



Okanagan College Education Council

Special Open Meeting Agenda

Tuesday, June 2, 2026

Online, Zoom

9:00a.m. – 12:00p.m.

Please contact the Education Council [Governance Administrator](#) for Zoom information.

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

Topic	Action	Presenter	Attached	Pages
1. CALL TO ORDER		J. Garrett		
2. ACKNOWLEDGEMENT		J. Ragsdale		
3. DECLARATION OF CONFLICT		J. Garrett		
4. APPROVAL OF AGENDA <i>Recommended Motion: THAT the Education Council approves the June 2, 2026 agenda and thereby approves the consent agenda as presented.</i>	Approval	J. Garrett		1
4.1 Consent Agenda				
i. Education Council Regular Meeting Minutes – May 21, 2026	Approved with motion for agenda as above		Minutes	2-14
5. BUSINESS ARISING				
Governance				
5.1 Education Council Meeting Schedule <i>Recommended Motion: THAT the Education Council approve the 2026-2027 Meeting Schedule as presented.</i>	Approval	J. Garrett	Briefing	15-17
5.2 Education Council Chair and Vice-Chair Elections	Vote	I. Wheeler	Procedures	18-20
Policy				
5.3 Policy Advice	Information	S. Lenci	Briefing	21-24
5.4 New Credit Course and Program Implementation Policy	Advice	S. Lenci	Briefing	25-34
5.5 Implementation and Cancellation of Non-credit and Service Contract Courses and Programs Policy	Advice	S. Lenci	Briefing	35-41
5.6 Credit Program and Course Suspension and Cancellation Policy	Advice	S. Lenci	Briefing	42-50
Education Plan				
5.7 Education Plan	Advice	S. Lenci	Briefing	51-69
6. OTHER BUSINESS & BUSINESS ARISING FROM CONSENT AGENDA				
7. ADJOURNMENT				

Attendance**online***Members****Program Faculty:**

- Jillian Garrett, Education Council Chair (Arts)
- Brenda Ridgeley (Business)
- Morgan Martin, Vice-Chair & Acting Chair (Science and Technology)
- Andrea Thiessen (Health and Social Development)
- Kelly Brochu (Trades and Apprenticeship)

Regional Faculty:

- Claude Hurtubise (Central Okanagan)
- Bryan White (Shuswap Revelstoke)
- Leanne Mallory (North Okanagan)
- Wendy Wheeler (South Okanagan Similkameen)

Support Staff:

- Michelle Somerville
- Vivian Moretti

Students:

- Shirelle Nickoli (North Okanagan)
- Malachi Gossen (South Okanagan Similkameen)
- Sara Delgado Soto (South Okanagan Similkameen)

Educational Administrators:

- Samantha Lenci, Provost and Vice President, Academic
- Chris Newitt, Associate Dean, Arts and Foundational
- Joan Ragsdale, Special Advisor, In-community Program Design
- **Paul Martin, Dean, Teaching & Learning Innovations***

Regrets

- Neil Fassina, President
- Rhea Dupuis, Director, Indigenous Relations

Non-voting:

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

Recording:

- Elaine Booi, Governance Administrator

Guests**Presenting:**

- **Tracy Noble, Chair, Health Care Assistant (HCAP)***
- Ken Langedyke, Chair, Civil Engineering Technology
- **Terry Becker, Vocational Instructor, Paralegal***
- Zach Webster, Program Administrator, Continuing Studies
- Kristine Clarkson, Program Coordinator, Continuing Studies
- Adrian Fontenla, Chair, Business Administration
- **Mandie Belle, Program Coordinator, Continuing Studies***
- **Terri-Lynn Russell, Associate Dean, Health & Social Development***

Guests:

- Mary Kline, Director, Continuing Studies
- Amanda Langhorn, Associate Director, Continuing Studies
- Joanna Campbell (Governance)
- Kristen Wiebe (Governance)
- Morgynn Beselt (Executive Office)
- Andrew Pulvermacher, Associate Dean, Arts & Sciences
- Mary Ann Knoll, Faculty, Business Administration
- Christine Sjolander, Associate Dean, Hall School of Business & Entrepreneurship
- **Joe Baker, Dean, Hall School of Business & Entrepreneurship***

- Chelsey Simmons (Student Representative, Central Okanagan)
- Sean Johnston, First VP, Chief Steward, Okanagan College Faculty Association
- Caroline Gilchirst, President, Okanagan College Faculty Association
- Jake Kennedy, Faculty, English & Fine Arts

Topic	Action
1. CALL TO ORDER Quorum was established and the meeting called to order at 3:08p.m.	
2. ACKNOWLEDGEMENT B. White provided a land acknowledgement.	
3. DECLARATION OF CONFLICT The Chair asked members if they had any declarations of conflict and no members declared.	
4. APPROVAL OF AGENDA The Chair asked if members had any amendments to the agenda. A member requested that item 4.1ii(o) is pulled from the consent agenda. The Chair noted that they will review this proposal once the proposer joins the meeting and members agreed. <i>Recommended Motion: THAT the Education Council approves the May 21, 2026 agenda and thereby approves the consent agenda as amended.</i>	
C. Hurtubise	CARRIED
4.1 Consent Agenda	
i. Education Council Regular Meeting Minutes – April 16, 2026	
ii. Course Revisions:	
a) BUAD 215 Restaurant Management <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 215 Restaurant Management as presented.</i>	
b) BUAD 236 Accounting Computer Applications <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 236 Accounting Computer Applications as presented.</i>	
c) BUAD 272 Business Simulation <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 272 Business Simulation as presented.</i>	
d) BUAD 293 Entrepreneurship <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 293 Entrepreneurship as presented.</i>	
e) BUAD 298 Small Business Management <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 298 Small Business Management as presented.</i>	
f) BUAD 305 Logistics and Supply Chain Management <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: BUAD 305 Logistics and Supply Chain Management as presented.</i>	

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

5. NEW BUSINESS

Health & Social Development

5.1 Program Revision

i. [Health Care Assistant Certificate \(HCA\)](#)

T. Noble presented their proposal and members did not have any questions or comments. The Chair proceeded with reading the motion.

Motion: THAT the Education Council approves and recommends to the Board of Governors the revised program: Health Care Assistant Certificate (HCA) as presented.

L. Mallory

CARRIED

T. Noble left the meeting at 3:14p.m.

Topic	Action
Arts & Sciences	
5.2 Program Revision	
i. Common First Year Engineering Certificate (ENGR)	
K. Langedyke presented the proposal to Council.	
<i>T. Russell joined the meeting at 3:15p.m.</i>	
A member asked about the inclusion of ECON 115 Principles of Microeconomics in the program outline and the rationale for selecting this course. K. Langedyke noted that the course fulfills requirements at other institutions. The member suggested that HKIN 100 Personal Well-being could be a suitable alternative and may be worth considering in the future. K. Langedyke noted that they will explore the possibility of adding this course to the program outline.	
<i>S. Delgado Soto joined the meeting at 3:18p.m.</i>	
A member asked for clarification on the differences between UBC Okanagan and UBC Vancouver admissions. K. Langedyke stated that both were reviewed to ensure the Common First Year Engineering Certificate aligns with the requirements of each institution.	
A member inquired about the development of the learning outcomes and whether Teaching and Learning had been consulted. K. Langedyke confirmed that the language was derived from an existing engineering agreement.	
Motion: <i>THAT the Education Council approves and recommends to Board of Governors the revised program: Common First Year Engineering Certificate (ENGR) as presented.</i>	
M. Somerville	CARRIED
M. Martin abstained from the motion due to a moral conflict.	
The Chair proposed reviewing the PNUR 113 Human Anatomy and Physiology proposal under section 7 and members agreed.	
<i>K. Langedyke left the meeting at 3:21p.m.</i>	
<i>M. Kline and A. Langhorn joined the meeting at 3:26pm.</i>	
5.3 Course Cancellations	
i. LAA 116 Legal Office Procedures ii. LAA 100 Litigation Procedures I iii. LAA 101 Litigation Procedures II iv. LAA 112 Family Litigation Procedures v. LAA 115 Employment Law vi. LAA 120 Personal Injury vii. LAA 140 Conveyancing Procedures I viii. LAA 141 Conveyancing Procedures II ix. LAA 145 Intro to the Canadian Legal System x. LAA 152 Corporate Procedures I xi. LAA 153 Corporate Procedures II xii. LAA 160 Wills and Estates	

