1. APPROVAL OF AGENDA

Recommended Motion:

“BE IT RESOLVED THAT the March 31, 2020, Okanagan College Board of Governors Open Session meeting agenda is approved”.

9:00 am

2. OATH OF OFFICE – Corinne Rines

9:05 am

3. DECLARATION OF CONFLICT

10:30 am

4. CONSENT AGENDA

Recommended Motion:

“BE IT RESOLVED THAT the Consent Agenda be approved as presented”.

4.1 Minutes – January 28, 2020

5-10

4.2 Written Reports

4.2.1 President’s Report – Jim Hamilton

11-13

4.2.2 Education Council Report – Chris Newitt

14-35

We acknowledge that we are meeting on the unceded territory of the Syilx Okanagan people. We also want to acknowledge and thank our host community, the Westbank First Nation.
4.3 **Approvals**  
4.3.1 **Student Association Fee Collection Structure**  
**Recommended Motion:**  
“BE IT RESOLVED THAT the Okanagan College Board of Governors agrees to collect student fees for Okanagan College for 2020/2021 on behalf of the Okanagan College Students’ Union and the Vernon Students’ Association - Okanagan College, as outlined in the submissions that are included in the agenda.”

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5. **BUSINESS ARISING FROM THE MINUTES**

6. **PRESENTATION**

7. **NEW BUSINESS/RESOLUTIONS**

7.1 **Finance, Audit & Risk Review Committee**  
7.1.1 **Chair Report** – Bob McGowan

7.1.2 **Okanagan College Budget 2020/21** – Curtis Morcom  
**Recommended Motion**  
“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2020/21 balanced operating budget of $126,812,000 as recommended by the Finance, Audit and Risk Review Committee.”

**Recommended Motion:**  
“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2020/21 capital budget of $15,157,000 subject to receipt of funding as recommended by the Finance, Audit and Risk Review Committee.”

7.2 **Forgiveness of Foundation Receivable** – Curtis Morcom  
**Recommended Motion:**  
“That the Okanagan College Board of Governors approve the forgiveness of the receivable from the Okanagan College Foundation for actual capital campaign expenses up to $175,000. The forgiveness of the receivable must be done without creating a year end consolidated debt for Okanagan College as recommended by the Finance, Audit and Risk Review Committee.”

7.3 **Governance Committee** – Shelley Cook  
7.3.1 **Chair Report**

7.4 **Industry Training Authority Plan** – Andrew Hay  
**Recommended Motion:**  
“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Industry Training Authority Training Plan as presented.”

7.5 **Annual Programming Plan** – Andrew Hay  
**Recommended Motion:**  
“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Annual Programming Plan 2020/21 as recommended.”
7.6 **Education Council** – Chris Newitt

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<th>Time</th>
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<td>7.6.1</td>
<td>Program Revisions</td>
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<td>Recommended Motions:</td>
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<td>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Common First Year Engineering Certificate as recommended by Education Council and as presented.”</td>
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<td>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Applied Bachelor of Arts: Social Development and Research as recommended by Education Council and as presented.”</td>
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<td>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Winery Assistant Certificate as recommended by Education Council and as presented.”</td>
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<td>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Post – Baccalaureate Diploma in Accounting as recommended by Education Council and as presented.”</td>
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<td>Recommended Motion:</td>
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<td>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the new program Coding Instructor Certificate as recommended by Education Council and as presented.”</td>
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<td>Vocational Schedules</td>
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<td>Recommended Motion:</td>
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<td>“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the vocational schedules as recommended by Education Council and as presented.”</td>
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8. **VERBAL REPORTS**

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<td>8.1</td>
<td>Board Chair Report – Gloria Morgan</td>
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<td>8.2</td>
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9. **INFORMATION**
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<td>13</td>
<td>ADJOURNMENT</td>
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Date of the next regular Board meeting: May 26, 2020 - Kelowna Campus
Board of Governors
Open Meeting Minutes

Tuesday, January 28, 2020
Okanagan College Kelowna Campus

Board Members Present:
- Gloria Morgan (Chair)
- Sophie Chai
- Shelley Cook
- Juliette Cunningham
- Blake Edwards
- Jim Hamilton (President)
- Tina Lee
- Chris Newitt
- Devin Rubadeau
- Dale Safinuk

Regrets:
- Chris Derickson
- Bob McGowan
- Karley Scott

Other Staff:
- Andrew Hay, Interim Provost and Vice President, Academic
- Allan Coyle, Interim Vice President, Students
- Curtis Morcom, Vice President, Employee and Corporate Services
- Linda Le Gallee, Board Secretary

Observers:
- Sharon Mansiere, Okanagan College Faculty Association
- Valerie Tuhkala, BCGEU Support Staff - absent
- Cam McRobb, BCGEU Vocational Instructors – absent
- Steve Robinson, Administrators

Guests:
- Alex Starker, Student
- Jennifer Gullins, Students
- Phil Ashman, Regional Dean, Central Okanagan (left at 12:55 p.m.)
We acknowledge that we are meeting on the unceded territory of the Syilx Okanagan people. We also want to acknowledge and thank our host community, the Westbank First Nation.

Quorum was established and the meeting was called to order at 12 p.m.

1. **APPROVAL OF AGENDA**
   
   **Motion:**
   
   “BE IT RESOLVED THAT the January 28, 2020, OC Board open session meeting agenda is approved”.
   
   D. Rubadeau/J. Cunningham
   
   CARRIED

2. **DECLARATION OF CONFLICT**

   No conflicts were declared

3. **CONSENT AGENDA**

   **Motions:**
   
   “BE IT RESOLVED THAT the Consent Agenda be approved as presented”.
   
   “BE IT RESOLVED THAT the Okanagan College approve the minutes of November 19, 2019, as presented”.
   
   T. Lee/D. Rubadeau
   
   CARRIED

4. **BUSINESS ARISING FROM THE MINUTES**

   None.

5. **PRESENTATIONS/DELEGATIONS**

   5.1 **Regional Dean Report** – Phil Ashman
   
   The Regional Dean provided an update on the region and specifically noted the following:
   
   - Vacancy rates in Kelowna have increased to 2.7%;
   - There have been a number of training courses being offered, such as corporate training and post baccalaureate diplomas;
   - There have been a number of infrastructure and capital structure improvements on the Kelowna Campus.

   Items for 2020 were highlighted:
   
   - Improving transportation to and from campus including car sharing, transit and ride sharing;
   - Administration has put forward business plans for the new Student Wellness Centre, a Food, Wine and Tourism building, and a new residence;
   - Advancing cultural awareness with regard to internationalization and indigenization is being pursued.

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1 This document is posted on the Board of Governors Moodle page
5.2 Okanagan College Student Union (OCSU) – Alex Starker and Jennifer Gullins
OCSU requested the following be considered through the budget process:
• OER (Open Education Resources) – the students would like to see more resources offered. Administration stated that e-textbooks have been offered for the last two years saving students $392,000;
• International Student Tuition Fees – the students would like to see a tuition fee limit policy developed;
• Campus Nurse – the students would like to reestablish a campus nurse position and establish a wellness strategy;
• Mental Health Support – the students stated that there is a requirement for full time counselling. This will meet the required need due to student demand. Currently the wait to see a counsellor is up to two weeks. The Interim VP, Students stated that the province has selected an employee and family assistance provider to provide free 24/7 mental health counselling and referral service to all post-secondary students in British Columbia. The College will also train 200 employees in mental health first aid training by the end of the fiscal year.

P. Ashman left at 12:55 p.m.

5.3 Budget 2020/2021 Presentation – Curtis Morcom
The VP, Employee and Corporate Services outlined the timing and planning process for the 2020/21 budget. He noted that $6.8m worth of new initiatives requests were submitted.

Future major capital projects total $121m and will require some level of College matching. It was noted that any surplus helps to support future major capital expenses. Capital projects include the Health Sciences Centre completion and the Health building demolition and remediation. Future projects include student residences, a Health and Wellness Building, and a Food, Wine and Tourism Building.

6. NEW BUSINESS/RESOLUTIONS

6.1 Finance, Audit and Risk Review Committee
6.1.1 Chair Report – Dale Safinuk
Finance, Audit and Risk Review Committee met on January 14, 2020. The Committee approved two motions that will come before the Board today. These motions are with regard to domestic tuition and the banking agreement.

The Committee met with Tyler Neels, Grant Thornton, who presented the Audit Strategy Report for the upcoming 2020 audit. This was approved.

