:	<i>None listed</i>	Master's or Equivalent, CPA, CFA, or CFP

Proposed Revisions:☒ **Program Description****Current**

This unique four-year degree program focuses on business in the Canadian and international context. Year one of the program provides a solid foundation in general business. In subsequent years, specializations are available in Accounting, Financial Services, Hospitality and Tourism Management, Human Resources Management, Management, and Marketing. A General Studies specialization is also available to those who want to take elective courses from a variety of specialties. Business and non-business electives are also part of the program.

Proposed

This unique four-year degree program focuses on business in the Canadian and international context. Year one of the program provides a solid foundation in general business. In subsequent years, specializations are available in Accounting, **Entrepreneurship, Finance, Hospitality and Tourism Management**, Human Resources Management, Management, and Marketing. A general studies pathway is also available to those who want to take elective courses from a variety of specialties. Business and non-business electives are also part of the program.

☒ **Admission Requirements****Regular Applicants:**

- B.C. secondary school graduation (or equivalent).
- English 12 or [alternatives](#).
- Math requirement:
 - A minimum of 50% in any of:
 - Pre-calculus Grade 11
 - Foundations of Mathematics Grade 11
 - Principles of Mathematics 11
 - Applications of Mathematics 11
 - Apprenticeship and Workplace Mathematics Grade 11
 - Apprenticeship Mathematics 11
 - Adult Basic Education MATH 011
 - Adult Basic Education MATH 080
 - Adult Basic Education MATH 084 and MATH 085
 - Adult Basic Education IALG 011
 - Or a minimum score of 16/25 on the Okanagan College Mathematics Diagnostic Test.

Mature Students:**Regular Applicants:**

- B.C. secondary school graduation (or equivalent).
- English 12 or [alternatives](#).
- Math requirement:
 - A minimum of 50% in any of:
 - Pre-calculus Grade 11
 - Foundations of Mathematics Grade 11
 - Principles of Mathematics 11
 - Applications of Mathematics 11
 - Apprenticeship and Workplace Mathematics Grade 11
 - Apprenticeship Mathematics 11
 - Adult Basic Education MATH 011
 - Adult Basic Education MATH 080
 - Adult Basic Education MATH 084 and MATH 085
 - Adult Basic Education IALG 011
 - Or a minimum score of 16/25 on the **Okanagan College Business Math Proficiency Test**.

Mature Students:

Proposed Revisions:**Current**

- Mature applicants are at least 19 years of age and have been out of full-time secondary study for at least one year.
- Secondary graduation will be waived for mature applicants.
- Mature applicants must meet the English and Mathematics requirements.

Qualifying status:

- Applicants who ultimately fail to satisfy the specific English and/or math entrance requirements may be granted admission to and be allowed to remain enrolled in the business program as qualifying students subject to the availability of space after the admission and registration of qualified applicants.
- Qualifying students may concurrently register in a maximum of three first-year business courses, any three for which they satisfy the prerequisites.
- Qualifying first-year business students will not be considered to be continuing students and will, therefore, be allowed to continue in the program after the qualifying year only if all outstanding course entrance requirements have been successfully completed.

Entry into the third year of the degree program:

- Successful completion of a recognized Business Administration diploma program or equivalent with a minimum grade average of 60%; or completion of 60 university-level credits (with a minimum of 24 credits at the 200-level or higher) with a minimum grade average of 60%; or completion of an Associate Degree in Arts or Science with a minimum grade average of 60%.

Program requirements:**Proposed**

- Mature applicants are at least 19 years of age and have been out of full-time secondary study for at least one year.
- Secondary graduation will be waived for mature applicants.
- Mature applicants must meet the English and Mathematics requirements.

Qualifying status:

- Applicants who ultimately fail to satisfy the specific English and/or math entrance requirements may be granted admission to and be allowed to remain enrolled in the business program as qualifying students subject to the availability of space after the admission and registration of qualified applicants.
- Qualifying students may concurrently register in a maximum of three first-year business courses, any three for which they satisfy the prerequisites.
- Qualifying first-year business students will not be considered to be continuing students and will, therefore, be allowed to continue in the program after the qualifying year only if all outstanding course entrance requirements have been successfully completed.

Entry into the third year of the degree program:

- Successful completion of a recognized Business Administration diploma program or equivalent with a minimum grade average of 60%; or completion of 60 university-level credits (with a minimum of 24 credits at the 200-level or higher) with a minimum grade average of 60%; or completion of an Associate Degree in Arts or Science with a minimum grade average of 60%.

Program requirements:

Proposed Revisions:**Current**

- A personal laptop is required. See the program for computer specifications.

Notes:**Prior Learning Assessment:**

- Where a student has prior learning in the following courses BUAD 111, 116, 121, 128, 176 and 293, credit may be awarded if the student successfully passes a challenge exam. Contact the Business Administration department for more information.
- Secondary students who enter the Business Administration degree or diploma program with a minimum grade of 73% in Accounting 12 may request credit for BUAD 111 (Financial Accounting I).

Co-operative Education:

- Entry into the co-operative education option is a student's choice, and subject to completion of all first-year courses and an overall grade average of 65.

Proposed

- A personal laptop is required. See the Business Department office for computer specifications.

Notes:**Prior Learning Assessment:**

- Where a student has prior learning in **select courses**, credit may be awarded if the student **successfully passes an assessment. Contact the Business Administration department for a list of eligible courses and more information.**
- Secondary students who enter the Business Administration degree or diploma program with a minimum grade of 73% in Accounting 12 may request credit for BUAD 111 (Financial Accounting I).

Co-operative Education:

- Entry into the co-operative education option is a student's choice, and subject to completion of all first-year courses and an overall grade average of 65%.

☒ Program Outline

Students must complete a minimum of 120 credit hours as prescribed below:

- BUAD 111 - Financial Accounting I
- BUAD 116 - Marketing
- BUAD 123 - Management Principles
- BUAD 128 - Computer Applications I
- BUAD 195 - Financial Management
- BUAD 209 - Business Law
- BUAD 262 - Organizational Behaviour
- BUAD 264 - Management Accounting
- BUAD 269 - Human Resources Management
- BUAD 315 - Management Science
- BUAD 425 - Business and Canadian Government Policy
- BUAD 340 - Strategic Management I

Students must complete a minimum of 120 credit hours as prescribed below:

- ~~BUAD 111 - Financial Accounting I~~
- BUAD 116 - Marketing
- BUAD 123 - Management Principles
- BUAD 128 - Computer Applications I
- ~~BUAD 195 - Financial Management~~
- BUAD 209 - Business Law
- BUAD 262 - Organizational Behaviour
- BUAD 264 - Management Accounting
- BUAD 269 - Human Resources Management
- BUAD 315 - Management Science
- BUAD 425 - Business and Canadian Government Policy
- BUAD 340 - Strategic Management I

Proposed Revisions:**Current**

Students must also complete one of the following courses:

- BUAD 272 - Business Simulation
- BUAD 293 - Entrepreneurship

Plus (see notes below for additional information):

- CMNS 112 - Professional Writing I
- CMNS 122 - Professional Writing II
- MATH 114 - Business Mathematics
- STAT 124 - Business Statistics
- ECON 115 - Principles of Microeconomics
- ECON 125 - Principles of Macroeconomics
- PHIL 350 - Business Ethics

21 credits of Business electives at the 300 level or higher

15 credits of Business electives at the 100 level or higher

12 credits of Business or non-business electives at the 300 level or higher

3 credits of Business or non-business electives at the 100 level or higher

9 credits of non-business electives at the 100 level or higher

Notes

With permission of the department other MATH or STAT courses may be substituted. STAT 121 is an approved substitute for STAT 124.