Topic	Action
T. Becker presented the proposal to Council. A member asked whether program revisions were required following the cancellation of courses. Another member clarified that a program revision proposal would need to be prepared. T. Becker agreed to bring a program revision proposal to Council to remove the courses from the program. Members did not have any further questions or comments and the Chair proceeded with reading the motion. <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the cancellation of the course: LAA 116 Legal Office Procedures and thereby approves and recommends the cancellation of the following courses:</i> • LAA 100 Litigation Procedures I • LAA 101 Litigation Procedures II • LAA 112 Family Litigation Procedures • LAA 115 Employment Law • LAA 120 Personal Injury • LAA 140 Conveyancing Procedures I • LAA 141 Conveyancing Procedures II • LAA 145 Intro to the Canadian Legal System • LAA 152 Corporate Procedures I • LAA 153 Corporate Procedures II • LAA 160 Wills and Estates. B. Ridgeley <i>T. Becker left the meeting at 3:39p.m.</i>	CARRIED
Continuing Studies	
5.4 Revised Program & Courses	
i. Revised Program: AutoCAD Skills Certificate (ZACS) Revised Courses: • AD 100 File and Desktop Management • AD 101 Introduction to AutoCAD Skills • AD 102 Applied AutoCAD Skills Z. Webster presented the proposal to Council and members did not have any comments or questions. The Chair proceeded with reading the motion. <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised program: AutoCAD Skills Certificate (ZACS) as presented and thereby approves and recommends the following revised courses:</i> • AD 100 File and Desktop Management • AD 101 Introduction to AutoCAD Skills • AD 102 Applied AutoCAD Skills K. Brochu	CARRIED

Topic	Action
5.5 New Program & Courses i. New Program: Greenhouse Fundamentals Micro-credential (MCGHFD) New Courses: • GHFD 100 Greenhouse Fundamentals • GHFD 101 Greenhouse Operations • GHFD 102 Plant Propagation Z. Webster presented the new program and courses to Council. A member asked whether there were Indigenous students interested in the program. Z. Webster noted that a few Indigenous students participated in the pilot project and that a partnership has been requested with an Indigenous community. The member further asked about the type of consultation that took place to align with the Indigenous Strategic Framework. M. Belle noted that they consulted with the Teaching & Learning Innovations Indigenous Advisor at the College and sought input from Indigenous communities in the North, who expressed a need for this type of program. The Chair asked whether it would be possible to Indigenize the courses if requested. Z. Webster indicated that this should be possible, and M. Belle added that courses could be Indigenized while still meeting all required learning outcomes. A member noted that the residency requirement is 50 percent. Z. Webster responded that it is possible for students to enter from a different program. Members did not have any further questions or comments and the Chair proceeded with reading the motion. <i>Motion: THAT the Education Council approves and recommends to the Board of Governors the new program: Greenhouse Fundamentals Micro-credential (MCGHFD) as presented and thereby approves and recommends the following courses:</i> • GHFD 100 Greenhouse Fundamentals • GHFD 101 Greenhouse Operations • GHFD 102 Plant Propagation M. Martin <i>M. Beselt left the meeting at 3:55p.m.</i>	
5.6 Revised Programs i. Education Assistant Certificate New Courses • EA100 Foundations of Education Assistant Practice • EA101 Foundations of Child Development • EA102 Behaviour Supports in School Settings • EA103 Learning Support Strategies • EA104 Supporting Students with Diverse and Complex Learning Needs • EA105 Safe, Inclusive, and Effective Practices for Education Assistants • EA106 Professional Practices for Education Assistants • EA107 Education Assistant Practicum	CARRIED

Topic	Action
Z. Webster presented the new program and courses to Council. A. Fontenla joined the meeting at 3:54p.m. A member asked about compensation in relation to the course hours. The Chair noted that this topic is not within Council's purview. Another member asked whether the courses are non-credit, and Z. Webster provided clarification. A member asked whether the existing courses would need to be cancelled given the introduction of new courses. Z. Webster noted that the new courses will be implemented starting in January 2027 and that a proposal for the cancellation of the existing courses will be brought forward in the fall. A member recommended adding a note to the course description indicating that the course was formerly offered under a different course code, so that students are aware of the change. The Chair noted that this could be coordinated with the Curriculum Coordinator, and Z. Webster agreed. Members did not have any further questions and the Chair proceeded with reading the motion. Motion: <i>THAT the Education Council approves and recommends to the Board of Governors the program revision: Education Assistant Certificate as presented and thereby approves and recommends the following courses:</i> • <i>EA100 Foundations of Education Assistant Practice</i> • <i>EA101 Foundations of Child Development</i> • <i>EA102 Behaviour Supports in School Settings</i> • <i>EA103 Learning Support Strategies</i> • <i>EA104 Supporting Students with Diverse and Complex Learning Needs</i> • <i>EA105 Safe, Inclusive, and Effective Practices for Education Assistants</i> • <i>EA106 Professional Practices for Education Assistants</i> • <i>EA107 Education Assistant Practicum</i> M. Martin K. Clarkson, C. Gilchrist, M. Kline, and A. Langhorn, and Z. Webster left the meeting at 4:04p.m.	CARRIED
Hall School of Business & Entrepreneurship	
5.7 Revised Programs	
A. Fontenla & M. Knoll provided an overview of all the Business program revisions. A member expressed concerns regarding BUAD 133 and BUAD 255, noting that these courses combine the content of two courses into one. The member indicated that this level of compression could discourage students from pursuing accounting if the level is too difficult. They recommended piloting these courses within the Post-Baccalaureate Accounting program before offering them to first-year students.	

Topic	Action
M. Knoll noted that the course descriptions identify BUAD 113 and 225 as accelerated courses. They acknowledged some of the concerns and indicated that they did not believe these concerns warranted delaying the introduction of the courses for first-year students. A. Fontenla added that they have committed to working closely with the advising team to map out appropriate pathways. It was also noted that instructors can advise students at the beginning of the courses regarding the accelerated nature. Additionally, the revised structure may support students entering through Prior Learning Assessment and Recognition, as those with an accounting background would only need to challenge one course instead of two. A. Fontenla emphasized that this was a significant topic of discussion within the accounting group and that they are aware of the potential impacts. They also indicated that they plan to review data on course outcomes, including student success rates and progression, and to monitor the program streams chosen by students. Members did not have any further questions or comments and the Chair proceeded with reading the motions. i. Bachelor of Business Administration (BBA) Motion: <i>THAT the Education Council approves and recommends to the Board of Governors the program revision: Bachelor of Business Administration (BBA) as presented.</i> M. Gossen	CARRIED
ii. Business Administration Diploma (BUAD) Motion: <i>THAT the Education Council approves and recommends to the Board of Governors the program revision: Business Administration Diploma (BUAD) as presented.</i> B. Ridgeley	CARRIED
iii. Accounting Specialty (ACSP) Motion: <i>THAT the Education Council approves and recommends to the Board of Governors the program revision: Accounting Specialty (ACSP) as presented.</i> K. Brochu	CARRIED
iv. Accounting Option (ACCT) Motion: <i>THAT the Education Council approves and recommends to the Board of Governors the program revision: Accounting Option (ACCT) as presented.</i> L. Mallory	CARRIED
v. Small Business Computer Accounting (ACCT) Motion: <i>THAT the Education Council approves and recommends to the Board of Governors the program revision: Small Business Computer Accounting (ACCT) as presented.</i> L. Mallory	CARRIED