2 This Presentation is posted on the Board of Governors Moodle page and is available upon request
3 This Presentation is posted on the Board of Governors Moodle page and is available upon request
The 3rd quarter Financial Statement that the Committee approved in a previous meeting was provided. Management has filed this with the Ministry of Advanced Education, Skills and Training.

The Terms of Reference were discussed and no changes were identified.

6.1.2 Domestic Tuition – Curtis Morcom
The Board did not have any questions with regard to this matter.

Motion:
“BE IT RESOLVED THAT the Board of Governors approve an increase to domestic tuition rates and mandatory fees of 2%, effective the Fall 2020 semester as recommended by the Finance, Audit and Risk Review Committee”.

6.1.3 TD Bank Agreement – Curtis Morcom
The Board did not have any questions with regard to this matter

Motion:
“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the banking agreement with TD Commercial Banking as recommended by the Finance, Audit and Risk Review Committee.”

Student lefts at 1:14 p.m.

6.2 Education Council – Chris Newitt
6.2.1 Program Revisions
The revisions are minor, most are changing prerequisites within the programs.

Motions:
“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Bookkeeping Certificate as recommended by Education Council and as presented.

“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Accounting/Bookkeeping Certificate as recommended by Education Council and as presented.

“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Administrative Assistant Certificate as recommended by Education Council and as presented.

“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Office Assistant Certificate as recommended by Education Council and as presented.”
“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Post – Baccalaureate Diploma in Marketing as recommended by Education Council and as presented.”

“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Medical Office Assistant Certificate as recommended by Education Council and as presented.”

“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Nursing Unit Assistant Certificate as recommended by Education Council and as presented.”

“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Advanced Certificate in Communications as recommended by Education Council and as presented.”

6.2.2 New Program

Motion:
“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the new program Common First Year Engineering Certificate as recommended by Education Council and as presented”

D. Rubadeau/B. Edwards CARRIED

Positive comments were received through the Post-Secondary Institution Proposal System (PSIPS). This program allows students to transfer to university in their second year and continue in the program.

The Chair of Education Council noted that at the last Education Council meeting, Council asked the Registrar to change the language in the calendar from he/she to they.

D. Rubadeau left at 1:23 p.m.

6.3 2020 Revised Meeting Schedule – Gloria Morgan

The March meeting will be in Penticton. Plans are to have the November meeting in Vernon.

Motion:
“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revised 2020 Meeting Schedule as presented”.

J. Cunningham/D. Safinuk CARRIED

7. VERBAL REPORTS

7.1 Board Chair Report – Gloria Morgan

Currently there are student elections proceeding as N. Sharma graduated this month. The new student will serve the rest of this term.
The Board Chair, Vice Chair and President have a call with the Deputy Minister on February 6th. The Board Chair will update the Board at the next meeting.

If members are interested in receiving the Trusteeship magazine, they are to let the Board office know. Copies were made available at the meeting to be picked up.

7.2 President’s Report – Jim Hamilton

Okanagan College Business students recently competed in the Inter-Collegiate Business Competition at Queen’s University. Three teams went to the Competition and one team earned second place.

The President attended the School District 23 graduation for students in the dual credit Trades program.

8. INFORMATION
No topics at this meeting

9. TOPICS FOR NEXT MEETING
No topics suggested for the next meeting

10. OTHER BUSINESS
No other business

11. FOR THE GOOD OF THE BOARD

Board members attended a number of events since the last meeting.

The Board Chair will be travelling to Berlin, Germany to exhibit her films at the European Film Market Native Indigenous Cinema Stand.

January 30th D. Safinuk and S. Chai will attend a reception hosted by the Institute of Corporate Directors. The session is on Digital Strategy.

12. ADJOURNMENT The meeting adjourned at 1:43 pm

Next regular Board meeting: March 31, 2020 – Penticton Campus
President’s Report to the Okanagan College Board of Governors
March 2020

Learner Readiness and Success

- The 14th Annual Western RoboCup Junior competition was held on February 14th and the Kelowna Campus was transformed into a high-energy arena as it hosted a day of epic robot battles. Teams of students from school districts around the Okanagan, and as far away as Vancouver, brought robots to compete in soccer and rescue challenges.

- Okanagan College once again welcomed Grade 11 students to the Kelowna campus on February 19th for Experience OC. The students had a chance to sample College sessions and experience what it’s like to be a student at Okanagan College.

- More than 200 teens from high schools throughout the Okanagan spent February 20th at the Kelowna campus for a full day of learning about technology and innovation. Organized by Junior Achievement British Columbia (JABC), the day focused on introducing middle school students to the vast variety of opportunities that permeate the tech world. The morning opened with a plenary, led by Andrew MacLean, co-founder of HighTech U, a learning community based out of the University of Victoria. Other speakers included Okanagan College Regional Dean Phil Ashman, Ashley Ramsay of Yeti Farm Creative, Ray Warren of RBC and Veronica Best for Dyspatch.

- At the end of February, I attended “Colleges and Institutes Canada (CICan) on the Hill” which was held in Ottawa. The conference was geared towards connecting college and institute leaders with parliamentarians. Five OC students were also involved (Aubrey Nickerson, Christopher Mazur, Jack Humphrey, Logan Costa-Heminwegway and Kyle Barnes), each highlighting applied research projects - of the 44 presentations lining the halls of the National Arts Centre, the Okanagan College teams showcased efforts in the areas of network optimization, hydroponics and geothermal exchange systems.

- High school students from across the region showed off their creativity, knowledge, skills and poise under pressure at the Kelowna Campus on February 28th as part of the Skills Canada BC 2020 Regional competition. Upwards of 100 competitors tested their mettle in a host of categories, from Culinary Arts to Automotive Service Technician, to Welding, Cabinetmaking, Carpentry, Photography, Electronics and others.

- On March 6th the 37th Annual Spaghetti Bridge Building contest took place at the Kelowna campus. Students from elementary to post-secondary institutions all across BC were on campus for a day of bridge building, testing and real-world, hands on STEM concepts.
Community Engagement and Service

- Okanagan College Libraries in Penticton, Vernon and Kelowna participated in Black History Month with displays of books in the Library’s collection. The 2020 theme for Black History Month was: “Canadians of African descent: Going forward, guided by the past.”

- A new collaboration between the College and Royal Bank of Canada (RBC) will help OC students tap into free financial literacy support and services from RBC advisors. RBC officially opened the new “RBC On Campus” financial literacy hub outside the Library on the second-floor mezzanine level of the Centre for Learning at the Kelowna campus. The space will be open from 9 a.m. – 5 p.m., Monday to Friday. Students will be able to drop in, free of charge, to speak with RBC advisors who can help students on a host of topics, from balancing budgets to planning for their future, reducing debt and building savings after graduation.

- The IGNITE Okanagan 2020 Employer Symposium was held on Friday, March 6th, marking its third year of partnership between the Kelowna Chamber of Commerce and KCR Community Resources presenting a symposium for local employers on the benefits and opportunities of diversity in the workplace.

- On March 12-13, the College hosted the BC Council of Admissions and Transfers for their annual meeting.

Teaching, Programming and Applied Research

- On March 2nd the School of Business hosted a celebration of careers in aviation and education and sparked dialogue about how to continue to make the sector more inclusive. Dreams Take Flight offered aviators and aviation enthusiasts of all walks of life a chance to hear from local aviation leaders. Attendees heard from a panel of six female aviators, all contributing to various areas of the industry. The panel was comprised of Tracy Medve, President of KF Aerospace; Shayne Dyrdal, Senior Airport Finance and Corporate Services Manager at Kelowna International Airport; Laura Mortensen, Consultant and Aerospace Engineer; Rhea Mackay, Airline Pilot with WestJet; Kimberley Alaric, a pilot and a student in the College’s Commercial Aviation Diploma program; as well as Desarae Craig, a student in OC’s Aircraft Maintenance Engineering program.

Internationalization

- Students and employees gathered in the Centre for Learning Atrium on February 26th to learn about the history and culture of Africa. This is part of an ongoing cross-cultural awareness series by the International Department.

Indigenization

- During “Dine Around Thompson Okanagan” in February, Infusions Restaurant, Okanagan Chefs-in-training and chef instructors presented a menu that showcased Okanagan ingredients and incorporated aspects of traditional Syilx-Okanagan culinary knowledge and practices.