With permission of the department other CMNS or ENGL courses may be substituted. Six credits of CMNS or ENGL are required for graduation, but nine credits are strongly recommended.

Non-business electives must be part of a diploma or degree program. COSC 122, MATH 111, MATH 120 and MATH 160 cannot be used as non-business electives in the BBA program.

Proposed

Students must also complete one of the following courses:

- BUAD111 - Financial Accounting I
- BUAD130 - Accelerated Financial Accounting

Students must also complete one of the following courses:

- BUAD195 - Financial Management
- BUAD255 - Financial Decision Making and Analysis

Students must also complete one of the following courses:

- BUAD 272 - Business Simulation
- BUAD 293 - Entrepreneurship

Plus (see notes below for additional information):

- CMNS 112 - Professional Writing I
- CMNS 122 - Professional Writing II
- MATH 114 - Business Mathematics
- STAT 124 - Business Statistics
- ECON 115 - Principles of Microeconomics
- ECON 125 - Principles of Macroeconomics
- PHIL 350 - Business Ethics

21 credits of Business electives at the 300 level or higher

15 credits of Business electives at the 100 level or higher

12 credits of Business or non-business electives at the 300 level or higher

3 credits of Business or non-business electives at the 100 level or higher

9 credits of non-business electives at the 100 level or higher

Notes

With permission of the department other MATH or STAT courses may be substituted. STAT 121 is an approved substitute for STAT 124.

With permission of the department other CMNS or ENGL courses may be substituted. Six credits of CMNS or ENGL are required for graduation, but nine credits are strongly recommended.

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

Non-business electives must be part of a diploma or degree program. COSC 122, MATH 111, MATH 120 and MATH 160 cannot be used as non-business electives in the BBA program.

Students who take BUAD 255 and who are planning to pursue their accounting specialty can opt not to take BUAD 264 and instead complete all of:

- BUAD 365 - Cost Accounting
- BUAD 466 - Advanced Managerial Accounting
- at least 18 business electives at the 100 level or higher

Okanagan College Education Council
Proposal for Program Revision
June 2026

Program Revision Summary

* Sections highlighted yellow are proposed for Board approval; additional information provided for context.

Name of Programs:	Bachelor of Business Administration: Accounting Speciality
Program Outcome/Credential:	Degree
Program Length:	120 credits / 40 courses
Proposed Revision Effective:	Fall 2027
Education Council Approval Date:	05/21/2026

Proposed Revised Program Outline

Program description:	The Accounting Specialty is an area of specialization within the Bachelor of Business Degree (BBA). Students completing the BBA will include specific courses within their electives to satisfy the requirements for the Accounting Specialty. Students are prepared for a pathway to investment advising or portfolio management with the essential skills in accounting.
Program revision process:	Changes to the Accounting Specialty are intended to include new courses within the program outline and add the minimum qualifications to teach the program.
Career Outcomes and Pathways:	Graduates may pursue careers in accounting, auditing, taxation, and financial reporting across a range of organizational settings. Students develop a strong foundation in accounting principles and practices, preparing them for entry-level roles and advancement within the field. The program also provides the academic preparation required to pursue the Chartered Professional Accountant designation.

Proposed Revisions:	Current	Proposed
☒ Qualifications to teach the Program:	<i>None</i>	CPA
☒ Program Outline	While satisfying all the requirements outlined above for the Bachelor of Business Administration degree, students must include the following courses in their Business elective choices to specialize in Accounting. • BUAD 121 - Financial Accounting II • BUAD 208 - Canadian Income Tax I • BUAD 263 - Intermediate Accounting I • BUAD 273 - Intermediate Accounting II	While satisfying all the requirements outlined above for the Bachelor of Business Administration degree, students must include the following courses in their Business elective choices to specialize in Accounting. Complete one of the following courses: • BUAD121 - Financial Accounting II • BUAD130 - Accelerated Financial Accounting Complete all of the following:

Proposed Revisions:**Current**

Complete at least 4 of the following:

- BUAD 352 - Data Analytics in Accounting
- BUAD 359 - Accounting - Contemporary Perspectives and Issues in Accounting
- BUAD 365 - Cost Accounting
- BUAD 367 - Fraud Examination
- BUAD 368 - Selected Topics: Advanced Accounting
- BUAD 469 - Selected Topics: Advanced Accounting
- BUAD 369 - Canadian Income Tax II
- BUAD 363 - Audit Planning
- BUAD 462 - Advanced Financial Accounting
- BUAD 466 - Advanced Managerial Accounting
- BUAD 463 - Internal Control & Auditing

Proposed

~~• BUAD 121 - Financial Accounting II~~

- BUAD 208 - Canadian Income Tax I
- BUAD 263 - Intermediate Accounting I
- BUAD 273 - Intermediate Accounting II
- **BUAD467 - Accounting Capstone**

Complete at least **3** of the following:

- BUAD 352 - Data Analytics in Accounting
- BUAD 359 - Accounting - Contemporary Perspectives and Issues in Accounting
- BUAD363 - Audit Planning
- BUAD 365 - Cost Accounting
- BUAD 367 - Fraud Examination
- BUAD 368 - Selected Topics: Advanced Accounting
- ~~BUAD 469 - Selected Topics: Advanced Accounting~~
- BUAD 369 - Canadian Income Tax II
- BUAD 462 - Advanced Financial Accounting
- BUAD 463 - Internal Control & Auditing
- BUAD 466 - Advanced Managerial Accounting
- BUAD469 - Selected Topics: Advanced Accounting

Students who have taken BUAD 130 instead of BUAD 121 will complete at least 4 courses from the above list.

Students who completed BUAD 255 and chose not to take BUAD 264 as part of their BBA graduation requirements must complete BUAD 365 and BUAD 446 (from the list above counting as two of the three options).

Okanagan College Education Council
Proposal for Program Revision
June 2026

Program Revision Summary

* Sections highlighted yellow are proposed for Board approval; additional information provided for context.

Name of Programs:	Business Administration Diploma: Accounting Option
Program Outcome/Credential:	Degree
Program Length:	60 credits / 20 courses
Proposed Revision Effective:	Fall 2027
Education Council Approval Date:	05/21/2026

Proposed Revised Program Outline

Program description:	The Business Administration Diploma (BUAD) with an Accounting Option provides a strong foundation in core business principles with a focused pathway in accounting practices and analysis. Students develop knowledge in accounting, managerial accounting, taxation, and financial reporting, supported by practical, hands-on learning experiences. Accredited by the Accreditation Council for Business Schools and Programs (ACBSP), the program prepares learners for entry-level accounting roles and further professional education.
Program revision process:	Changes to the Accounting Option are intended to update terminology and include new courses within the curriculum. Proposed revisions include: • Updating the program outline to include new business administration courses. • Updating the program description for clarity. • Adding the minimum qualifications required to teach the program.
Career Outcomes and Pathways:	Graduates may pursue careers in accounting, bookkeeping, payroll, and financial reporting across a variety of industries. Students develop practical accounting knowledge and technical skills that support entry-level roles and career advancement. The program also provides a strong foundation for transfer into the Bachelor of Business Administration degree.