Topic	Action
Presentation	
5.8 Open Studies Update The Provost addressed questions from Council regarding Open Studies. It was noted that prerequisites related to safety requirements will not be waived, while prerequisites for all 100 level courses will be waived. Members were advised that if any courses listed under Open Studies are believed not to be suitable, they should consult with their Associate Dean to have them removed. The Provost also noted that the website has been updated and that applications for Open Studies are now open. Members asked whether a student could be enrolled in both Open Studies and another program simultaneously. The Registrar confirmed that this will not be permitted. It was also confirmed that College-level prerequisites will be reviewed by the department Chair. The Registrar added that Open Studies students will not be able to register in courses until all program time tickets have been completed. <i>The Chair called for a recess at 4:28p.m.</i> <i>The Chair called the meeting back to order at 4:46p.m.</i>	
Policy	
5.9 Program and Services Standards Policy The Provost presented the proposal to rescind the Program and Services Standards Policy to Council and requested their advice. A member expressed support for maintaining an aspirational policy of this nature rather than rescinding it. They noted that four-year plans are not equivalent and suggested that the policy should be revised rather than rescinded. The member indicated that if the direction of the College changes, the existing plan may no longer align. Another member agreed, noting that the policy serves as a valuable aspirational document that provides clarity. The member raised a question regarding section 2.0 of the policy, which references professional development and appropriate learning resources, and asked where these elements are addressed elsewhere in College policies. The Chair referenced section 23(1)(f) of the College and Institute Act and noted that educational services are not adequately captured in the Program Quality and Renewal Policy. The Chair identified a gap related to the evaluation of educational services within current policies. The Chair further explained that Education Council's advice is conveyed to the Board through a briefing note that accompanies the policy, which is informed by the meeting minutes prepared by the Governance Administrator. The Chair added that, in many cases, advice from Education Council is incorporated into the draft materials presented to the Board. They identified the following key discussion points for inclusion in the advice to the Board: • There is a gap in College policies regarding the evaluation of educational services.	

Topic	Action
• There are concerns about a lack of cohesiveness, as relevant elements are distributed across multiple policies rather than consolidated in one. • Greater clarity is needed in defining learning resources and distinguishing between different types of resources within policy. A member asked the Board representative whether it is more helpful to receive unanimous advice from Council or a range of individual perspectives. The Board representative responded that the Board considers the advice presented, engages in discussion, and makes decisions accordingly. The Chair noted that consensus is not always achieved and that briefing notes can reflect when concerns were raised or when advice was not unanimous. A member expressed concerns about of the policy being covered in the Inspire Plan because the plan is not ongoing. Members discussed the distinction between the Inspire Plan and formal policy. Another member added that some elements of the policy are already addressed within the College and Institute Act. Council did not have any further questions or feedback.	
5.10 Admissions Policy The Registrar presented the proposed revisions to the Admissions Policy to Council and requested their advice. The Chair expressed support for moving to a first qualified, first admitted model, noting that students placed on waitlists may choose to go elsewhere if they experience delays. A member asked whether students apply directly to priority seats. The Registrar clarified that students do not apply for priority seats but instead indicate on their application if they qualify for specialized seating. The member noted that having data on how these seats are filled would support planning efforts. Members discussed visiting students and the use of Letters of Permission (LOP) for transfer credit. It was noted that there had been discussion at the Associate Deans Council suggesting that if students meet the prerequisites, a LOP may not be necessary. A member shared an example of hosting two visiting students who were completing their degrees and noted that LOPs were provided as part of the review process. The member expressed concern that removing this requirement could create additional steps for students, including obtaining transcripts, and suggested that the responsibility for vetting students should remain with the home institution. Another member observed that students may apply either as visiting students or as Open Studies students. However, applying as an Open Studies student may place them at a disadvantage due to later registration times compared to program students. The member also noted that visiting student status is common across the province and that institutions generally trust each other's courses and standards. The Registrar suggested proceeding with the proposed changes while revisiting section 7.8 at a later stage. Members did not express opposition to this approach. A member asked about the use of official transcripts in the policy. The Registrar confirmed that official transcripts are required and indicated that this requirement would be clarified in the	

Topic	Action
procedures. Members suggested using the general term "transcript" in the policy and specifying whether it must be official or unofficial within the procedures.	
Council did not have any further questions or feedback.	
5.11 Policy Overview	
The Chair noted that Council provides advice to the Board and that this advice may take different forms depending on the context. They emphasized that Council has a fiduciary obligation to provide meaningful and thoughtful advice, and that this process should not be rushed.	
The Chair further noted that if Council is unable to adequately review all material in order to provide informed advice, discussion may be deferred. In such cases, Council may indicate that there has not been sufficient discussion to offer advice.	
The Chair invited the Provost to present the Program and Course Development, Suspension, and Retirement Process diagram to Council.	
A member asked whether Chairs and departments have input into course cancellations. The Provost provided clarification, and the member suggested that the policy includes a specific role for the Department Chair in the process.	
A member asked about the significance of the three-year timeframe in the Education Plan. The Chair noted that this timeframe is a common practice at other institutions. The Provost responded that most programs are one or two years in length and added that this is the first time the process is being implemented. They also noted that faculty may discuss courses identified in the plan with their Associate Deans.	
Council did not have any further questions or feedback.	
5.12 New Credit Course and Program Implementation Policy	
The Provost presented the New Credit Course and Program Implementation Policy to Council and requested their advice.	
The Chair noted that the spelling of "microcredential" should be updated.	
<i>S. Nickoli left the meeting at 6:00p.m.</i>	
A member noted that they had both minor feedback and broader comments regarding the new policy.	
The Chair explained that they agreed that policies provided for advice by Education Council are brought directly to Council, while policies requiring approval by Education Council are first reviewed by the Academic Governance Committee and then brought to Council. They suggested that the current discussion highlights the value of review by the Academic Governance Committee, even for policies that are presented for advice. The Chair referenced the Thomson Rivers University decision.	
The Chair suggested that, given the time remaining, that a discussion around the New Credit Course and Program Implementation Policy continue at a special meeting. The Chair encouraged members to submit comments on the policies to the Governance Administrator.	

Topic	Action
The Chair proposed holding both an Academic Governance Committee meeting and a special Education Council meeting. Members discussed and agreed to schedule an Academic Governance Committee meeting on Tuesday, May 26 at 3:30p.m., and a special Education Council meeting on Tuesday, June 2 at 9:00a.m. The Provost requested that the Education Plan be reviewed at the current meeting and the Chair agreed.	
5.13 Implementation and Cancellation of Non-credit and Service Contract Courses and Programs Policy This item was not discussed.	
5.14 Credit Program and Course Suspension and Cancellation Policy This item was not discussed.	
Education Plan	
5.15 Education Plan The Provost presented the new Education Plan to Council and requested their advice. The Chair asked how the Education Plan would be integrated within the College's Kuali system, and the Registrar provided clarification. <i>A. Thiessen left the meeting at 6:35p.m.</i> The Chair noted that they would like to discuss the Education Plan further with the Provost prior to the special meeting and indicated that this discussion would take place offline. A member noted that the Viticulture Technician Diploma had been moved from the Arts and Sciences portfolio to the Hall School of Business and Entrepreneurship and expressed interest in further discussion on this change. A member asked why some of the Business Studies certificates and post-baccalaureate programs were included on the cancellation list, given that they operate using existing courses. The Provost responded that these programs have experienced low demand and that a significant proportion of enrolment has been by international students. The Dean of the Hall School of Business and Entrepreneurship added that having too many programs can create a saturated market and noted that a new program is being developed to replace the Human Resources post-baccalaureate. A member noted that the Post-Baccalaureate Diploma in Marketing and Post-Baccalaureate Diploma in Health Analytics are not included in the Education Plan. The Provost indicated that they would review these programs. The Provost advised that any concerns regarding the list should be discussed with the relevant Associate Dean. Following discussion of the Education Plan, the Chair made a motion to call a special meeting of Education Council. <i>Motion: THAT the Education Council convenes on Tuesday, June 2 at 9:00am for a Special Education Council meeting.</i> C. Hurtubise	
	CARRIED