- On February 24th, staff and students gathered to recognize Moose Hide Campaign Day. The campaign is a grassroots movement of Indigenous and non-Indigenous men who are standing up against violence towards women and children.
Organizational Sustainability

- The College, along with the University of British Columbia Okanagan, the City of Kelowna and a host of government and industry partners convened in Kelowna at the Innovation Centre on February 18th to explore how collaborations are advancing affordable building efficiency in the Okanagan. Building Net Zero was a one-day workshop designed to bring together building and energy innovators to tackle an ambitious green agenda. Speakers shared new research, technologies, materials and building techniques aimed not only at advancing sustainability, but also bringing it within reach for more builders and occupants across a host of settings – from smarter schools and other high-performance buildings to greener, healthier homes.
Education Council met on March 5th and approved 4 course revisions, 2 new courses, 7 program revisions, 1 new program and 4 program schedules.

PROGRAM REVISIONS

Common First Year Engineering Certificate

Recommended Motion:
“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Common First Year Engineering Certificate as recommended by Education Council and as presented.”

Program revision:
- Program description
- Program outline

Rationale:
After further consultation with the Communications Department it was noted that they would like to see CMNS 133 changed from the fall to the winter semester. This would also be better for the students as they would then only be taking one writing course per semester (i.e. ENGL 100 in fall and CMNS 133 in the winter).

Also, after completing the PSIPS application, it was noted that that the current program description and program learning outcomes could be improved. The Committee decided to revise the program description and add the program learning outcomes.

Program description:
Existing:
The Common First Year Engineering Certificate program provides students with a comprehensive first-year university transfer program in engineering and is aimed at high school graduates with strong academic performance and highly motivated post-secondary students. This full-time program is ideal for students who want more one-on-one time with instructors, are hoping to save money in tuition fees, and/or may not be prepared yet for the university environment. The program offers the courses for first-year engineering, including engineering design, chemistry, physics and calculus.

The program must be completed within 12 months and can be completed in either a two or three semester format. The 12 month time limitation is to prepare students for the rigorous academic pace that will be expected of them in a university engineering program. Successful completion of this program ensures that students who transfer to an engineering degree program at UBCO or other BC universities typically require only three additional years of study to complete their degree.

Proposed:
The Common First Year Engineering Certificate program provides the opportunity to study first-year Engineering (Applied Science) at Okanagan College. All courses must be taken at Okanagan College within a 12-month period. Students completing the Common First Year Engineering Certificate are able to apply to some BC university’s second year Engineering (Applied Science) Degree programs. Graduation from the Common First Year Engineering Certificate program requires successful completion of all courses in the program outline with a minimum graduating grade average of 70%. Successful completion of individual courses requires a minimum grade of 50%, with some courses requiring a higher minimum grade to be acceptable as prerequisites for subsequent courses at various institutions. Minimum graduating grade average for acceptance at receiving institutions will vary.
Upon successful completion of this program students will be able to:

- Develop a knowledge base for engineering
- Analyze and solve problems while applying engineering knowledge
- Conduct investigations into various complex problems
- Design solutions for complex problems
- Create, adapt and apply various engineering tools
- Work effectively in teams and as an individual
- Communicate complex engineering problems and solutions with professionals and the public
- Understand the roles and responsibility of a professional engineer
- Evaluate sustainable/environmental engineering solutions
- Apply professional ethics and accountability
- Understand introductory project management and the economic drivers of construction projects
- Develop a base for computer programming.

Program outline:

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**Implementation date:** September 2020

**Cost:** N/A

**Applied Bachelor of Arts: Social Development and Research**

**Recommended Motion:**

“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Applied Bachelor of Arts: Social Development and Research as recommended by Education Council and as presented.”
Program revision:

- Program name – new name – Applied Bachelor of Arts: Community Research and Evaluation
- Program description
- Admission requirements
- Outline

Rationale:
The Degree Quality Assessment Board degree review process has required changes to the Applied Bachelor Arts: Social Development and Research recently approved by Okanagan College Education Council and Board of Governors. The amendments in this program revision proposal result from the DQAB review, are currently under consideration by the Ministry of Advanced Education, Skills and Training as an amended degree proposal.

The nature and specific detail of the amendments are sufficient to maintain the graduate studies pathway identified in the MOU; direct admission is maintained as agreed by the parties in the MOU should these amendments and the degree proposal be given consent by the AEST Minister.

There are two areas of amendment to the applied degree, namely curriculum changes and a degree name change. These amendments are summarized below and embedded in a revised degree program outline attached as Schedule A. The College and its university partner judge that this review process has improved the cohesion of the degree as reflected in the amended nomenclature and strengthened academic quality overall.

A. Curriculum Changes

Year One

a. From 6 credits of 1st-year Anthropology to 3 credits of 1st-year Anthropology

b. From 6 credits of 1st-year Philosophy to 3 credits of 1st-year Philosophy

c. From 6 credits of Science electives to 3 credits of specified and program relevant Biology or Computer Science elective

d. Resequencing of 3 credits of Gender, Sexuality and Women's Studies from 2nd-year to 1st-year foundation course and providing students with choice from two GSWS courses

e. Addition of 3 credits of Sociology (SOCI 111-3-3) as a required foundation course

f. Additional 3 credits of foundation Arts electives from Economics, Human Geography, Political Science, or Sociology

Year Two

a. From 6 credits of 2nd-year Anthropology to 3 credits of 2nd-year Anthropology

b. Resequencing of 6 credits of First Nations Language from 3rd-year to 2nd-year as foundation courses

c. Change list of electives from Interdisciplinary Studies and Psychology to specified courses in Anthropology, Sociology, and Philosophy

Year Three

a. Addition of a required course in Political Science ("Canadian Public Administration")

b. Reduction of 9 credits of Psychology to specified 6 credits of Psychology at the 300-level

c. Addition of a course option to the required 3 credits of Sociology

d. Addition of 6 credits of electives (200 or 300-level courses specified in Anthropology, Interdisciplinary Studies, Philosophy, and Psychology)
Year Four

a. Limit upper-level electives to Arts and identify disciplines open to students in relation to program-derived prerequisites

Explanation of Curriculum Changes

1. Additional Courses in Economics, Sociology and Political Science to align with the External Panel review

   · Three credits of Economics ("Women and the Economy") are included as an elective option for students in 1st-year as this course has no prerequisite. This course is thematically associated with the degree focus on regional community social issues.

   · Six required credits of Sociology ("Introduction to Sociology" and a student's choice of either "Introduction to Social Problems" or "Canadian Social Issues") are added to provide foundational theoretical context for student skills in addressing social issues in community.

   · Three required credits of Political Science ("Canadian Public Administration") and electives options in Political Science courses are added to provide students with a foundation of federal, provincial and civic governmental roles in community social issues.

2. Resequencing of Required Courses to Enhance Foundational Experience

   · Resequencing of Gender, Sexuality & Women's Studies courses to first year to strengthen foundation for subsequent studies related to diversity issues.

   · Resequencing of First Nations' Languages to second year when students are taking a number of courses related to Indigenous studies to provide earlier exposure to this thematically-required element of the degree.

3. Increase in and Revision of Program Electives to Provide More Cohesion to Degree

   · Increase from 18 credits of program electives to 24 credits of thematically relevant courses. This increases student ability to develop disciplinary strengths as they move to research on community social issues, all from course options that organize around community social issues.

   · Identification of elective courses that are thematically-relevant to issues of community, from Humanities (Communications, English), Science (Biology, Computer Science) and Social Sciences (Anthropology, Economics, Geography, Interdisciplinary Studies, Philosophy, Political Science, Psychology, Social Work, Sociology). These are discipline or interdisciplinary-based courses that intersect with topics in gender, human geography, government, social problems, social issues, contemporary ethical and moral issues, Indigenous peoples, psychosocial issues across the lifespan, adjustment, and social and political philosophy.

4. Alteration of Required Courses to Create Space for Amended Curriculum

   · Anthropology (reduction of 6 credits)

   · Philosophy (reduction of 3 credits)

   · Psychology (reduction of 3 credits)

   · Science electives (reduction of 3 credits)

B. Degree Name Change

1. From “Applied Bachelor of Arts: Social Development and Research” to “Applied Bachelor of Arts: Community Research and Evaluation”

   · Amended nomenclature of the degree clarifies the overarching theme of the program and is compatible with the two pathways available to students.

   o The degree name change more clearly expresses that this degree provides students with research skills to engage in a broad range of community social issues. All courses (even...
the 3 credits of Science elective) are providing students with foundational, theoretical, empirical, critical thinking and evaluative skills that will empower students to engage in local and regional social issues with concrete contributions.

- The same skills that establish students’ readiness for work in community also prepare students for graduate studies, most notably UBCO eligibility for guaranteed admission to the Master of Social Work Foundational Two-Year Track graduate studies program as confirmed in the MOU.