Proposed Revisions:	Current	Proposed
☒ Qualifications to teach the Program:	<i>None listed</i>	CPA
☒ Program Description	Offered at all campuses.	While satisfying all the requirements outlined above for the Business Administration diploma, students must include the following courses in their Business elective choices to specialize in Accounting:

Proposed Revisions:☒ **Program Outline****Current**

While satisfying all the requirements outlined above for the Business Administration diploma, students must include the following courses in their elective choices to specialize in Accounting:

- BUAD 121 - Financial Accounting II
- BUAD 263 - Intermediate Accounting I

Students will also complete two of the following courses:

- BUAD 208 - Canadian Income Tax I
- BUAD 236 - Accounting Computer Applications
- BUAD 273 - Intermediate Accounting II
- BUAD 222 - Selected Topics: Advanced Accounting
- BUAD 283 - Management Information Systems
- BUAD 296 - Long-term Capital Management
- BUAD 365 - Cost Accounting
- BUAD 369 - Canadian Income Tax II

Proposed

Students will complete one of the following courses:

- BUAD 121 - Financial Accounting II
- ~~BUAD 263 - Intermediate Accounting I~~
- BUAD130 - Accelerated Financial Accounting

Students will complete:

- BUAD263 - Intermediate Accounting I

Students will also complete **at least** two of the following courses:

- BUAD 208 - Canadian Income Tax I
- BUAD 236 - Accounting Computer Applications
- BUAD 273 - Intermediate Accounting II
- BUAD 222 - Selected Topics: Advanced Accounting
- BUAD 283 - Management Information Systems
- BUAD 296 - Long-term Capital Management
- BUAD 365 - Cost Accounting
- BUAD 369 - Canadian Income Tax II

Students who have taken BUAD 130 - Accelerated Financial Accounting instead of BUAD 121 - Financial Accounting II will complete 3 courses from the list above.

Okanagan College Education Council
Proposal for Program Revision
June 2026

Program Revision Summary

* Sections highlighted yellow are proposed for Board approval; additional information provided for context.

Name of Programs:	Business Administration Diploma
Program Outcome/Credential:	Diploma
Program Length:	60 credits / 20 courses
Proposed Revision Effective:	Fall 2027
Education Council Approval Date:	05/21/2026

Proposed Revised Program Outline

Program description:	The Business Administration Diploma provides a broad understanding of business practices, preparing students for careers in accounting, financial services, hospitality and tourism, management, human resources, and marketing. The program offers specializations and practical, hands-on learning experiences accredited by Accreditation Council for Business Schools and Programs (ACBSP). Year one of the program provides a solid foundation in general business. Year two allows students to choose an option in Accounting, Financial Services, Human Resources Management, Management, Marketing, and Tourism and Hospitality Management for further specialization.
Program revision process:	Changes to the Business Administration Diploma are intended to update terminology and include new courses within the curriculum. Proposed revisions include: • Updating the admission requirements to reflect current terminology and provide applicants clarity around specific components. • Updating the program outline to include new business administration courses. • Updating the program description to include an updated list of options within the diploma. • Adding the minimum qualifications required to teach the program.
Career Outcomes and Pathways:	Graduates may pursue careers in accounting, financial services, hospitality and tourism, management, human resources, and marketing. Students gain practical skills and knowledge for diverse roles in business industries and are equipped to transfer to the Bachelor of Business Administration Degree if they choose.

Proposed Revisions:	Current	Proposed
☒ Qualifications to teach the Program:	<i>None listed</i>	Master's or Equivalent, CPA, CFA, or CFP
☒ Program Description	The diploma program provides students with a broad understanding	The diploma program provides students with a broad understanding

Proposed Revisions:**Current**

of business practices. With the experience and skills learned in the classroom, students will be able to progress to more responsible roles in accounting, marketing, operations, personnel or general administration. Year one of the program provides a solid foundation in general business. Options are available in Accounting, Financial Services, Hospitality and Tourism Management, Human Resources Management, Management and Marketing. A General Studies option is also available to those who want to take elective courses from a variety of options.

Proposed

of business practices. With the experience and skills learned in the classroom, students will be able to progress to more responsible roles in accounting, marketing, operations, personnel or general administration. Year one of the program provides a solid foundation in general business. Options are available in Accounting, Financial Services, **Human Resources Management, Management, Marketing, and Tourism and Hospitality Management**. A General Studies option is also available to those who want to take elective courses from a variety of options.

☒ **Admission Requirements**

Regular Applicants:

- B.C. secondary school graduation (or equivalent).
- English 12 or [alternatives](#).
- Math requirement:
 - A minimum of 50% in any of:
 - Pre-calculus Grade 11
 - Foundations of Mathematics Grade 11
 - Principles of Mathematics 11
 - Applications of Mathematics 11
 - Apprenticeship and Workplace Mathematics Grade 11
 - Apprenticeship Mathematics 11
 - Adult Basic Education MATH 011
 - Adult Basic Education MATH 080
 - Adult Basic Education MATH 084 and MATH 085
 - Adult Basic Education IALG 011

Regular Applicants:

- B.C. secondary school graduation (or equivalent).
- English 12 or [alternatives](#).
- Math requirement:
 - A minimum of 50% in any of:
 - Pre-calculus Grade 11
 - Foundations of Mathematics Grade 11
 - Principles of Mathematics 11
 - Applications of Mathematics 11
 - Apprenticeship and Workplace Mathematics Grade 11
 - Apprenticeship Mathematics 11
 - Adult Basic Education MATH 011
 - Adult Basic Education MATH 080
 - Adult Basic Education MATH 084 and MATH 085
 - Adult Basic Education IALG 011

Proposed Revisions:**Current**

- Or a minimum score of 16/25 on the Okanagan College Mathematics Diagnostic Test.

Mature Students:

- Mature applicants are at least 19 years of age and have been out of full-time secondary study for at least one year.
- Secondary graduation will be waived for mature applicants.
- Mature applicants must meet the English and Mathematics requirements.

Qualifying status:

- Applicants who ultimately fail to satisfy the specific English and/or math entrance requirements may be granted admission to and be allowed to remain enrolled in the business program as qualifying students subject to the availability of space after the admission and registration of qualified applicants.
- Qualifying students may concurrently register in a maximum of three first-year business courses, any three for which they satisfy the prerequisites.
- Qualifying first-year business students will not be considered to be continuing students and will, therefore, be allowed to continue in the program after the qualifying year only if all outstanding course entrance requirements have been successfully completed.

Program requirements:

- A personal laptop is required. See the program for computer specifications.