Topic	Action
Governance	
5.16 Education Council Meeting Schedule	The item was not discussed.
5.17 Education Council Chair and Vice-Chair Elections	The item was not discussed.
6. REPORTS	
	The reports were not given.
6.1 Education Council Chair	
6.2 Academic Governance Committee	
6.3 Integrated Curriculum Committee	
6.4 Provost and Vice President Academic	
i. Procedures for Course Syllabus and Common Course Outline	
ii. Procedures for Removing Inactive Programs and Courses from the Calendar	
6.5 Registrar	
7. OTHER BUSINESS & BUSINESS ARISING FROM CONSENT AGENDA	
7.1 PNUR 113 Human Anatomy and Physiology	
T. Russell provided an overview of the revisions to PNUR 113 to Council.	
A member asked for clarification regarding the minimum qualifications required to teach the course, specifically whether an anatomist or physiologist could teach it or if broader qualifications could be considered. T. Russell noted that the course is being brought back into the curriculum and acknowledged the advice for future discussion.	
A member suggested that there may be an accreditation component that could inform the qualifications. Another member confirmed that this is not related to accreditation, noting their prior involvement in the development of the program.	
<i>Motion: THAT the Education Council approves and recommends to the Board of Governors the revised course: PNUR 113 Human Anatomy and Physiology as presented.</i>	
K. Brochu	CARRIED
T. Russell left the meeting at 3:30p.m.	
8. ADJOURNMENT	
The meeting adjourned at 6:49p.m.	



EDUCATION COUNCIL BRIEFING NOTE

June 2, 2026

Agenda #: **5.1**

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

Background Statement:

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

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

Recommendation:

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

Rationale:

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

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

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

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

Supporting Materials:

- Education Council 2026-2027 Meeting Schedule (attached)

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

Consultation History:

Group/Individual, Title	Reviewed	Recommended	Date
	☐	☐	



Okanagan College Education Council Meeting Schedule

September 2026 – June 2027

Please note:

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

Education Council		Committee Meetings		Board
Regular Meetings 3:00 – 6:00pm Please see the corresponding committee for proposal submission dates	Meeting Submission	Integrated Curriculum	Academic Governance	Board of Governors regular meeting dates
		3:30 – 5:30pm	1:00 – 3:00pm	
2026				
September Thu, Sep 17, 2026 Kelowna	Meeting Date	Thu, Sep 3, 2026 virtual		Tue, Sep 29, 2026
	Curriculum Proposals (Kuali): To Council Office:	Thu, Aug 6, 2026	N/A	
		Thu, Aug 20, 2026		
October Thu, Oct 15, 2026 Salmon Arm	Meeting Date	Thu, Oct 1, 2026 virtual		Tue, Dec 8, 2026
	Curriculum Proposals (Kuali): To Council Office:	Thu, Sep 3, 2026	N/A	
		Thu, Sep 17, 2026		
November Thu, Nov 19, 2026 Kelowna	Meeting Date	Thu, Nov 5, 2026 virtual		
	Curriculum Proposals (Kuali): To Council Office:	Thu, Oct 8, 2026	N/A	
		Thu, Oct 22, 2026		
December Thu, Dec 10, 2026 virtual	Meeting Date	Thu, Dec 3, 2026 virtual		Tue, Mar 9, 2027
	Curriculum Proposals (Kuali): To Council Office:	Thu, Nov 5, 2026	N/A	
		Thu, Nov 19, 2026		
2027				
January Thu, Jan 28, 2027 virtual	Meeting Date	Thu, Jan 14, 2027 virtual		
	Curriculum Proposals (Kuali): To Council Office:	Thu, Dec 10, 2026	N/A	
		Thu, Dec 17, 2026		
February Thu, Feb 18, 2027 virtual	Meeting Date	Thu, Feb 4, 2027 virtual		
	Curriculum Proposals (Kuali): To Council Office:	Thu, Jan 7, 2027	N/A	
		Thu, Jan 21, 2027		
March Thu, Mar 11, 2027 Kelowna	Meeting Date	Thu, Mar 4, 2027 virtual		Tue, Jun 22, 2027
	Curriculum Proposals (Kuali): To Council Office:	Thu, Feb 4, 2027	N/A	
		Thu, Feb 18, 2027		
April Thu, Apr 15, 2027 Penticton	Meeting Date	Thu, Apr 1, 2027 virtual		
	Curriculum Proposals (Kuali): To Council Office:	Thu, Mar 4, 2027	N/A	
		Thu, Mar 18, 2027		
May Thu, May 20, 2027 Kelowna	Meeting Date	Thu, May 6, 2027 virtual		
	Curriculum Proposals (Kuali): To Council Office:	Thu, Apr 8, 2027	N/A	
		Thu, Apr 22, 2027		
June Thu, Jun 17, 2027 Vernon	Meeting Date	Thu, Jun 3, 2027 virtual		Tue, Sep 21, 2027
	Curriculum Proposals (Kuali): To Council Office:	Thu, May 6, 2027	N/A	
		Thu, May 20, 2027		



Procedures for Education Council Chair and Vice Chair Elections

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

1. Purpose

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

2. Scope and Application

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

3. Procedures for Chair and Vice Chair Elections

Responsibility

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

Elections

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

Eligibility to Serve as Chair or Vice Chair

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

Nomination Process

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

Voting Process

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

Election Results

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

4. Related Acts and Regulations

College and Institute Act

5. Supporting References, Policies, Procedures and Forms

Bylaws of the Okanagan College Education Council

History / Revisions

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

June 2, 2026

Agenda #: 5.3

Proposal Summary

Subject:	Policy Advice
Proposed by:	Sam Lenci, Provost and Vice President Academic
Submitted to:	Education Council
Implementation date:	Not applicable

Background Statement:

Further to the information provided to Education Council at their May 21, 2026 meeting attached is an updated diagram along with a description document to provide additional context.

Recommendation:

- Not required.

Rationale:

- Not required

Supporting Materials:

- Program & Course Development, Suspension and Retirement Processes Descriptions (attached)
- Program & Course Management Diagram (attached)