**Program description:**

**Existing:**
Okanagan College offers a four-year Applied Bachelor of Arts degree, located at the Kelowna Campus with limited course offerings at Salmon Arm, Vernon and Penticton campuses. This baccalaureate degree provides graduates with employable skills in applied research and an understanding of how the social sciences and liberal arts actively contribute to a culturally diverse sustainable society. Developed for the context of the southern interior of BC, this program includes studies of regional indigenous cultures and prepares graduates for direct contributions to local and regional issues. Through contextualized learning, the goal of the degree is to provide applied research skills within a context of liberal arts studies and applied social science, emphasizing an empirical orientation to understanding, to application of knowledge, and to intervention. Characterized by the strengths of a terminal degree that produces employable skills, this degree can also prepare students for admission to selective graduate studies programs. All graduates of this applied degree program will be ready for today's job market through mastery of higher-order analytical skills and techniques for applied research. Practical related field experience is a central component of the applied degree education.

This degree enables students to develop competencies in academic and professional writing, qualitative and quantitative analysis, critical thinking skills, ethics, applied research, program evaluation, multi-disciplinary world views, and languages other than English (including regional First Nations' languages). Students will complete field experience (a practicum, field placement or co-operative education program in the fourth year) as well as a capstone project that will tie academic studies to relevant local and regional issues. The degree program develops and maintains scholastic strengths in students, requiring a minimum of 55% in each course counting toward the degree and a minimum cumulative grade average of 60% for all courses taken while in the program. For students seeking direct entry into the Master of Social Work Foundational Two-Year Track graduate studies program at UBC Okanagan, in addition to these degree requirements a minimum grade average of 76% in the upper level courses counting toward the degree is required.

**Social Development and Research**
A Social Work focus of the Applied Bachelor of Arts degree provides students with pathways to applied social service work or potential for transition to graduate studies at UBC Okanagan. Students will be granted an Applied Bachelor of Arts, Social Development and Research (ABA-SDR) upon completion of the following.

**YEAR ONE COURSE REQUIREMENTS (30 credits)**
- 6 credits of Anthropology (ANTH 111 - Biological Anthropology; ANTH 121 - Cultural Anthropology)
- 6 credits of English or Communications (from ENGL 100 - University Writing; ENGL 153 - Critical Writing and Reading: Narrative; CMNS 112 - Professional Writing I; CMNS 122 - Professional Writing II)
- 6 credits of Philosophy (PHIL 114 - Introduction to Logic and Critical Thinking I; PHIL 124 - Introduction to Logic and Critical Thinking II)
- 6 credits of Psychology (PSYC 111 - Introduction to Psychology - Basic Processes; PSYC 121 - Introduction to Psychology - Personal Functioning)
- 6 credits of Science Electives (from Biology, Computer Science, Earth & Environmental Sciences, Mathematics)

**YEAR TWO COURSE REQUIREMENTS (30 credits)**
- 6 credits of Anthropology (ANTH 212 - Native People, BC Coast; ANTH 222 - Native People, BC Interior)
- 6 credits of Indigenous Studies (INDG 201 - Okanagan Indigenous Peoples’ History; INDG 202 - Okanagan Concepts and Frameworks)
- 6 credits of Psychology (PSYC 260 - Research Methods; PSYC 270 - Statistics and Data Analysis)
6 credits of Social Work (SOCW 200A - Introduction to Social Work Practice; SOCW 200B - Introduction to Social Welfare in Canada)
3 credits of Gender, Sexuality and Women's Studies (GSWS 100 - Introduction to Gender, Sexuality and Women's Studies)
3 credits of Electives (from IDST 200 - Psychosocial/Cultural Challenges across the Lifespan; PSYC 220 - Lifespan Development; PSYC 242 - Abnormal Psychology; PSYC 252 - Social Psychology)

YEAR THREE COURSE REQUIREMENTS (30 credits)
3 credits of Sociology (SOCI 203 - Canadian Social Issues)
6 credits of First Nations/Indigenous Language (FNIL 110 - Indigenous Regional Languages I; FNIL 120 - Indigenous Regional Languages II)
9 credits of Psychology (PSYC 365 - Qualitative Methods & Analysis) PSYC 348 - Evidence-Based Practice: Therapies; and one of PSYC 242 - Abnormal Psychology or PSYC 341 - Theory of Personality
3 credits of Professional Ethics (PHIL 411 - Professional Ethics; or IDST 400 - Professional Codes of Ethics)

YEAR FOUR COURSE REQUIREMENTS (30 credits)
9 credits of Practicum Placement (ARTS 498 - Practicum or Field Placement)
6 credits of Capstone Project (ARTS 499 - Capstone Project)
3 credits of Program Evaluation (PSYC 470 - Program Evaluation)
3 credits of Social Work (SOCW 410 - Individual and Environmental Intervention)
9 credits of upper-level electives (300 or 400-level courses in Communications, Computer Science, Economics, English, Geography, History, Philosophy, or Sociology)

Graduates seeking employment will use their coursework and field experience to seek occupations such as program administrators, managers and analysts in social service agencies, local non-profit organizations, community groups and various levels of government. Learning outcomes prepare students for work as consultants, social policy researchers, and advocates for youth, women, families, minorities and cultural diversity.

A limited number of ABA-SDR graduates will be eligible annually for direct admission to the Master of Social Work Foundational Two-Year Track graduate studies program at the University of British Columbia, Okanagan campus. Each academic year UBCO will allocate space in the two-year M.S.W. Program to admit a maximum of 15 students who satisfy the eligibility requirements of (i) successful completion of the ABA-SDR degree within the academic year preceding entry to the M.S.W. Program, (ii) a minimum grade average of 76% in the upper level (300, 400 level) courses counting toward the ABA-SDR degree, (iii) a minimum Graduating Grade Average of 60%, and (iv) a minimum grade average of 55% in each course counting toward the ABA-SDR degree. Decisions regarding individual admission of an eligible OC student to the M.S.W. Program will be made by UBCO, but as an affirmative action commitment a number of seats (5) are held for eligible OC students who are members of an aboriginal group and identify as a First Nation, Metis, Inuit or indigenous person. Students not meeting these eligibility requirements for direct admission may otherwise apply in open competition to the UBC Okanagan program.

Proposed:
Okanagan College offers a four-year Applied Bachelor of Arts degree, located at the Kelowna Campus with limited course offerings at Salmon Arm, Vernon and Penticton campuses. This baccalaureate degree provides graduates with employable skills in applied research and an understanding of how the social sciences and liberal arts actively contribute to a culturally diverse sustainable society. Developed for the context of the southern interior of BC, this program includes studies of regional indigenous cultures and prepares graduates for direct contributions to local and regional issues. Through contextualized learning, the goal of the degree is to provide applied research skills within a context of liberal arts studies and applied social science, emphasizing an empirical orientation to understanding, to application of knowledge, and to intervention. Characterized by the strengths of a terminal degree that produces employable skills, this degree can also prepare students for admission to selective graduate studies programs. All graduates of this applied degree program will be ready for today's job market through
mastery of higher-order analytical skills and techniques for applied research. Practical related field experience is a central component of the applied degree education.

This degree enables students to develop competencies in academic and professional writing, qualitative and quantitative analysis, critical thinking skills, ethics, applied research, program evaluation, multidisciplinary world views, and languages other than English (including regional First Nations' languages). Students will complete field experience (a practicum, field placement or co-operative education program in the fourth year) as well as a capstone project that will tie academic studies to relevant local and regional issues. The degree program develops and maintains scholastic strengths in students, requiring a minimum of 55% in each course counting toward the degree and a minimum cumulative grade average of 60% for all courses taken while in the program. For students seeking direct entry into the Master of Social Work Foundational Two-Year Track graduate studies program at UBC Okanagan, in addition to these degree requirements a minimum grade average of 76% in the upper level courses counting toward the degree is required.

Community Research and Evaluation

A community research focus of the Applied Bachelor of Arts degree provides students with pathways to applied social service work or potential for transition to graduate studies at UBC Okanagan. Students will be granted an Applied Bachelor of Arts: Community Research and Evaluation (ABA-CRE) degree upon completion of the following.