Notes:**Prior Learning Assessment:**

- Where a student has prior learning in the following courses BUAD 111, 116, 121, 128, 176 and 293, credit may be awarded if the student

Proposed

- Or a minimum score of 16/25 on the **Okanagan College Business Math Proficiency Test.**

Mature Students:

- Mature applicants are at least 19 years of age and have been out of full-time secondary study for at least one year.
- Secondary graduation will be waived for mature applicants.
- Mature applicants must meet the English and Mathematics requirements.

Qualifying status:

- Applicants who ultimately fail to satisfy the specific English and/or math entrance requirements may be granted admission to and be allowed to remain enrolled in the business program as qualifying students subject to the availability of space after the admission and registration of qualified applicants.
- Qualifying students may concurrently register in a maximum of three first-year business courses, any three for which they satisfy the prerequisites.
- Qualifying first-year business students will not be considered to be continuing students and will, therefore, be allowed to continue in the program after the qualifying year only if all outstanding course entrance requirements have been successfully completed.

Program requirements:

- A personal laptop is required. **See the Business Department office for computer specifications.**

Notes:**Prior Learning Assessment:**

- Where a student has prior learning in **select courses**, credit may be awarded if the student successfully **passes the assessment. Contact the**

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

successfully passes a challenge exam. Contact the Business Administration department for more information.

- Secondary students who enter the Business Administration degree or diploma program with a minimum grade of 73% in Accounting 12 may request credit for BUAD 111 (Financial Accounting I).

Business Administration department for a list of eligible courses and more information.

- Secondary students who enter the Business Administration degree or diploma program with a minimum grade of 73% in Accounting 12 may request credit for BUAD 111 (Financial Accounting I).

☒ **Program Outline**

Year 1

- BUAD 111 - Financial Accounting I
- BUAD 116 - Marketing
- BUAD 123 - Management Principles
- BUAD 128 - Computer Applications I
- BUAD 195 - Financial Management
- CMNS 112 - Professional Writing I
- MATH 114 - Business Mathematics

Students will also complete:

- BUAD 113 - Canadian Business

Or both:

- ECON 115 - Principles of Microeconomics
- ECON 125 - Principles of Macroeconomics

Students will also complete six (6) credits of electives (non-business or business)

Year 2

- BUAD 209 - Business Law
- BUAD 262 - Organizational Behaviour
- BUAD 264 - Management Accounting

Students will complete one of:

- BUAD 272 - Business Simulation
- BUAD 293 - Entrepreneurship

Students will complete 12 credits of specific option electives (see each specialization to review specific courses)

Program Outline:

Students must complete all of the following:

- ~~BUAD 111 - Financial Accounting I~~
- BUAD 116 - Marketing
- BUAD 123 - Management Principles
- BUAD 128 - Computer Applications I
- ~~BUAD 195 - Financial Management~~
- CMNS 112 - Professional Writing I
- MATH 114 - Business Mathematics
- BUAD209 - Business Law
- BUAD262 - Organizational Behaviour
- BUAD264 - Management Accounting

Students must also complete one of the following courses:

- BUAD111 - Financial Accounting I
- BUAD130 - Accelerated Financial Accounting

Students must also complete one of the following courses:

- BUAD195 - Financial Management
- BUAD255 - Financial Decision Making and Analysis (3)

Students must also complete one of the following courses:

- BUAD272 - Business Simulation (3)
- BUAD293 - Entrepreneurship (3)

Students ~~will~~ must also complete:

- BUAD 113 - Canadian Business

Or both:

Proposed Revisions:**Current**

Students will also complete six (6) credits of electives (non-business or business)

Notes

ECON 115 and ECON 125 may be substituted for BUAD 113 with three credits counting as required credits and three credits counting as elective credits.

Please see specialization options below to review the courses students must include in their elective choices to specialize in any of the available options: Accounting, Financial Services, Hospitality Tourism Management, Human Resources Management, Management, Marketing or General Studies.

Proposed

- ECON 115 - Principles of Microeconomics
- ECON 125 - Principles of Macroeconomics

Students will also complete **twelve (12)** credits of electives (non-business or business)

Students will complete twelve (12) credits of specific option electives (see each specialization to review specific courses)

Notes

ECON 115 and ECON 125 may be substituted for BUAD 113 with three credits counting as required credits and three credits counting as elective credits.

Please see specialization options below to review the courses students must include in their elective choices to specialize in any of the available options: Accounting, Financial Services, Hospitality Tourism Management, Human Resources Management, Management, Marketing or General Studies.

Okanagan College Education Council
Proposal for Program Revision
June 2026

Program Revision Summary

* Sections highlighted yellow are proposed for Board approval; additional information provided for context.

Name of Programs:	Business Studies Certificate: Small Business Computer Accounting Option
Program Outcome/Credential:	Certificate
Program Length:	18 credits / 6 courses
Proposed Revision Effective:	Fall 2026
Education Council Approval Date:	05/21/2026

Proposed Revised Program Outline

Program description:	The Small Business Computer Accounting specialization within the Business Studies Certificate is designed for small business owners and their employees in the local community. The certificate emphasizes an introduction to computer based accounting and the program addresses the growing need for digital skills in today's business landscape. Flexible admissions are available for students with basic business, computer, and math skills. Prerequisites are waived for eligible applicants with sufficient background knowledge.
Program revision process:	Changes to the Small Business Computer Accounting Option are intended to clarify admissions and include new courses within the curriculum. Proposed revisions include: • Updating the program description to move notes about prerequisites waivers to the program outline. • Updating the program outline to include new business administration courses. • Adding the minimum qualifications required to teach the program.
Career Outcomes and Pathways:	Graduates will gain knowledge to manage basic accounting requirements of their small business and open a pathway for further Business Administration education.

Proposed Revisions:	Current	Proposed
☒ Qualifications to teach the Program:	<i>None listed</i>	CPA
☒ Program Description	This specialization is part of the 'Business Studies Certificate' focusing on small business computer accounting. The target student is a mature adult with business experience looking to grow their understanding of accounting. A more open approach to	This specialization is part of the 'Business Studies Certificate' focusing on small business computer accounting. The target student is a mature adult with business experience looking to grow their understanding of accounting. A more open approach to

Proposed Revisions:**Current**

admission is offered, assuming the mature student has some business, computer, and math skills. ~~This means MATH 114, BUAD 128, and BUAD 208 will be waived as prerequisites/co-requisites.~~ All students require the use of Microsoft Office software, with a focus on Excel.

Proposed

admission is offered, assuming the mature student has some business, computer, and math skills. All students require the use of Microsoft Office software, with a focus on Excel.