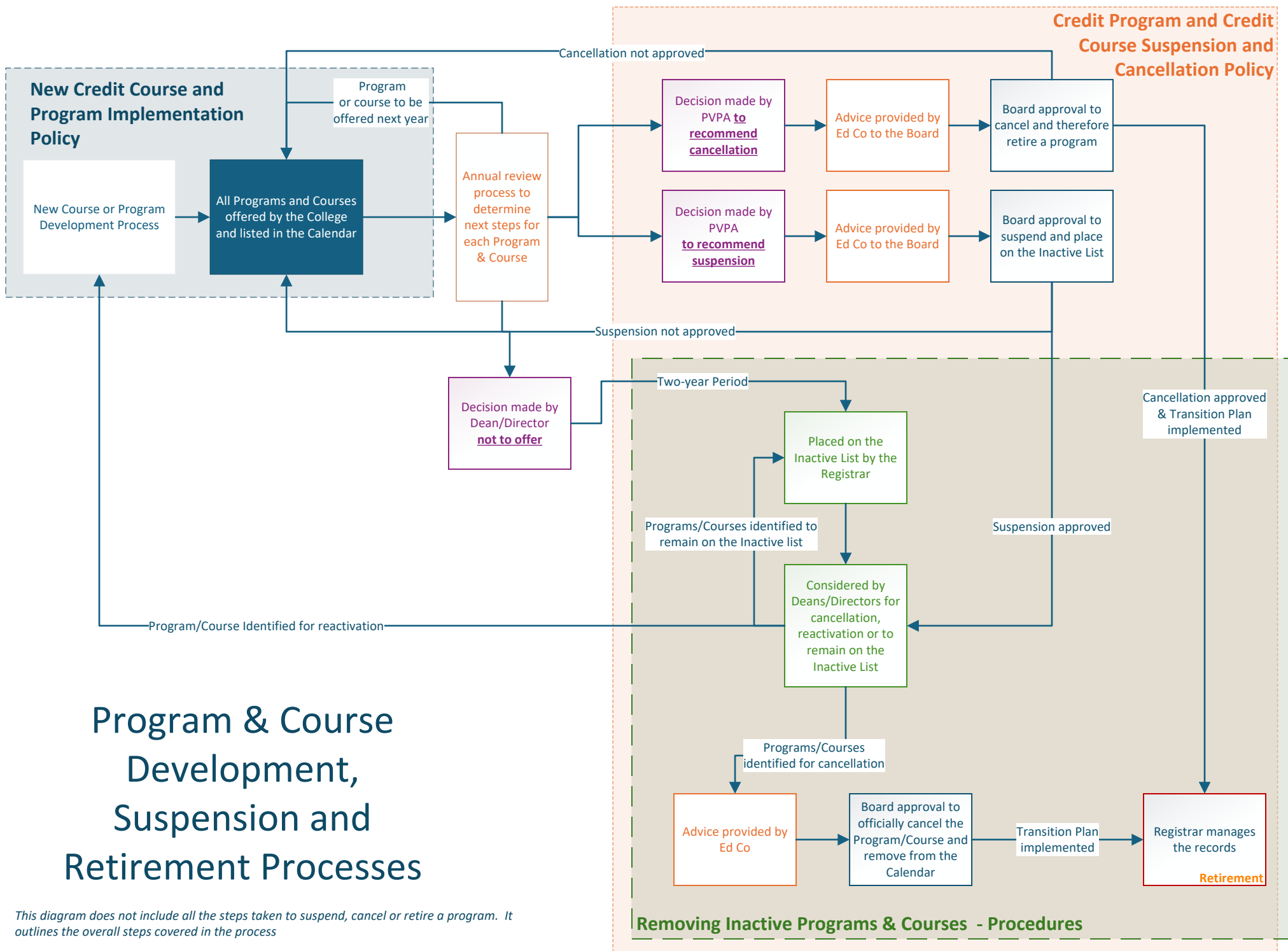
Action:				
<u>Motion Required</u> ☐ Notice of Motion ☐ Approval ☐ Advice ☐ Referral				<u>No Motion Required</u> ☒ Discussion/Advice ☐ Information
Recommended Motion				
<i>None required.</i>				

Consultation History:

Group/Individual, Title	Reviewed	Recommended	Date
	☐	☐	-



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Program & Course Development, Suspension and Retirement Processes 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>



EDUCATION COUNCIL BRIEFING NOTE

June 2, 2026

Agenda #: 5.4

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

Background Statement:

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

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

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

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

Academic Governance Committee Policy advice

As directed by Education Council, the policy was reviewed by the Academic Governance Committee on May 26, 2026. Their advice is outlined below:

Strategic Alignment – A recommendation was made to include a clear strategic direction statement to strengthen alignment with institutional priorities.

Definitions – Recommended further review of the formal definitions where institutional clarity is still evolving. In particular:

- The definition of academic credit requires further institutional alignment.
- To differentiate between credit and non-credit offerings, and to clarify and standardize their distinctions, especially in relation to vocational programming where this may not be reflected across the institution's current systems and structures.
- Recommended inclusion of a clear definition for not-for-credit and credit microcredentials to support policy completeness and emerging programming.

Alignment of Governance Responsibilities under the College and Institute Act

- Review policy Sections 6.1 (k–m) to ensure alignment with areas under the Act where Education Council provides advice.
- Recommended inclusion of:
 - Sections 23.1(b), (m), and (o) of the *College and Institute Act*
- Proposed that inclusion of Section 23.1(o) may provide additional flexibility to providing advice. Consideration was given to whether Section 23.1(o) may be more appropriately referenced within procedures rather than policy.

Other advice provided by the Academic Governance Committee:

- A request was made to review the associated procedures where Education Council is involved.
- Suggested ongoing review of the concept and definition of academic credit as programming evolves.

In addition to the advice noted above, some non-substantive editorial revisions were suggested. These have been incorporated as appropriate and definitions added from other policies.

Recommendation:

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

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

Rationale:

The introduction of this policy addresses several institutional needs:

- **Clarifying governance roles and decision-making** - The policy reinforces the distinct responsibilities of Education Council and the Board of Governors, ensuring that curriculum quality and academic standards are appropriately considered alongside institutional sustainability, strategic alignment, and risk.
- **Strengthening consistency and transparency** - By establishing common principles and clearly defined evaluation criteria, the policy supports a more consistent and transparent approach to assessing new credit program and course proposals across the institution.
- **Aligning academic innovation with institutional capacity** - The policy ensures that proposals for new offerings are supported by appropriate planning for human, financial, capital, and technological resource requirements, and that long-term sustainability is a central consideration in decision-making.
- **Responding to external expectations and quality assurance requirements** - The policy supports compliance with provincial legislative requirements and aligns with external quality assurance and approval processes, ensuring that the College remains responsive to government, accrediting bodies, and industry expectations.
- **Enhancing responsiveness to community and labour market needs** - By requiring evidence of demand, environmental scanning, and stakeholder engagement, the policy strengthens the College's

ability to develop programs and courses that are relevant, accessible, and impactful for students and the region.

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

Supporting Materials:

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

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

Consultation History:

Group/Individual, Title	Reviewed	Recommended	Date
Academic Governance Committee	☒	☐	5/26/2026



NEW CREDIT COURSE AND PROGRAM IMPLEMENTATION POLICY

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

1. Policy Statement

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

2. Purpose

Credit ~~Course-Program~~ and ~~Program-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 Credential. It does not apply to Non-Credit Courses or Programs.

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

Academic Calendar (or Calendar)	Means the official record listing the Credit Programs and Credit Courses, Non-Credit Programs and Courses and Micro credentials available to be offered by the College, including admission and completion requirements. https://www.okanagan.bc.ca/calendar
Academic Credit	Means the value assigned to a Credit Course or some other form of learning that counts toward a Credit Program or Credential completion. ¹ Academic Credit(s) are numerical values assigned to Courses or learning activities, representing the amount of learning achieved, commonly relating to instructional hours or learning outcomes. ² Academic Credit may be applied at the Course or Program level.
<u>Cancel/Cancellation</u>	<u>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.</u>
Comprehensive Proposal	Means a detailed proposal that outlines the specific details relative to the evaluation criteria set forward in Section 6 of this policy.
Concept Outline	Means a document that describes the proposed Credit Program or Credit Course concept, including the description, environmental scan, resource requirements, consultations, community impact, and a preliminary budget demonstrating economic sustainability.
Course or Program Development (or Development)	Means the structured process of identifying, planning, researching, developing, and designing required to create curriculum and the business case for a new Credit Course or Credit Program.
Credential	Means the official recognition issued by Okanagan College or SkilledTradesBC that verifies the successful completion of a Credit Program.
Credit Course (also Course)	Means an organized and coherent unit of curriculum with specified learning outcomes or competencies, content, and

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

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.

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 learning¹.

New Credit Course or Credit Program

Means a Credit Program or Credit Course that has not previously been offered by the College. An existing Credit Course or Credit Program may be considered New where substantive changes have been recommended by any one of the parties involved in Credit Course and Credit Program Development and approval.