DEGREE CURRICULUM
APPLIED BACHELOR OF ARTS: COMMUNITY RESEARCH AND EVALUATION

YEAR ONE COURSE REQUIREMENTS (30 credits)
Required Foundation Courses: (24 credits)

3 credits of Anthropology (ANTH 121-3-3 “Introduction to Cultural Anthropology”)
6 credits of English or Communications (6 credits from ENGL 100-3-3 “University Writing” and ENGL 153-3-3 “Critical Writing and Reading: Narrative”; or 6 credits from CMNS 112-3-3 “Professional Writing I” and CMNS 122-3-3 “Professional Writing II”)
3 credits of Interdisciplinary Studies (3 credits from GSWS 100-3-3 “Introduction to Gender, Sexuality and Women's Studies” or GSWS 215-3-3 “Gender and Popular Culture”)
3 credits of Philosophy (PHIL 114-3-3 “Introduction to Logic and Critical Thinking”)
6 credits of Psychology (6 credits from PSYC 111-3-3 “Introduction to Psychology - Basic Processes” and PSYC 121-3-3 “Introduction to Psychology - Personal Functioning”)
3 credits of Sociology (SOCI 111-3-3 “Introduction to Sociology I”)

Elective Foundation Courses: (6 credits)

3 credits of Science (3 credits from BIOL 112-3-6 “Evolution and Ecology” or COSI 180-3-5 “Multimedia Computing”) and
3 credits from the following:
Economics (ECON 210-3-3 “Women and the Economy”) or Geography (GEOG 128-3-3 “Human Geography: Space, Place & Community”) or Political Science (POLI 111-3-4 “The Government of Canada”) or Sociology (SOCI 202-3-3 “Introduction to Social Problems” or SOCI 203-3-3 “Canadian Social Issues”)

YEAR TWO COURSE REQUIREMENTS (30 credits)
Required Foundation Courses: (27 credits)

3 credits of Anthropology (ANTH 222-3-3 “Indigenous Peoples of the BC Interior”)
6 credits of First Nations/Indigenous Language (6 credits from FNIL 110-3-3 “Indigenous Regional Languages I” and FNIL 120-3-3 “Indigenous Regional Languages II”)

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6 credits of Indigenous Studies (6 credits from INDG 201-3-3 “Okanagan Indigenous Peoples' History” and INDG 202-3-3 “Okanagan Concepts and Frameworks”)
6 credits of research skills (6 credits from PSYC 260-3-4 “Introduction to Research Methods and Design” and PSYC 270-3-3 “Statistics and Data Analysis”)
6 credits of Social Work (6 credits from SOCW 200A-3-3 “Introduction to Social Work Practice” and SOCW 200B-3-3 “Introduction to Social Welfare in Canada”)

Elective Courses: (3 credits)
3 credits from the following:
- Anthropology (ANTH 212-3-3 “Indigenous Peoples of BC Coast”) or Sociology (SOCI 202-3-3 “Introduction to Social Problems” or SOCI 203-3-3 “Canadian Social Issues”) or Philosophy (PHIL 211-3-3 Ethics” or PHIL 240-3-3 “Social and Political Philosophy” or PHIL 241-3-3 “Contemporary Moral Issues”)

YEAR THREE COURSE REQUIREMENTS (30 credits)
Required Courses: (24 credits)
9 credits of Social Work (9 credits from SOCW 309-3-3 “Interview And Assessment Skills” and SOCW 320-3-3 “Case Management and Transition to Field Placement” and SOCW 321-3-3 “Social Policies: Protection and Welfare of the Child and Family”)
3 credits of Political Science (POLI 219-3-3 “Canadian Public Administration”)
6 credits of Psychology (6 credits from PSYC 348-3-3 “Evidence Based Practice: Therapies” and PSYC 365-3-3 “Qualitative Methods and Analysis”)
3 credits of Professional Ethics (3 credits from PHIL 411-3-3 “Professional Ethics” or IDST 400-3-3 “Professional Codes of Ethics”)
3 credits of Sociology (3 credits from SOCI 202-3-3 “Introduction to Social Problems” or SOCI 203-3-3 “Canadian Social Issues”)

Elective Courses: (6 credits)
6 credits from the following:
- Anthropology (ANTH 212-3-3 “Indigenous Peoples of BC Coast”) or Interdisciplinary Studies (IDST 200-3-3 “Psychosocial/Cultural Challenges Across the Lifespan”) or Philosophy (PHIL 211-3-3 “Ethics” or PHIL 240-3-3 “Social and Political Philosophy” or PHIL 241-3-3 “Contemporary Moral Issues”) or Psychology (PSYC 242-3-3 “Abnormal Psychology” or PSYC 341-3-3 “Theory of Personality”)

YEAR FOUR COURSE REQUIREMENTS (30 credits)
Required Courses: (21 credits):
9 credits of field experience (ARTS 498-9-12 “Field Placement”)
6 credits of Capstone Project (ARTS 499-6-4 “Capstone Project”)
3 credits of Program Evaluation (PSYC 470-3-3 “Program Evaluation”)
3 credits of Social Work (SOCW 410-3-3 “Individual and Environmental Intervention”)

Elective Courses: (9 credits)
Upper-level electives (300 or 400-level courses in Arts)*
* Note: From the required and elective courses of this degree program, students will have met upper elective course prerequisites in Communications, selective courses in English, Interdisciplinary Studies, Philosophy, Political Science, Psychology, Sociology and Social Work. Other areas’ upper-level courses may require additional course prerequisites or permission of the relevant department.

Graduates seeking employment will use their coursework and field experience to seek occupations such as program administrators, managers and analysts in social service agencies, local non-profit organizations, community groups and various levels of government. Learning outcomes prepare students for work as consultants, social policy researchers, and advocates for youth, women, families, minorities and cultural diversity.

A limited number of ABA-CRE graduates will be eligible annually for direct admission to the Master of Social Work Foundational Two-Year Track graduate studies program at the University of British Columbia, Okanagan campus. Each academic year UBCO will allocate space in the two-year M.S.W.
Program to admit a maximum of 15 students who satisfy the eligibility requirements of (i) successful completion of the ABA-CRE degree within the academic year preceding entry to the M.S.W. Program, (ii) a minimum grade average of 76% in the upper level (300, 400 level) courses counting toward the ABA-CRE degree, (iii) a minimum Graduating Grade Average of 60%, and (iv) a minimum grade average of 55% in each course counting toward the ABA-CRE degree. Decisions regarding individual admission of an eligible OC student to the M.S.W. Program will be made by UBCO, but as an affirmative action commitment a number of seats (5) are held for eligible OC students who are members of an aboriginal group and identify as a First Nation, Metis, Inuit or indigenous person. Students not meeting these eligibility requirements for direct admission may otherwise apply in open competition to the UBC Okanagan program.

Admission requirements:

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| **REGULAR APPLICANTS**<br>Regular applicants have BC high school graduation (or equivalent) completed or are currently enrolled in Grade 12.<br>**ACADEMIC REQUIREMENTS**<br>BC high school graduation (or equivalent), including satisfaction of the English entrance and Mathematics entrance requirements. The English entrance requirement is completion of English 12 with a minimum grade of 70%. Equivalent English 12 alternatives can be accessed at the following link: http://webapps-5.okanagan.bc.ca/ok/Calendar/English12with60. Applicants who have passed English 12 with a minimum grade of less than 70% may be admitted if they take Okanagan College Adult Basic Education English 012 concurrent to other courses in their first semester in the degree program. The Mathematics entrance requirement is a minimum of 50% in any of Pre-calculus Grade 12, Principles of Mathematics 12, or Adult Basic Education MATH 012. Students without this Mathematics entrance requirements may be granted conditional admission if they satisfy the entrance requirement with OC MATH 012 in their first year in the degree program. Conditional admission students will be unable to register for any course where MATH 012 is a prerequisite until such time as the Mathematics entrance requirement is satisfied.<br>**MATURE APPLICANTS**<br>Applicants shall be eligible for consideration for admission under the mature applicant category if they are at least 21 years old and have been out of full-time high school study for at least three years. The English and Mathematics entrance requirements for students admitted as mature applicants must be satisfied with successful completion of ENGL 012 concurrent to other courses in their first semester in the degree program, and successful completion of MATH 012 in the first year of study at Okanagan College. Students must satisfy these English and Math...<br>**REGULAR APPLICANTS**<br>Regular applicants have BC high school graduation (or equivalent) completed or are currently enrolled in Grade 12.<br>**ACADEMIC REQUIREMENTS**<br>BC high school graduation (or equivalent), including satisfaction of the English entrance and Mathematics entrance requirements. The English entrance requirement is completion of English 12 with a minimum grade of 70%. Equivalent English 12 alternatives can be accessed at the following link: https://webapps-5.okanagan.bc.ca/ok/Calendar/English12with70. Applicants who have passed English 12 with a minimum grade of less than 70% may be admitted if they take Okanagan College Adult Basic Education English 012 concurrent to other courses in their first semester in the degree program. The Mathematics entrance requirement is a minimum of 50% in any of Pre-calculus Grade 12, Principles of Mathematics 12, or Adult Basic Education MATH 012. Students without this Mathematics entrance requirements may be granted conditional admission if they satisfy the entrance requirement with OC MATH 012 in their first year in the degree program. Conditional admission students will be unable to register for any course where MATH 012 is a prerequisite until such time as the Mathematics entrance requirement is satisfied.<br>**MATURE APPLICANTS**<br>Applicants shall be eligible for consideration for admission under the mature applicant category if they are at least 21 years old and have been out of full-time high school study for at least three years. The English and Mathematics entrance requirements for students admitted as mature applicants must be satisfied with successful completion of ENGL 012 concurrent to other courses in their first semester in the degree program, and successful completion of MATH 012 in the first year of study at Okanagan College. Students must satisfy these English and Math...
Outline:

YEAR ONE COURSE REQUIREMENTS (30 credits)
- 6 credits of Anthropology (ANTH 111 - Biological Anthropology; ANTH 121 - Cultural Anthropology)
- 6 credits of English or Communications (from ENGL 100 - University Writing; ENGL 153 - Critical Writing and Reading: Narrative; CMNS 112 - Professional Writing I; CMNS 122 - Professional Writing II)
- 6 credits of Philosophy (PHIL 114 - Introduction to Logic and Critical Thinking I; PHIL 124 - Introduction to Logic and Critical Thinking II)
- 6 credits of Psychology (PSYC 111 - Introduction to Psychology - Basic Processes; PSYC 121 - Introduction to Psychology - Personal Functioning)
- 6 credits of Science Electives (from Biology, Computer Science, Earth & Environmental Sciences, Mathematics)

YEAR TWO COURSE REQUIREMENTS (30 credits)
- 6 credits of Anthropology (ANTH 212 - Native People, BC Coast; ANTH 222 - Native People, BC Interior)
- 6 credits of Indigenous Studies (INDG 201 - Okanagan Indigenous Peoples' History; INDG 202 - Okanagan Concepts and Frameworks)
- 6 credits of Psychology (PSYC 260 - Research Methods; PSYC 270 - Statistics and Data Analysis)
- 6 credits of Social Work (SOCW 200A - Introduction to Social Work Practice; SOCW 200B - Introduction to Social Welfare in Canada)
- 3 credits of Gender, Sexuality and Women's Studies (GSWS 100 - Introduction to Gender, Sexuality and Women's Studies)
- 3 credits of Electives (from IDST 200 - Psychosocial/Cultural Challenges across the Lifespan; PSYC 220 - Lifespan Development;
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<th>Course Code</th>
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<td>PSYC 242</td>
<td>Abnormal Psychology;</td>
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<td>PSYC 252</td>
<td>Social Psychology)</td>
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**YEAR THREE COURSE REQUIREMENTS (30 credits)**
- 3 credits of Sociology (SOCI 203 - Canadian Social Issues)
- 6 credits of First Nations/Indigenous Language (FNIL 110 - Indigenous Regional Languages I; FNIL 120 - Indigenous Regional Languages II)
- 9 credits of Psychology (PSYC 365 - Qualitative Methods & Analysis) PSYC 348 - Evidence-Based Practice: Therapies; and one of PSYC 242 - Abnormal Psychology or PSYC 341 - Theory of Personality
- 3 credits of Professional Ethics (PHIL 411 - Professional Ethics; or IDST 400 - Professional Codes of Ethics)

**YEAR FOUR COURSE REQUIREMENTS (30 credits)**
- 9 credits of Practicum Placement (ARTS 498 - Practicum or Field Placement)
- 6 credits of Capstone Project (ARTS 499 - Capstone Project)
- 3 credits of Program Evaluation (PSYC 470 - Program Evaluation)
- 3 credits of Social Work (SOCW 410 - Individual and Environmental Intervention)
- 9 credits of upper-level electives (300 or 400-level courses in Communications, Computer Science, Economics, English, Geography, History, Philosophy, or Sociology)

Implementation date: January 2021
Cost: N/A

Winery Assistant Certificate

Recommended Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Winery Assistant Certificate as recommended by Education Council and as presented."
Program revision:
- Program description
- Admission requirements
- Graduation requirements
- Revision of courses
- Program outline

Rationale:
The Winery Assistant Certificate program is reviewed annually to ensure that it continues to meet student needs and industry standards for successful employment of the program's graduates. Consultation for the review included feedback from past students, key employers and content experts in the wine, cider, beer and distillery sectors operating in Okanagan College's surrounding region.

The most recent review indicated that employment opportunities in the wine, cider, beer and distillery sectors continue to grow and there are substantial transferable skills and knowledge identified between these sectors. By incorporating aspects of each sector into the Winery Assistant Certificate program, with an emphasis on wine, this would enhance the employment opportunities for the program's graduates. During the review, potential employers indicated that more experiential learning would be valuable in preparation for the student's practicum and these employers also indicated they would consider partnering directly with OC to offer the experiential learning. In response to this information, this experiential learning will be incorporated into the program by adding a variety of field trips to certain modules.

The key findings of the consultation resulted in revisions of the program description, course descriptions, course hours, course names, learning outcomes and student assessments throughout the certificate program.

Program description:
Existing:
The Winery Assistant program provides individuals with the skills and knowledge to work in an entry-level position within the wine industry. Coursework will emphasize the scientific principles underlying grape and wine production, influences on wine quality, terminology, winery equipment operation and maintenance, harvest and crush, sanitation and safety, winery sensory evaluation, marketing and sales practices. The program consists of 258 hours of classroom instruction and 50 hours of work experience in a winery.

Proposed:
The 308-hour Winery Assistant Certificate program provides students with the knowledge and practical skills to work alongside master winemakers. Similarities and differences between wine, cider, beer and spirits will be explored throughout the program with an emphasis on winemaking. The program includes a focus on scientific principles of production, influences on product quality, industry terminology, equipment operation and maintenance, harvest and crush, sanitation and safety, sensory evaluation, and marketing and sales. Students will also gain real-world experience through field trips and a practicum.

Admission requirements:

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<td>· Grade 12 or equivalent</td>
<td>· BC secondary school graduation, or equivalent, or 19 years of age and out of secondary school for at least one year as of the first day of classes</td>
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<td>· English 12 with minimum 50% or alternatives</td>
<td>· English 12 with a minimum of 60% or alternatives</td>
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<td>· 19 years or older at time of admission to the program</td>
<td>· 19 years or older at time of admission to the program</td>
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<td></td>
<td>· Foodsafe Level I Certificate</td>
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<td>· Serving It Right Certificate</td>
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Graduation requirements:

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<td>Students must pass each component with a minimum grade of 60% to receive a certificate</td>
<td>Students must pass the practicum and attain a minimum grade of 60% in each of the other courses in the program.</td>
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Revision of courses:
WINE 21 – Rationale: Additional 6 hours to cover public relations; additional 6 hours to cover cider, beer, and spirits.
WINE 22 – Rationale: Addition of cider, beer and spirits.
WINE 23 – Rationale: Addition of cider, beer and spirits.
WINE 24 – Rationale: Addition of cider, beer and spirits; moving 6 hours of "public relations" to WINE 21.
WINE 14 – Rationale: Students will be starting their practicum after the first course, WINE 21, and it will continue throughout the program so that they experience the industry production timelines that are occurring.