☒ **Program Outline**

Complete the following:

- BUAD 111 - Financial Accounting I
- BUAD 121 - Financial Accounting II
- BUAD 236 - Accounting Computer Applications
- BUAD 264 - Management Accounting

Complete at least 2 of the following:

- BUAD 208 - Canadian Income Tax I
- BUAD 263 - Intermediate Accounting I
- BUAD 273 - Intermediate Accounting II
- BUAD 128 - Computer Applications I
- BUAD 195 - Financial Management

Completed either both of

- BUAD111 - Financial Accounting I
- BUAD121 - Financial Accounting II

Or

- BUAD130 - Accelerated Financial Accounting

Completed both of

- ~~BUAD 111 - Financial Accounting I~~
- ~~BUAD 121 - Financial Accounting II~~
- BUAD 236 - Accounting Computer Applications
- BUAD 264 - Management Accounting

Complete at least 2 of the following:

- BUAD 128 - Computer Applications I
- BUAD 195 - Financial Management
- BUAD 208 - Canadian Income Tax I
- BUAD 255 - Financial Decision Making and Analysis
- BUAD 263 - Intermediate Accounting I
- BUAD 273 - Intermediate Accounting II

Students who have taken BUAD 130 - Accelerated Financial Accounting instead of BUAD 111 - Financial Accounting I, and BUAD 121 - Financial Accounting II will need to complete 3 courses from the list above.

Students may not receive credit for both BUAD 195 - Financial Management and BUAD 255 - Financial Decision Making and Analysis.

MATH 114, BUAD 128, and BUAD 208 will be waived as prerequisites/co-requisites to BUAD 236 and BUAD 264.

Okanagan College Education Council
Proposal for Program Revision
June 2026

Program Revision Summary

* Sections highlighted yellow are proposed for Board approval; additional information provided for context.

Name of Program:	Common First Year Engineering Certificate
Program Outcome/Credential:	Certificate
Program Length:	39 credits / 13 courses
Proposed Revision Effective:	Fall 2026
Education Council Approval Date:	05/21/2026

Proposed Revised Program Outline

Program description:

The Common First Year Engineering Certificate provides learners with the opportunity to complete first-year Engineering (Applied Science) studies at Okanagan College in a supportive learning environment. The program delivers a comprehensive foundation in mathematics, physics, and engineering principles while developing problem-solving, analytical, and technical communication skills. Learners follow a structured curriculum aligned with transfer requirements for partner institutions, preparing them for further study in a range of engineering disciplines. The program supports seamless transfer to second-year engineering degree programs at select British Columbia universities, depending on admission requirements and academic performance.

Program revision process:

Changes to the Common First Year Engineering Certificate are prompted from the BCCAT Common First Year Agreement revisions.

Proposed revisions include:

- Updating the program description to note requirements for transferring to a different institution.
- Updating the graduating requirements indicate the required time-frame that the program must be completed in.
- Updated the program outline to include a humanities elective required for UBCO transfer.
- Adding the minimum qualifications required to teach the program.

Career Outcomes and Pathways:

Graduates are prepared to transfer into second-year engineering degree programs at universities across British Columbia. This pathway leads to careers in engineering fields such as civil, mechanical, electrical, and environmental engineering. Further study supports progression into professional engineering roles, project leadership positions, and specialized technical careers within industry and consulting sectors.

Proposed Revisions:	Current	Proposed
☒ Qualifications to teach the Program:	None listed	A P.Eng. for the ENGR courses. The appropriate department qualifications for the service courses.
☒ Program Description	The Common First Year Engineering Certificate program provides the opportunity to study first-year Engineering (Applied Science) at Okanagan College. All courses must be taken at Okanagan College within a 8-month period. Students completing the Common First Year Engineering Certificate are able to apply to some B.C. university's second year Engineering (Applied Science) Degree programs. Graduation from the Common First Year Engineering Certificate program requires successful completion of all courses in the program outline with a minimum graduating grade average of 70%. Successful completion of individual courses requires a minimum grade of 50% with some courses requiring a higher minimum grade to be acceptable as prerequisites for subsequent courses at various institutions. Minimum graduating grade average for acceptance at receiving institutions will vary. • Upon successful completion of this program students will be able to: • Develop a knowledge base for engineering • Analyze and solve problems while applying engineering knowledge • Conduct investigations into various complex problems • Design solutions for complex problems • Create, adapt and apply various engineering tools • Work effectively in teams and as an individual • Communicate complex engineering problems and solutions with professionals and the public • Understand the roles and responsibility of a professional engineer	The Common First Year Engineering Certificate provides the opportunity for students to study first-year engineering (Applied Science) at Okanagan College. Students completing the Common First Year Engineering Certificate are able to apply to some B.C. universities' second year engineering (Applied Science) degree programs. The Common First Year Engineering Certificate is designed to be completed within an 8-month period at Okanagan College. Some universities (eg. University of British Columbia Okanagan) allow students to complete the required credits in the Common First Year Engineering program over two years. Check with your preferred university regarding the time constraints for completing the courses in the Common First Year Engineering program. Minimum grade average and minimum individual course grade requirements may vary depending on the receiving university.

Proposed Revisions:**Current**

- Evaluate sustainable/environmental engineering solutions
- Apply professional ethics and accountability
- Understand introductory project management and the economic drivers of construction projects
- Develop a base for computer programming.

Proposed
☒ **Program Outline**

Term 1 – Fall Term

- CHEM111 - Principles of Chemistry I
- COSC111 - Computer Programming I
- ENGR101 - Engineering Design I
- MATH112 - Calculus I
- PHYS111 - Calculus-Based Physics I
- ENGL100 - University Writing

Term 2 – Winter Term

- CHEM121 - Principles of Chemistry II
- ENGR111 - Engineering Design II
- MATH122 - Calculus II
- MATH221 - Linear Algebra I
- PHYS121 - Calculus-Based Physics II
- PHYS202 - Engineering Mechanics I
- CMNS133 - Technical Writing and Communications I

Term 1 – Fall Term

- CHEM111 - Principles of Chemistry I
- COSC111 - Computer Programming I
- ENGR101 - Engineering Design I
- MATH112 - Calculus I
- PHYS111 - Calculus-Based Physics I
- ENGL100 - University Writing

Term 2 – Winter Term

- CHEM121 - Principles of Chemistry II
- ENGR111 - Engineering Design II
- MATH122 - Calculus II
- MATH221 - Linear Algebra I
- PHYS121 - Calculus-Based Physics II
- PHYS202 - Engineering Mechanics I
- **ECON115 - Principles of Microeconomics**

☒ **Graduation Requirements**

Graduation from the Common First Year Engineering Certificate requires the completion of the 39 required credits within a 12 month period, with a minimum 70% GGA.

Graduation from the Common First Year Engineering Certificate requires the completion of the 39 required credits within an **8-month period, with a minimum 70% graduating grade average.**

Okanagan College Education Council
Proposal for Program Revision
June 2026

Program Revision Summary

* Sections highlighted yellow are proposed for Board approval; additional information provided for context.

Name of Program:	Health Care Assistant Certificate
Program Outcome/Credential:	Certificate
Program Length:	745 hours / 9 credit courses
Proposed Revision Effective:	Fall 2026
Education Council Approval Date:	05/21/2026

Proposed Revised Program Outline

Program description:	This program designed to provide students with opportunities to develop the knowledge, skills, and attitudes necessary to function effectively as front-line caregivers and respected members of the health care team. Under the direction and supervision of a regulated health professional, graduates provide person-centred care aimed at promoting and maintaining the physical, psychological, cognitive, social, and spiritual health and well-being of clients and families. Upon completion of the HCA program, graduates are prepared to work in a variety of practice settings including home support, assisted living, group homes, complex care, special care units, other home and community care settings, and acute care.
Program revision process:	Changes to the admission requirements Health Care Assistant Certificate are mandated by the BC Care Aid Registry. Updates include an additional scoring scale for TOEFL iBT to match the mandate.
Career Outcomes and Pathways:	Graduates are prepared for roles providing personal care and support in long term care, assisted living, and community settings. They play a critical role in helping B.C. residents receive quality, person-centred care and provide services in various health care settings, including acute care, assisted living, continuing care, and community care.