Non-Credit Course

Means an organized set of learning outcomes, competencies, workshops, or other learning activities offered by Okanagan College that are not assigned Academic Credit(s),

Non-Credit Program

Means a set of Non-Credit Courses or other learning requirements that collectively lead to the awarding of a Micro-credential, certificate of completion, or an alternative Non-credit Credential.

Proposer

Means the Department, Dean, Director, or Provost Council initiating or taking carriage of a proposal under this Policy.

Resource Plan

Means a documented plan outlining the full costs associated with offering a Credit Course or Credit Program, including but not limited to supplies, space utilization costs, and set-up or start-up costs.

Suspend/Suspension

Means the decision by the Board of Governors to ~~Means the cessation to cease of~~ accepting new incoming students into a Credit Course and/or Credit Program for the purpose of course and/or program renewal.

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 College's Credential Framework~~, the procedures related to this policy and other guiding plans and documents;
- b) contribute to educational and work-integrated learning opportunities within the college region;
- c) comply with relevant legislation and regulations;
- d) address local, provincial, and national labour market needs;
- e) meet external accreditation, regulatory, or certification standards;
- f) promote accessibility and inclusion for ~~all~~ learners;
- g) consider Indigenous knowledge, perspectives, and ways of being into teaching and learning practices; and
- h) follow a consistent, standardized, and systematic development process.

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

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

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

- a) A defined target market specifying geography, industry, and demographic profiles;
- b) A quantitative assessment of the immediate and future demand in market for the Program or Course;
- c) An assessment of similar or competitive offerings in the market;
- d) The anticipated start date of recruitment and registration of students;
- e) The anticipated length of time that the Program or Course will be offered by the college;
- f) The defined implementation plan for the Program or Course;
- g) The overall human, financial, capital, and technological operational resource requirements to create, implement and sustain the ongoing offering of the Program or Course;

- h) The internal or external source of the human, financial, capital, and technological operational resources required to create, implement and sustain the ongoing operation of the Program or Course;
 - i) Any related risk to the internal or external source of operational resources required to implement and sustain the Program or Course;
 - j) Any reputational risk to the institution created by the implementation of the Credit Program or Course.
 - k) That Education Council has met its responsibility for evaluating proposed curriculum and providing advice to the Board of Governors regarding priorities for curriculum implementation. The Curriculum content approved by Education Council for each Credit Course is documented in a Common Course Outline as outlined in the *Procedures for Common Course Outlines and Syllabus* which establishes the official record and learning contract with Students for individual Credit Courses.
 - l) Advice from Education Council:
 - i) on the priorities for the implementation of the Credit Course or Credit Program (CIA: Section 23(1)(d));
 - ii) on the establishment of quality assurance measures (CIA: Section 23(1)(f)).
 - m) Confirmation by Education Council of:
 - i) clearly defined expectations for the examinations and evaluations of student performance (CIA: Section 24(2)(a);
 - ii) established criteria for academic standing, academic standards and the grading system (CIA: Section 24(2)(c);
 - iii) curriculum content including clearly defined learning outcomes or competencies (CIA: Section 24(2)(f)).
- 6.2 If a previously Non-Credit Course or Non-Credit Program is being prepared as a New Credit Course or Program the Board of Governors will assess the proposal and supporting rationale as noted in Section 6.1 of this policy and:
- a) The overall human, financial, capital and technology resources required to create, implement, and sustain the ongoing operation of the New Credit Course or Credit Program are at minimum fully covered by external or reallocated internal sources of financial resources.

7. Approval

- 7.1 New Credit Course or Credit Program Development may be initiated by a Proposer and should follow a two-step process:
- a) Phase 1 – Development of a Concept Outline
 - b) Phase 2 – Develop of a Comprehensive Proposal

- 7.2 Provost Council is responsible for evaluation and endorsement of ~~all~~ Concept Outlines prior to the development of a Comprehensive Proposal to:
- a) Ensure that the proposed initiatives align with the College's principles for Credit Course or Credit Program Development; and
 - b) That consideration has been given by the Proposer regarding the ongoing sustainability of the New Credit Program or Course.
- 7.3 The appropriate Dean or Director is responsible for ensuring that the principles and consideration outlined in Sections 5 and 6 of this policy are adhered to and may discontinue the development of a Concept Outline or Comprehensive Proposal at any stage of the curriculum Development process if adherence is not met.
- 7.4 Proposals for the implementation of New Credit Programs and New Credit Courses will be presented to the Board of Governors by the Provost and Vice President, Academic, and the Chair of Education Council, as follows:
- a) The Provost and Vice President Academic will present the proposal with respect to the criteria outlined in Section 6.1 (except for 6.1(k), (l), and (m)) of this policy and proposed tuition and related fees.
 - b) The Chair of Education Council will present the proposal with respect to the criteria outlined in Section 6.1(k), (l), (m) of this policy.
- 7.5 The Board of Governors is responsible for the final approval of New Credit Programs or New Credit Courses after determining that the proposal meets the principles and considerations outlined in Sections 5 and 6 of this Policy.
- 7.6 The approval to offer a new Credit Program excluding SkilledTradesBC and Degree Credit Programs are contingent upon the new Credit Program being subjected to the BC Post-Secondary Institutional Proposal System.
- 7.7 The approval to offer a New Credit Degree Program is contingent upon the New Credit Degree Program being subject to the BC Degree Quality Assurance Board and the Minister responsible for post-secondary education.
- 7.8 The approval to offer a new SkilledTradesBC program is contingent on approval by SkillsTradesBC.
- 7.9 The Registrar is responsible for adding the approved New Credit Program and/or New Credit Course to the Academic Calendar.

8. Reporting

- 8.1 The Board will receive an annual report from the Provost and Vice President, Academic that outlines the health and sustainability of the academic ecosystem and classifies Programs or Courses as follows:
- a) Currently in a growth phase
 - b) Program/Course is healthy and sustainable and therefore scheduled for continuation;

- c) Program/Course is scheduled for renewal based on health and sustainability assessment;
- d) Programs/Courses currently Suspended;
- e) Programs/Courses recommended for Suspension;
- f) Programs/Courses Cancelled within the past year; or
- g) Programs/Courses suggested for Cancellation.

9. Related Acts and Regulations

College and Institute Act (CIA)

10. Supporting References, Policies, Procedures and Forms

Learning Framework

Credential Framework

Project Report: Program Development, Renewal and Retirement.

Ministry of Post-Secondary Education and Future Skills: Quality Assessment Process and Criteria for BC Public Post-Secondary Institutions

Program Quality Review Renewal Policy

History / Revisions

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

June 2, 2026

Agenda #: 5.5

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

Background Statement:

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

Pursuant to section 23(1)(c) of the College and Institute Act, Education Council may provide advice on matters concerning the educational policy of the institution, including as it relates to 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, 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.

Academic Governance Committee policy advice:

As directed by Education Council, the policy was reviewed by the Academic Governance Committee on May 26, 2026. Their advice is outlined below:

Revisions to Definitions:

- Consider revising the definition of credit course to reference credit programs.
- Suggested to remove the term "alternative" from the definition of Non-credit programs or courses to reduce ambiguity.
- Recommended inclusion of a clear definition for not-for-credit and credit microcredential to support policy completeness and emerging programming. It was also suggested to align

references to non-credit offerings with language from the *College and Institute Act*, specifically using “not-for-credit” to ensure consistency with legislation.

Other advice provided by the Academic Governance Committee:

- Minor grammar and format updates were made to improve clarity and consistency.
- Concerns were raised about the potential duplication from new non-credit course offerings and if this includes current offerings at the College. The Provost noted that mechanisms are in place, including proposal review questions, to ensure duplication is assessed in new non-credit course and program proposals.
- A suggestion was made to acknowledge that the Board will delegate authority to the President for Continuing Studies offerings. Concern was raised around ensuring quality controls were in place.