Program outline:

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<td><strong>WINE 21</strong> Introduction to Grapes and Wine – 45 hours</td>
<td><strong>Introduction to Grapes, Wines &amp; Other Fermented Beverages – 57 hours</strong></td>
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<td>This course will introduce the various legal, health, historical, production, viticultural regions and marketing aspects of the wine trade in Canada. An overview of wine styles from around the world; packaging and presentation; cellaring; sensory evaluation; wine and food and wine marketing will be included. Learning Outcomes By the end of this course the student should be able to:</td>
<td>This course is designed to provide foundational knowledge of wine as well as aspects of cider, beer and spirits. Students will be introduced to various historical, legal, health and production methods, and there will be an overview of wine styles from around the world; packaging and presentation; cellaring; sensory evaluation; marketing and public relations. <strong>Learning Outcomes</strong> By the end of this course the student should be able to:</td>
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<td>• Use a systematic approach to conduct a sensory evaluation of any given wine.</td>
<td>• Explain the process of winegrowing, from the planting of the vineyard to the bottling of a wine.</td>
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<td>• Describe the significance of vitis vinifera in wine production, outline the main activities of the vineyard year and list the key strategies of vineyard management.</td>
<td>• Name the main winegrowing regions of the world, their histories and the typical wines that they produce.</td>
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<td>• Describe the processes for making white wine, red wine, rose wine, sparkling wine, fortified wine and dessert wines.</td>
<td>• Identify major wine grapes in a blind tasting environment, utilizing varietal typicities.</td>
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<td>• Discuss the merits of various wine packaging options (closures/bottling/labeling).</td>
<td>• Understand the various types and production methods of cider, beer, spirits and fruit wine, including historical influences.</td>
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<td>• Given the major noble grape varieties, describe their characteristics in a wine.</td>
<td>• Comprehend the basics of wine sales and marketing, including cellar door, various sales channels, advertising and public relations.</td>
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<tr>
<td>• List the main wine growing regions of the world and name some benchmark wines or key grape varieties from those regions.</td>
<td><strong>Resources:</strong></td>
</tr>
<tr>
<td>• Discuss the roles of the main regulatory bodies affecting the Canadian and BC wine industry.</td>
<td>Required Text: The Sommelier Prep Course: An Intro to Wines, Beers &amp; Spirits of the World by M. Gibson. Available for purchase in the campus bookstore - approximate cost $25. Or check with the library as this could be available for free in an electronic format.</td>
</tr>
<tr>
<td>• List the major steps in creating a strategic wine marketing plan.</td>
<td><strong>Student Assessment</strong></td>
</tr>
</tbody>
</table>

Quiz Part One 20%
- Name some health topics associated with wine consumption.
- Describe at least two main wine and food pairing principles and give some examples.
- Name some strategies for optimal storing and serving of wine.

**Student Assessment**

<table>
<thead>
<tr>
<th>Quiz Part One</th>
<th>20%</th>
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<tbody>
<tr>
<td>Quiz Part Two</td>
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</tr>
<tr>
<td>Research Essay</td>
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<tr>
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</table>

**WINE**

**Introduction to Winemaking** – 90 hours

The annual cycle of winemaking activities will be explored including harvest and crush, the art of winemaking, and grape and wine analysis. Participants will be introduced to winery terminology, be able to assess grape quality, have an understanding of processing and preparation, gain knowledge of equipment, and recognize good winemaking practices.

**Learning Outcomes**

By the end of this course, learners will be able to:

- Demonstrate knowledge of the annual cycle in the vineyard and cellar and how these events are applicable in winemaking
- Explain the various processes in winemaking and how variations contribute to wine style and quality
- Understand key chemistry and microbiological concepts important to wine quality
- Apply knowledge of important laboratory procedures and tests involved in the winemaking process
- Show appropriate sensory skills

**Student Assessment**

<table>
<thead>
<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>Theory Exam</td>
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<tr>
<td>Lab (Written &amp; Practical)</td>
<td>40%</td>
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<tr>
<td>Midterm Quiz</td>
<td>10%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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</table>

**Introduction to Fermentation** – 90 hours

This course is designed to introduce fermentation with a focus on winemaking and wine analysis. The similarities and differences between wine, cider, beer and spirits will be explored through comparing and contrasting production cycles and performing laboratory analysis. Students will explore cellar terminology, be able to assess product quality, have an understanding of processing and preparation, gain knowledge of equipment, and recognize good fermentation/production practices.

**Learning Outcomes**

By the end of this course, learners will be able to:

- Demonstrate knowledge of the annual winemaking cycle in the vineyard and cellar, and how these events are applicable in winemaking.
- Understand the similarities and differences in the annual cycles of wine, cider, beer and spirits production.
- Explain the various processes in winemaking and how variations contribute to wine style and quality.
- Understand key chemistry and microbiological concepts important to fermentation quality and how each key concept relates to wine, cider, beer and spirits respectively.
- Apply knowledge of important laboratory procedures and tests involved in the fermentation process.
- Show appropriate sensory skills and understand the sensorial differences in wine, cider, beer and spirits.

**Resources:**

TP 548.5 .A5 C47 2013; Chemical analysis of grapes and wine: techniques and concepts, Patrick Iland [and others].

**Student Assessment**

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</table>
WINE 23  |  Cellar Management – 60 hours
The course presents the fundamentals of winery cellar operations, including equipment operation and maintenance, quality control, hygiene, and sanitation. Students will become familiar with the techniques used to promote the ageing and clarification of the wine. The storage of wine will also be discussed.

Learning Outcomes
By the end of this course, learners will be able to:

- Demonstrate knowledge of the different cellar equipment and how these can be used in the process of winemaking.
- Understand the wine composition and their effect on wine aging and clarification.
- Apply the notion of quality control to wine bottling.
- Outline the different areas of vulnerability in a winemaking environment for contamination and create the appropriate sanitation program.
- Apply knowledge of important laboratory procedures and tests involved in the winemaking process.

Student Assessment
Midterm Exam 30%
Equipment Exam 25%
Assignment 10%
Final Exam 35%
TOTAL 100%

WINE 24  |  Quality Control and Public Relations – 63 hours
The importance of quality assessment will be discussed, and students will become familiar with the process of VQA wine evaluation, be able to evaluate wine for defects, identify varietal characteristics, assist in the packaging process, and be knowledgeable of industry standards. The role of the tasting room and wine shop and the importance of customer service will also be covered.

Learning Outcomes
By the end of this course, learners will be able to:

- Explain quality control and quality assurance practices and use sensory evaluation to assess for quality.
- Describe packaging and bottling options and processes including advantages and disadvantages for each.
- Identify and implement key aspects of public relations.

Introduction to Cellar and Brewery Operations – 54 hours
The course presents the fundamentals of winery cellar and brewery operations, including equipment operation and maintenance, quality control, hygiene and sanitation. Students will become familiar with the wine composition and techniques used to promote the aging and clarification of the wine. Beer, cider and fruit wine production will also be discussed.

Learning Outcomes
By the end of this course, learners will be able to:

- Demonstrate knowledge of the different cellar equipment and how these can be used in the process of winemaking and beer making.
- Understand the wine composition and their effect on wine aging, stabilization and clarification.
- Outline the different areas of vulnerability in a winemaking environment for contamination, create the appropriate sanitation program and apply the notion of quality control to wine and cider bottling.
- Demonstrate some knowledge of beer, cider and fruit wine making.
- Apply knowledge of important laboratory procedures and tests involved in the winemaking process.
- Understand the risk and be able to work in confined spaces.

Resources: TBD

Student Assessment
Midterm Exam 30%
Equipment Exam 25%
Assignment 10%
Final Exam 35%
TOTAL 100%

Quality and Safety of Wine, Cider, Beer & Spirits – 57 hours
This course examines the core competencies of the Quality Assurance/Quality Control Specialist in small to large wine, cider, beer or spirits’ facilities. Students will explore Canadian provincial (British Columbia) and federal regulatory requirements for safety and quality, labeling standards, International Canadian Blended (ICB) wines, BC Wines of distinction and BC VQA wines. This course also focuses on the growing importance of sensory science in the manufacturing environment. Field trips will be included so students can connect technical knowledge to practical applications.

Learning Outcomes
By the end of this course, learners will be able to:

- Identify the quality and food safety regulatory requirements applicable to wine, cider, beer and spirits produced in BC.
- Describe Good Manufacturing Practices (GMP) and Preventive Controls for food safety, in the
<table>
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<tr>
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<th>Assignment/Presentation 20%</th>
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<tbody>
<tr>
<td></td>
<td>Student Presentations 10%</td>
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<tr>
<td></td>
<td>Attendance (winery Safety, Field Trips) 10%</td>
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<td></td>
<td>Public Relations: Media Training/Branding Exercise 5%</td>
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<td></td>
<td>Quizzes (2 @ 10% each) 20%</td>
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<tr>
<td></td>
<td>Final Exam 35%</td>
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</table>

context of BC Food Premises Regulations and the Safe Food for Canadians Act and Regulations.
- Demonstrate simple sensory analysis methods.
- Describe beverage packaging materials and equipment, and the importance of specifications and quality control techniques.
- Identify and recognize the defects and faults of wine and beer.