Proposed Revisions:	Current	Proposed
☒ Admission Requirements	Admission requirements Admission requirements: - B.C. secondary school graduation or equivalent, or 19 years of age and out of secondary school for one year as of the first day of classes. English requirements: All applicants are required meet the HCA Program Entry Requirements	Admission requirements Admission requirements: - B.C. secondary school graduation or equivalent, or 19 years of age and out of secondary school for one year as of the first day of classes. English requirements: All applicants are required meet the HCA Program Entry Requirements for English

Proposed Revisions:**Current**

<<https://www.cachwr.bc.ca/resources/pdf/educators/HCA-Minimum-Program-Entry-Requirements.pdf>> for English Language Competency as outlined below".

- Applicants who provide evidence of three years of full-time instruction in English must also provide proof of one of the following:
 - English 10 with minimum 60% or [equivalent](#).
 - ENGL 070 with a minimum of 60% or equivalent college course. <https://www.okanagan.bc.ca/calendar#/content/655524dfc25165001c420f5b>
 - Accuplacer Next Generation Test Result: Reading 230, Writing 230 and Writeplacer 4
- Applicants who cannot provide evidence of three years of full-time instruction in English are required to provide proof of one of the following standardized proficiency tests from an authorized assessment agency.

*Defined as three (3) years of full-time secondary and/or post-secondary education at a recognized institution on the list of Approved English Speaking Countries

<<https://www.cachwr.bc.ca/resources/pdf/educators/HCA-Minimum-Program-Entry-Requirements.pdf>>. Secondary education will be considered starting from grade 8. English as a Second Language (ESL) courses will not be considered.

- [Canadian Language Benchmark Placement Test](#) (CLBPT or CLBPT Remote). Test within the last year. Scores: Listening 7, Speaking 7, Reading 6 and Writing 6.
- [For Language Learners – Centre for Canadian Language Benchmarks](#)
- [Canadian English Language Proficiency Index Program](#) (CELPIP General or CELPIP Online). Test within the

Proposed

[Language Competency](#) as outlined below.

- Applicants who provide evidence of three years of full-time instruction in English* must also provide proof of one of the following:
 - English 10 with minimum 60% or [equivalent](#).
 - ENGL 070 with a minimum of 60% or [equivalent](#) college course.
 - Accuplacer Next Generation Test Result: Reading 230, Writing 230 and Writeplacer 4
- Applicants who cannot provide evidence of three years of full-time instruction in English* are required to provide proof of one of the following standardized proficiency tests from an authorized assessment agency.
 - [Canadian Language Benchmark Placement Test](#) (CLBPT or CLBPT Remote). Test within the last year. Scores: Listening 7, Speaking 7, Reading 6 and Writing 6.
 - [Canadian English Language Proficiency Index Program](#) (CELPIP General or CELPIP Online). Test within the last two years. Scores: Listening

Proposed Revisions:	Current	Proposed
	last two years. Scores: Listening 7, Speaking 7, Reading 6 and Writing 6. ○ Find a Test Date - CELPIP ○ International English Language Testing System (IELTS Academic, IELTS General or IELTS Academic Online). Test within the last two years. Overall score of 6 with a minimum of 6 in Speaking and Listening and no score lower than 5.5 in Reading and Writing. ○ IELTS Test centres ○ Canadian Academic English Language Assessment (CAEL or CAEL Online). Test within the last two years. Overall Score of 60, with no section less than 50. ○ Find a Test Date - CAEL ○ The Test of English as a Foreign Language (TOEFL iBT or TOEFL iBT Home Edition). Test within the last two years. Overall score of 76 with no score lower than 20 in Speaking and Listening and no score lower than 18 in Reading and Writing. ○ TOEFL Test Takers (ets.org) ○ Pearson Test of English (PTE). Test in the last two years. PTE Academic - Overall score of 50 with no score lower than 50 in Speaking and Listening and no score lower than 45 in Reading and Writing. PTE Core - No score lower than 68 in Speaking, 60 in Listening, 51 in Reading and 60 Writing.	7, Speaking 7, Reading 6 and Writing 6. ○ International English Language Testing System (IELTS Academic, IELTS General or IELTS Academic Online). Test within the last two years. Overall score of 6 with a minimum of 6 in Speaking and Listening and no score lower than 5.5 in Reading and Writing. ○ Canadian Academic English Language Assessment (CAEL or CAEL Online). Test within the last two years. Overall Score of 60, with no section less than 50. ○ The Test of English as a Foreign Language (TOEFL iBT or TOEFL iBT Home Edition). Test within the last two years. ▪ For tests taken before January 21, 2026, overall score of 76 with no score lower than 20 in Speaking and Listening and no score lower than 18 in Reading and Writing. ▪ For tests taken on or after January 21, 2026, overall score of 4 with no score lower than 4 in Speaking and Listening and no score lower than 3.5 in Reading and Writing. ○ Pearson Test of English (PTE Academic). Test within the last two years. Overall score of 50 with no score lower than 50 in Speaking and Listening and no score lower than 45 in Reading and Writing. PTE Core - No score lower than 68 in Speaking, 60 in Listening, 51 in Reading and 60 Writing. *Defined as three (3) years of full-time secondary and/or post-secondary education at a recognized institution on

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

the [list of Approved English Speaking Countries](#). Secondary education will be considered starting from grade 8. English as a Second Language (ESL) courses will not be considered.

Other Admission Requirements:

- Criminal record check clearance to work with vulnerable adults and children from the Criminal Records Review Program. Applicants must follow instructions provided to them by OC admissions to complete this requirement.
- Standard First Aid Certification.
- CPR Level "C" Certification or "Basic Life Support (BLS)" Certification.
- Foodsafe Level 1 Certification (or equivalent).
- Evidence of a negative tuberculin screening test (TB test), taken no more than six months before the date of application (and evidence of appropriate follow-up tests, if necessary)

Program Pre-practice Requirements:

- Proof of meeting current provincial immunization policies and guidelines by completing the Okanagan College Immunization Record Form. Applicants are advised that, if they are unable to provide proof of immunization they may be restricted and/or excluded from clinical practice.
- Workplace Hazardous Materials (WHMIS) provincial course completion.
- All the B.C. Provincial Violence Prevention Curriculum (PVPC) including the 8-hour in-person classroom course completion.
- Health Care Assistant Practice in BC E-Learning Modules completion.
- Recognizing and Responding to Adult Abuse course completion.