Recommendation:

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

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

Rationale:

This policy addresses several key institutional needs:

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

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

Supporting Materials:

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

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

Consultation History:

Group/Individual, Title	Reviewed	Recommended	Date
Academic Governance Committee	☒	☐	5/26/2026



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

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

1. Policy Statement

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

2. Purpose

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

3. Scope and Application

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

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

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

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

Credit ~~Program or~~ Course Means an organized and coherent unit of curriculum with specified learning outcomes or competencies, content, and assessment, that is assigned Academic Credit or a contact hour value, and offered by Okanagan College independently or as part of a Credit Program.

Education Plan Means the list of Credit Courses and/or Programs that are planned to be provided by an institution in any single academic year. It does not address when, where, or how any given Course, section, and/or Program will be scheduled during the academic year.

Non-Credit Program or Course Means an organized set of learning outcomes, competencies, workshops, or other learning activities offered by Okanagan College that are not assigned Academic Credit(s), that collectively lead to the awarding of a Micro-credential, certificate of completion, or an ~~alternative other not-for-credit courses or programs~~ Non-Credit Credential Program.

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 learning¹.

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. ~~Means a plan that bridges one or multiple Education Plans that will allow all currently enrolled students, to complete, transfer or withdraw from their course of study within the Suspension Period.~~

5. **Principles**

- 5.1 The development, implementation, and cancellation of Non-Credit Courses and Programs at the College will be guided by the following principles:
- a) *Responsiveness*: Programming responds to demonstrated industry, employer, community, and learner needs.
 - b) *Financial Sustainability*: Non-Credit offerings are financially viable as stand-alone offerings and are responsibly resourced.
 - c) *Quality*: Appropriate quality assurance practices support effective and credible learning experiences.

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

- 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.

6. Authority and Delegation

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

7. Quality Assurance and Oversight

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

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/Course or program/Program; and
 - h) A Transition Plan to ensure that learners currently enrolled are able to complete the course or program or a reasonable alternative within an appropriate timeframe.

9. Related Acts and Regulations

Add links to other applicable Acts/Regulations

10. Supporting References, Policies, Procedures and Forms

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

History / Revisions

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



EDUCATION COUNCIL BRIEFING NOTE

June 2, 2026

Agenda #: 5.6

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

Background Statement:

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

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

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

Academic Governance Committee Policy advice:

As directed by Education Council, the policy was reviewed by the Academic Governance Committee on May 26, 2026. Their advice is outlined below:

Intent Statement – Consider adding an intent statement to Section 5 or 6 to provide context and clarity regarding policy purpose.

Definitions – Review and align institutional practice with policy definitions:

- Current practice defines courses as “inactive” after one year, while policy defines inactivity as three years.
- Recognize that programs may be paused for shorter periods for operational reasons and this conflicts with the definition of inactive within the policy.

Consider clarifying that Suspension does not inherently lead to cancellation and may be a temporary state.

Recommended differentiating between not-for-credit and credit microcredential to support policy completeness and emerging programming.

Implementation Recommendations

- Update the three-year inactivity threshold to two years.
- Consider replacing “Education Plan” with “years” to improve clarity and alignment with institutional language.

Transition Plan – Review use to ensure clarity and consistent application across the policies.

Other advice provided by the Academic Governance Committee:

- **Non-substantive editorial revisions** – Minor grammar and format updates were made to improve clarity and consistency.
- **Processes** – Recommendation to clarify and revise the flowchart to ensure alignment with decision points in the policy, including that a course or program can move from active to cancellation.
- **Student program planning** – Where a course is intentionally made inactive, consider including a note in the Academic Calendar regarding future offerings to support student planning and expectations.

Recommendation:

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

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

Rationale:

This policy responds to institutional governance needs by:

- **Clarifying governance roles and accountability:** The policy reinforces the respective responsibilities of Education Council and the Board of Governors in decisions related to program and course suspension and cancellation, ensuring appropriate consideration is given to academic quality and institutional sustainability.
- **Supporting a transparent and consistent decision-making framework:** By establishing common principles and evaluation criteria including considerations around enrolment, market demand, resource requirements, and quality assurance, the policy provides a consistent and transparent approach to determining when programs and courses should be suspended, renewed, or cancelled.
- **Protecting the student experience:** The policy formalizes requirements for suspension periods and transition plans to ensure that currently enrolled students are supported in completing, transferring, or exiting their studies in an orderly and timely manner.
- **Strengthening institutional sustainability and responsiveness:** The policy enables the College to proactively manage its program and course mix in response to changing enrolment patterns, labour market needs, and resource constraints, supporting a balanced and sustainable academic ecosystem.

- **Aligning with legislative, regulatory, and collective agreement requirements:** The policy ensures that decisions related to suspension, cancellation, and retirement are made in compliance with applicable legislation, external requirements, and labour agreements.

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

Supporting Materials:

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

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

Consultation History:

Group/Individual, Title	Reviewed	Recommended	Date
Academic Governance Committee	☒	☐	5/26/2026



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:	College and Institute Act		
Approval Authority:	Board of Governors		
Approval Date:			
Effective Date:			
Replaces or New:	New		
Last reviewed:	Month Year	Scheduled review date:	Month Year
Procedures:	Under development		

1. Policy Statement

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

2. Purpose

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

3. Scope and Application

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

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

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

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

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

Education Plan	Means the list of Credit Courses and/or Programs that are planned to be provided by an <u>the</u> institution in any single academic year. It does not address when, where, or how any given Course, section, and/or Program will be scheduled during the academic year.
Inactive	Means a Credit Program or Course that has not admitted and/or enrolled students for threetwo consecutive years or Education Plans and is identified for review. Inactive status is descriptive only and does not result in cancellation or changes to system records.
Reactivate/Reactivation	Means the formal approval to reinstate a previously Retired 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 the Suspension Period or Cancellation.
Suspend/Suspension	Means the decision by the Board of Governors Means the to cessation cease of accepting new incoming students into a Credit Course and/or Credit Program for the purpose of course and/or program renewal. or as the first step toward Cancellation.
Suspension Period	Means a period of time when a Credit Program or Credit Course with currently enrolled students is being considered for renewal or Cancellation to ensure that a Transition Plan is in place for current students to complete, transfer, or withdraw.
Transition Plan	Means a plan that bridges one or multiple Education Plans that will <u>reasonable</u> allow all currently enrolled students, to complete, transfer or withdraw from their course of study. within the Suspension Period.

5. Principles

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

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

- 5.2 The College is committed to the regular monitoring of Credit Program and Credit Course health and sustainability through structured annual review processes that inform institutional decision-making as well as Education Council [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 ~~All~~ 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 abridged or expedited.

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

- g) Confirmation ~~by Advice from~~ Education Council that they have considered of the discontinuance or obsolescence of:
 - i) examinations and methods of evaluating student performance (CIA, s.24(2)(a));
 - ii) criteria for academic standing, academic standards, or grading systems (CIA, s.24(2)(c));
 - iii) curriculum content (CIA, s.24(2)(f)).
- h) ~~Confirmation by 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) Evidence of a decline in quality assurance measures under section 23(1)(f) of the College and Institute Act, together with documentation of efforts undertaken to address the decline.
- j) The anticipated Suspension or Cancellation date for the Program or Course.
- k) A detailed Transition Plan to ensure that currently enrolled students are able to complete the Program or Course, or a suitable alternative, within a reasonable time frame.

6.2 In determining whether a Credit Course or Program will be Suspended for the purpose of renewal, the Board of Governors will assess the principles and supporting rationale related to the considerations in Section 6.1 of this policy with a lens toward why a Suspension for the purpose of Renewal is required to mitigate the identified negative outcomes and evidence to how the consideration will improve through a renewal process.