Other Admission Requirements:

- Criminal record check clearance to work with vulnerable adults and children from the Criminal Records Review Program. Applicants must follow instructions provided to them by OC admissions to complete this requirement.
- Standard First Aid Certification.
- CPR Level "C" Certification or "Basic Life Support (BLS)" Certification.
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- Workplace Hazardous Materials (WHMIS) provincial course completion.
- All the B.C. Provincial Violence Prevention Curriculum (PVPC) including the 8-hour in-person classroom course completion.
- Health Care Assistant Practice in BC E-Learning Modules completion.
- Recognizing and Responding to Adult Abuse course completion.

Proposed Revisions:**Current**

- Student Practice Education Core Orientation (SPECO) checklist completion.

Other information and recommendations:

- It is recommended that students also complete a Grade 11 Science or an ABE Science at the 70 or 80 Level.
- Applicants are advised that students in this program engage actively in laboratory practice, acting both as patient/client and as caregiver in simulated health care situations.
- Notwithstanding all specific program prerequisites, Okanagan College reserves the right to deny admission to any applicant when, in the opinion of OC, there is sufficient and substantiated evidence, medical or otherwise, to conclude that by granting admission OC would jeopardize the safety of clients under student care or would otherwise be negligent in providing for the safety and well-being of clients, agency staff or other students.
- Several of the program pre-practice requirements are available on the provincial online LearningHub and will become available to students once enrolled in the program. Student will be provided with guidance for how to complete those requirements as part of the program orientation on the first day of classes.
- There may be additional fees associated with other admission and program pre-practice requirements. These requirements are usually completed outside of regular class time. Students are responsible for submitting appropriate documentation by the due dates provided. OC admissions and/or HCA department chair will provide further instructions.
- **Students may proceed into clinical practice only after successful**

Proposed

- Student Practice Education Core Orientation (SPECO) checklist completion.

Other information and recommendations:

- It is recommended that students also complete a Grade 11 Science or an ABE Science at the 70 or 80 Level.
- Applicants are advised that students in this program engage actively in laboratory practice, acting both as patient/client and as caregiver in simulated health care situations.
- Notwithstanding all specific program prerequisites, Okanagan College reserves the right to deny admission to any applicant when, in the opinion of OC, there is sufficient and substantiated evidence, medical or otherwise, to conclude that by granting admission OC would jeopardize the safety of clients under student care or would otherwise be negligent in providing for the safety and well-being of clients, agency staff or other students.
- Several of the program pre-practice requirements are available on the provincial online LearningHub and will become available to students once enrolled in the program. Student will be provided with guidance for how to complete those requirements as part of the program orientation on the first day of classes.
- There may be additional fees associated with other admission and program pre-practice requirements. These requirements are usually completed outside of regular class time. Students are responsible for submitting appropriate documentation by the due dates provided. OC admissions and/or HCA department chair will provide further instructions.
- **Students may proceed into clinical practice only after successful**

Proposed Revisions:	Current	Proposed
	completion of ALL the program pre-practice requirements. • Students must arrange for their own transportation to and from practicum sites. Travel expenses are the students responsibility. A valid driver's license and access to a reliable vehicle are required for practicum experiences, carpooling is not a reliable option. Locations and schedules will be provided closer to the time of the practice experience.	completion of ALL the program pre-practice requirements. • Students must arrange for their own transportation to and from practicum sites. Travel expenses are the students responsibility. A valid driver's license and access to a reliable vehicle are required for practicum experiences, carpooling is not a reliable option. Locations and schedules will be provided closer to the time of the practice experience.

Okanagan College Education Council
Proposal for Program Revision
June 2026

Program Revision Summary

* Sections highlighted yellow are proposed for Board approval; additional information provided for context.

Name of Program:	Associate of Science Degree: Mathematics & Statistics Emphasis
Program Outcome/Credential:	Associate Degree
Program Length:	60 credits / 20 courses
Proposed Revision Effective:	Winter 2027
Education Council Approval Date:	04/16/2026

Proposed Revised Program Outline

Program description:	The Associate of Science Degree currently offers Emphasis pathways in Biology, Chemistry, Computer Science, Data Analytics, and Mathematics & Physics. This proposal is a revisions to the Mathematics & Statistics emphasis. The Mathematics and Statistics Emphasis provides a strong foundation in algebra, calculus, and statistical analysis. The program develops analytical, problem solving, and quantitative reasoning skills, preparing learners for further study in mathematics, statistics, data science, and related scientific or technical disciplines.
Program revision process:	Changes to the Mathematics and Statistics Emphasis are intended to revise the program outline to create flexibility for students. Proposed revisions include: • Updating the program outline to include certain courses on a rotational basis to provide more options for students. • Updating the program description to provide students direction and clarity. • Adding the minimum qualifications required to teach the program.
Career Outcomes and Pathways:	Graduates are well prepared to transfer into bachelor's degree programs in mathematics, statistics, data science, or related fields. The emphasis also supports entry level roles requiring strong quantitative skills and helps current professionals strengthen analytical abilities for advancement in areas such as research, business analysis, and technical fields.

Proposed Revisions:	Current	Proposed
☒ Qualifications to teach the Program:	<i>None listed</i>	MSc in Mathematics or Statistics, or a field deemed closely related by the department.
☒ Program Description	As a means of satisfying all of the requirements outlined above for an Associate of Science Degree, the	As a means of satisfying all of the requirements outlined above for an Associate of Science Degree, the

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

student pursuing a Mathematics and Statistics Emphasis must complete the following courses.

student pursuing a Mathematics and Statistics Emphasis must complete the following. **Students should consult the calendar of the university they plan to transfer to for second-year course requirements and transfer credit applicability.**

☒ **Program Outline**

As a means of satisfying all of the requirements outlined above for an Associate of Science Degree, the student pursuing a Mathematics and Statistics Emphasis must complete the following courses.

As a means of satisfying all of the requirements outlined above for an Associate of Science Degree, the student pursuing a Mathematics and Statistics Emphasis must complete the following courses.

Complete all of the following:

- COSC 111 - Computer Programming I
- DSCI 228 - Introduction to Applied Data Analytics
- MATH 122 - Calculus II
- MATH 201 - Mathematical Structures and Proofs
- MATH 212 - Calculus III
- MATH 221 - Linear Algebra I
- STAT 203 - Introduction to Probability
- STAT 205 - Introduction to Mathematical Statistics

Complete all of the following:

- DSCI228 - Introduction to Applied Data Analytics
- MATH122 - Calculus II

Completed at least 1 of the following:

- STAT203 - Introduction to Probability
- STAT205 - Introduction to Mathematical Statistics
- STAT230 - Elementary Applied Statistics
- BIOL202 - Elementary Applied Statistics

In place of STAT 203 and STAT 205, a student may complete STAT 230. Students planning to transfer after second year, should consult the calendar of the university they plan to transfer to for second-year course requirements in Statistics.