7. Implementation

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

8. Approval

- 8.1 For Programs and Courses not offered within ~~three-two~~ (32) consecutive Education Plans, the Program or Course will automatically be placed on an Inactive list by the Registrar. The College will conduct a review under the *Procedures for Removing Inactive Programs and Courses from the Calendar* to determine if the Program or Course should be Reactivated, Cancelled, Retired or in extenuating circumstances continue to remain on the Inactive list.

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

- a) The Chair of Education Council will present the proposal with respect to the criteria outlined in Section 6.1.(g)(h)(i) of this Policy; [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).

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

9. Reporting

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

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

10. Related Acts and Regulations

College and Institute Act

11. Supporting References, Policies, Procedures and Forms

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

12. History / Revisions

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



EDUCATION COUNCIL BRIEFING NOTE

June 2, 2026

Agenda #: 5.7

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

Background Statement:

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

The document is organized into four main sections:

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

The Education Plan is in draft form and is being shared with Education Council for information and advice. The intent is to bring the finalized Plan to the Board of Governors for consideration at their June 2026 meeting. The Education Plan was updated since the May 21, 2026 Education Council meeting and the updated version is being presented to Council at the June 2, 2026 Special Education Council meeting.

Recommendation:

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

Rationale:

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

The Plan establishes a structured approach to:

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

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

Supporting Materials:

- 2026/27 Education Plan - updated (attached)

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

Consultation History:

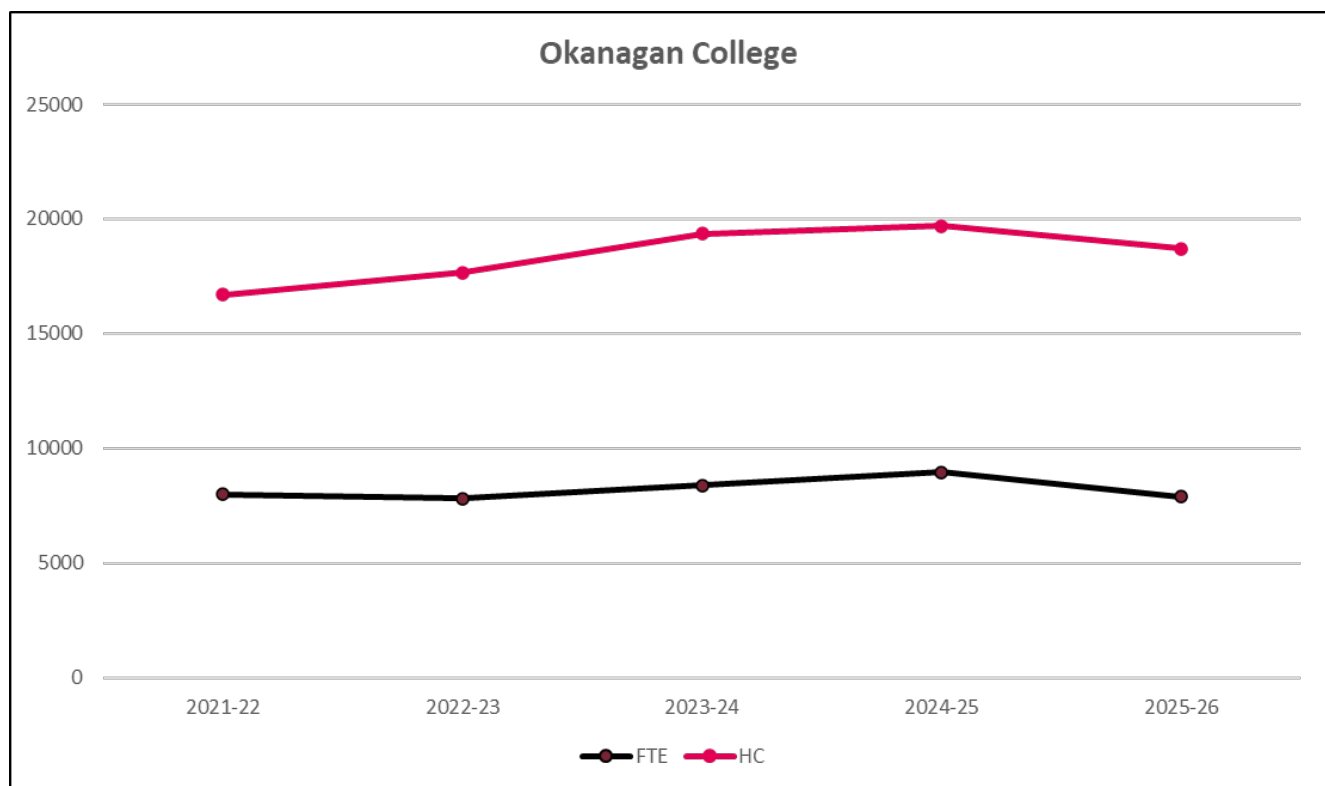
Group/Individual, Title	Reviewed	Recommended	Date
Education Council	☒	☐	5/21/2026

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
- 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
- Therapy Assistant Diploma

Trades & Apprenticeship Programs

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

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

Continuing Studies Programs

- 3D Modeling & Remote Sensing in GIS Micro-credential
- Audio Engineering & Music Production Certificate
- AutoCAD Skills Certificate
- 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)

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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
CMNS 310	Visual Communication & Culture
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

Course Number	Course Name
CRWR 218	Inter Creative Writing: Drama
CRWR 307	Creative Non-Fiction Writing for Canadian Markets
CRWR 311	Writing Drama
CRWR 383	Creative Writing Fiction
CRWR 410	Writing the Novel
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

Course Number	Course Name
HIST 126	History of Western Civilization 1789 to Present
HIST 218	History of Science
HIST 219	History of Technology
HIST 236	History of the Canadian Prairies
HIST 240	Pre-Independence Latin American History
HIST 250	Post-Independence Latin American History
HIST 301	Reading: A Social and Technological History
HKIN 275	Exercise Physiology
IDST 101	Resistance and Revolution in the Colonial Period
IDST 102	Resistance and Revaluation in the Neocolonial Period
IDST 201	Strategies of Resistance and Revolution
IDST 202	Praxis of Resistance and Revolution
MATH 125	Mathematics for Viticulture
MATH 136	Mathematics for Analytical Chemistry Technology
MATH 149	Math for Network & Telecom Engineering Tech II
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

Course Number	Course Name
ELR 40	English Language Reading Level 4
ELW 20	English Language Writing Level 2
ELW 30	English Language Writing Level 3
ELW 40	English Language Writing Level 4
ENGL 40	English 040
ENGL 41	English 041
ENGL 42	English 042
ENGL 51	English 051
ENGL 52	English 052
ENGL 61	English 061
ENGL 62	English 062
ENGL 71	English 071
ENGL 72	English 072
ENGL 81	English 081
ENGL 82	English 082
ENGL 85	Selected Topics in English
ERWS 10	Exploring Reading & Writing
FNS 12	First Nations Studies 012
GEOG 12	Geography 012
IALG 11	Introductory Algebra 011
LAW 12	Law 012
MATH 2	Mathematics 002
MATH 5	Topics in Mathematics
MATH 13	Introduction to Calculus
MATH 40	Mathematics 040
MATH 41	Mathematics 041
MATH 42	Mathematics 042
MATH 51	Mathematics 051
MATH 52	Mathematics 052
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

Course Number	Course Name
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

Course Number	Course Name
VITT 170	Vineyard Technologies and Operations
VITT 199	Sustainable Viticulture Workshops
VITT 200	VITT Co-op Work Term
VITT 210	Soil Management and Plant Nutrition
VITT 220	Grape Harvest Sensory Principles
VITT 250	Vineyard Management
VITT 270	Research Methods in Viticulture

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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.