Completed at least 2 of the following:

- MATH212 - Calculus III
- MATH221 - Linear Algebra I
- MATH222 - Calculus IV
- MATH223 - Linear Algebra II

Complete at least 1 of the following:

- COSC 221 - Introduction to Discrete Structures
- MATH 222 - Calculus IV
- MATH 223 - Linear Algebra II
- MATH 225 - Differential Equations
- MATH 251 - Introduction to Discrete Structures
- MATH 258 - Numerical Methods
- STAT 310 - Regression Analysis
- STAT 311 - Modern Statistical Methods

Completed at least 2 of the following:

- MATH201 - Mathematical Structures and Proofs
- MATH225 - Differential Equations
- MATH251 - Introduction to Discrete Structures
- MATH258 - Numerical Methods
- STAT310 - Regression Analysis
- COSC221 - Introduction to Discrete Structures

Okanagan College Education Council
Proposal for Program Revision
June 2026

Program Revision Summary

* Sections highlighted yellow are proposed for Board approval; additional information provided for context.

Name of Program:	Post-Diploma Certificate in Data Science
Program Outcome/Credential:	Post-Diploma Certificate
Program Length:	30 credits / 10 courses
Proposed Revision Effective:	Fall 2026
Education Council Approval Date:	04/16/2026

Proposed Revised Program Outline

Program description:	The Post-Diploma Certificate in Data Science provides learners with applied skills in data analysis, programming, and data visualization to support evidence-based decision making. Building on prior post-secondary education, the program develops competencies in statistical methods, data management, and emerging analytical tools. Learners gain experience working with datasets, applying techniques to interpret and communicate insights. The curriculum emphasizes practical, industry-relevant skills and problem solving in diverse contexts.
Program revision process:	Changes to the Post-Diploma Certificate in Data Science were initiated to improve access to the program from a registration perspective. Revisions to the program structure and length incorporate previously required prerequisites into the curriculum, allowing students to enter the program more directly and progress through a more accessible pathway.
Career Outcomes and Pathways:	Graduates with a completed degree or diploma can build on their existing knowledge by developing advanced skills in data analysis, visualization, and evidence-based decision making. The program supports upskilling for data-informed roles and advancement into positions that integrate analytics with business, technology, and organizational strategy.

Proposed Revisions:	Current	Proposed
☒ Program Description	Graduates with a diploma or degree may receive a post-diploma certificate in Data Science by completing an additional 24 credits of STAT and DSCI courses from a given list. This certificate will be of interest to students who have completed a BBA, BCIS or another related degree or diploma and want to add some experience in Data Science.	Graduates with a diploma or degree may receive a post-diploma certificate in Data Science by completing an additional 30 credits of STAT and DSCI courses from a given list. This certificate will be of interest to students who have completed a BBA, BCIS or another related degree or diploma and want to add some experience in Data Science.

Proposed Revisions:**Current**

Students will receive thorough training in Statistics and Data Science. Students should enter the program with a sound foundational background in Statistics and Calculus. Students without this background will be asked to complete MATH 314 and STAT 230. From there, students build on and apply these foundational skills to a diverse set of areas. Courses in this program are taught with a variety of applications and the mathematical, statistical, and data science concepts learned are universally applicable to a wide range of disciplines.

Proposed

Students will receive thorough training in Statistics and Data Science. It is recommended that students enter the program with a sound foundational background in Statistics and Calculus, although this is not a requirement. Students build on and apply these foundational skills to a diverse set of areas. Courses in this program are taught with a variety of applications and the Mathematics, Statistics, and Data Science concepts learned are universally applicable to a wide range of disciplines.

☒ **Program Outline**

Complete All of the following:

Completed either in a previous diploma or degree or during this certificate: MATH 314 (or equivalent) and STAT 230 (or equivalent)

- DSCI 300 - Data Wrangling and Visualization
- DSCI 310 - Mathematics Computation
- DSCI 400 - Machine Learning I
- DSCI 401 - Machine Learning II

Complete at least 4 of the following:

- DSCI 315 - Dashboards and Analytic Reporting
- DSCI 420 - Mathematics for Machine Learning
- STAT 310 - Regression Analysis
- STAT 311 - Modern Statistical Methods
- STAT 443 - Time Series Analysis and Forecasting
- STAT 240 - Applied Statistics II

Complete all of the following

- STAT230 - Elementary Applied Statistics
- DSCI300 - Data Wrangling and Visualization
- DSCI310 - Mathematics Computation
- DSCI315 - Dashboards and Analytic Reporting
- DSCI400 - Machine Learning I
- DSCI401 - Machine Learning II
- DSCI420 - Mathematics for Machine Learning
- STAT310 - Regression Analysis
- MATH314 - Calculus and Linear Algebra with Business Applications

Completed at least 1 of the following:

- STAT311 - Modern Statistical Methods
- STAT443 - Time Series Analysis and Forecasting

Students entering the certificate with either MATH 314 or STAT 230 (or both) can take any DSCI/MATH/STAT course at the 2XX level or higher to complete the required 30 credits.



BOARD OF GOVERNORS – BRIEFING NOTE

June 23, 2026

Agenda #: 6.1

Title	Open Studies Administration Fees		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the Open Studies Administration Fee as presented.”</i>		
Meets OC’s Inspire Plan...	Values ☐ Students First ☒ Community ☐ Respect ☐ Courage ☐ Relationships ☐ Distinction	Responsibilities ☐ Reconciliation ☐ EDISJ ☒ Sustainability ☐ Resilience ☐ Effective and Efficient	Commitments ☒ Inclusive & Equitable Access ☒ Life-long learning partnerships ☒ Integration and focus

Background Statement

The College is offering select courses, including those that are part of existing programs, in an Open Studies format which allows students to take individual, college-level credit courses at Okanagan College without applying to a credentialed program.

Public post-secondary institutions are expected to ensure programs and courses are affordable and accessible for students. In accordance with applicable legislation, post-secondary boards are responsible for setting, determining, and collecting tuition and mandatory fees within the tuition limit policy.

Based on the anticipated administrative effort required to support Open Studies students through the enrolment process each term, particularly in relation to prerequisite equivalencies which require significant support from advisors, faculty, and deans, approval is requested to establish an Open Studies administration fee of \$50.00 per term enrolled.

This proposed fee reflects the administrative work involved in supporting Open Studies students through registration, including the review of prerequisite equivalencies and related coordination among advisors, faculty, and deans.

Reference Materials

- [BC Tuition Limit Policy](#)

Supporting Analysis

The Tuition Limit Policy provides that boards may establish mandatory fees, including application fees, and may introduce new mandatory fees for new services where there is a clear benefit to students. Initial fee rates may then be increased annually in accordance with the provincial tuition limit policy. Although the proposed administration fee would be a mandatory fee charged in connection with access to Open Studies courses, the policy does not specifically reference registration in individual

courses that are taken through Open Studies, outside of any program. As a result, the College will advise the Ministry of the proposed Open Studies administration fee and will seek additional approvals if required.

Alignment to the Strategic Plan Roadmap

Setting the appropriate program fees is aligned with the principles of *Financial Sustainability* and ensuring that the College has *Sustainable and Agile Programs and Credentials*.

Risk Implication & Mitigation Steps

Financial. Operational. Operational, financial, and reputational risks are mitigated by setting tuition and mandatory fees appropriate to cover the costs of operating the program and providing services to students.

Proposed and Prepared by

Samantha Lenci, Provost and Vice President Academic
Inga Wheeler, Registrar

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Neil Fassina, President	6/15/2026
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.