Resources:


<table>
<thead>
<tr>
<th>WINE 14</th>
<th>Practicum – 50 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supervised practical experience in a winery.</td>
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<tr>
<td></td>
<td><strong>Prerequisites</strong>: FoodSafe Level I and Serving It Right</td>
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</tbody>
</table>

**Student Assessment**
- Completion of Practicum P/F

<table>
<thead>
<tr>
<th>WINE 14</th>
<th>Practicum – 50 hours</th>
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<tbody>
<tr>
<td></td>
<td>The practicum provides the student with an opportunity to integrate theory into practice at one of several accredited practicum sites. During this hands-on experience, students gain further insights, awareness and knowledge of the workplace.</td>
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<tr>
<td></td>
<td><strong>Prerequisites</strong>: Can start practicum during WINE 22</td>
</tr>
</tbody>
</table>

**Student Assessment**
- Completion of Practicum which includes: P/F
  1. Submission of the practicum package to the OC practicum supervisor
  2. Completion of required amount of practicum hours

Implementation date: April 2020
Cost: N/A

Viticulture Certificate

Recommended Motion:
"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Viticulture Certificate as recommended by Education Council and as presented."

Program revision:
- Revision of courses

Rationale:
The course WINE 21 Introduction to Grapes & Wine has been updated in the Winery Assistant Certificate program and this reflects a change in the Viticulture Certificate program as well.
Revision of courses:
WINE 21

Implementation date: April 2020
Cost: N/A

Wine Sales Certificate

Recommended Motion:
“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Wine Sales Certificate as recommended by Education Council and as presented.”

Program revision:
• Revision of courses

Rationale:
The course WINE 21 Introduction to Grapes & Wine has been updated in the Winery Assistant Certificate program and this reflects a change in the Wine Sales Certificate program as well.

Revision of courses:
WINE 21

Implementation date: April 2020
Cost: N/A

Post – Baccalaureate Diploma in Accounting

Recommended Motion:
“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Post – Baccalaureate Diploma in Accounting as recommended by Education Council and as presented.”

Program revision:
• Admission requirements

Rationale:
The new program requirements will allow advising staff to more easily assess prior learning in a consistent fashion. The addition of the World Education Service evaluation is aligned with the CPA process so this ensures that courses we accept will transfer for CPA purposes.

By limiting the course exemptions, we have addressed the concern of students shifting their course load to be elective focused and now have eased the degree requirements to be any Bachelors Degree. The exemption limit will apply regardless of the type of degree obtained previously.

We have also added that students in this program must meet the language and math admission requirements for Okanagan College. During our comparative analysis (other institutions we reviewed were UBC, TRU, KPU, Douglas College, Langara, BCIT, and Camosun College), Okanagan College was the only institution without a clearly stated entrance requirement for English and Math.

Admission requirements:

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
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<tbody>
<tr>
<td>Successful completion of a recognized Bachelor Degree in a field other</td>
<td>Admission Requirements:</td>
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<tr>
<td>than Business, Commerce or Accounting. It is the responsibility of the</td>
<td>Successful completion of a recognized Bachelor Degree. It is the</td>
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<tr>
<td>student to confirm that their</td>
<td>responsibility of the student to confirm that their Bachelor Degree</td>
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<td>satisfies the degree prerequisite of the CPA Professional Education</td>
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<td>Program. Applicants who have completed post-secondary studies outside</td>
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<td>of Canada will require a World Education Service evaluation with</td>
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<td></td>
<td>International Credential Advantage Package of their credentials.</td>
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</tbody>
</table>
Bachelor Degree satisfies the degree prerequisite of the CPA Professional Education Program.

Language and Math Requirements
All applicants must meet minimum Okanagan College admission requirements.

Course exemptions:
The following courses may be eligible for exemptions, subject to conditions below:
- BUAD 111 Financial Accounting I
- BUAD 121 Financial Accounting II
- BUAD 113 Canadian Business
- BUAD 195 Financial Management
- STAT 124 Business Statistics
- BUAD 264 Management Accounting
- BUAD 296 Long-term Capital Management

Eligibility Conditions:
To be granted exemption an equivalent course must have been successfully completed within 10 years.
Students cannot be granted more than five course exemptions within this program and must take appropriate alternative business courses to ensure diploma completion.

Implementation date: May 2020
Cost: N/A

Post – Baccalaureate Diploma in Human Resources Management

Recommended Motion:
“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision Post – Baccalaureate Diploma in Human Resources Management as recommended by Education Council and as presented.”

Program revision:
- Addition of courses
- Program outline

Rationale:
The proposed changes to the program are designed to align with the BBA in HR and subsequently the criteria for CPHR certification in order to allow students to qualify for CPHR National Knowledge Exam exemption.

The proposed program revision is focused on clarifying the program requirements for students. Previously, several pre-requisites required in upper level courses such as BUAD 340 was not included in the program as stated for students. This meant it was possible students would not recognize the missing pre-requisites early enough in the Post Bac HR program to ensure they would graduate in a timely fashion.

The revisions also reflect that only 5 exemptions will be granted to ensure that the focus of the program remains on Human Resource topics, but also recognizes prior learning students may have obtained in a previous credential.

Addition of courses:
BUAD 111, BUAD 116, BUAD 195, BUAD 209, BUAD 264

Program outline:

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
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</thead>
<tbody>
<tr>
<td>BUAD 123 Management Principles</td>
<td>*BUAD 111 Financial Accounting I</td>
</tr>
<tr>
<td>BUAD 128 Computer Applications I</td>
<td>*BUAD 116 Marketing</td>
</tr>
<tr>
<td>BUAD 201 Conflict Resolution and Negotiation</td>
<td>*BUAD 123 Management Principles</td>
</tr>
<tr>
<td>BUAD 246 Recruitment and Selection</td>
<td>*BUAD 128 Computer Applications I</td>
</tr>
<tr>
<td>BUAD 247 Training and Development</td>
<td>*BUAD 195 Financial Management</td>
</tr>
<tr>
<td>BUAD 248 Occupational Health and Safety</td>
<td>*BUAD 209 Business Law</td>
</tr>
</tbody>
</table>
BUAD 262 Organizational Behaviour
BUAD 269 Human Resources Management
BUAD 279 Industrial Relations
BUAD 340 Strategic Management I
BUAD 374 Employment Law
BUAD 375 Strategic Human Resource Planning
BUAD 376 Compensation and Benefits
BUAD 410 Organization Change and Development
BUAD 411 HR Metrics & Analytics
BUAD 412 Strategic Performance Management

Plus 12 credits of Business or Non-Business courses.

Recommended Electives
BUAD 224 Selected Topics: Human Resources
BUAD 379 Selected Topics: Human Resources
BUAD 370 Leadership
BUAD 479 Selected Topics: Human Resources

BUAD 246 Recruitment and Selection
BUAD 247 Training and Development
BUAD 248 Occupational Health and Safety
*BUAD 262 Organizational Behaviour
*BUAD 264 Management Accounting
*BUAD 269 Human Resources Management
BUAD 340 Strategic Management I
BUAD 375 Strategic Human Resource Planning

Plus 2 BUAD Electives (one at 200 level, one at 300 level)

Plus 4 of the following HR specific electives (at least one of which must be at the 400 level)
BUAD 201 Conflict Resolution & Negotiation
BUAD 279 Industrial Relations
BUAD 374 Employment Law
BUAD 376 Compensation and Benefits
BUAD 410 Organization Change & Development
BUAD 411 HR Metrics & Analytics
BUAD 412 Strategic Performance Management

There are 9 courses eligible for exemption from this PostBac. Those items with an * indicate the courses allowed for exemption. A maximum of 5 courses can be exempted and replaced with appropriate courses from the course listings above.

Implementation date: May 2020
Cost: N/A

NEW PROGRAMS

Coding Instructor Certificate

Recommended Motion:
“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the new program Coding Instructor Certificate as recommended by Education Council and as presented.”

New program
Rationale:
Continuing Studies proposes to create this new Coding Instructor Certificate (CIC) in collaboration with the OC International Department to meet international and domestic student needs, and professional industry standards for successful employment of the graduates.

Okanagan College has an opportunity to deliver an online version of the Coding Instructor Certificate (CIC) program, initially based out of South Korea but with great potential for a wider focus due to domestic and international demands to teach coding. This demand has arisen from a need for current K-12 teachers to gain background in teaching coding and the OC Coding Instructor Certificate will address this pedagogical need. The CIC program will also be available to Okanagan College domestic students in an online format.

Calendar description:
The 165-hour Coding Instructor Certificate is designed for teachers and education professionals who wish to learn to teach, or become more proficient at teaching, computer coding to all ages of students between elementary through secondary school. The program explores the core concepts, theories, techniques, and methods of teaching coding based on an awareness, understanding and application of computational thinking. Primarily designed for non-technical educators and teachers with little or no background in coding, the program explores the foundational concepts of coding along with a thorough study of the
curriculum and lesson plan development process, focusing on and emphasizing a learner-centred methodology and philosophy to create fun, practical and educational activities that can be delivered in a wide range of environments. The program includes a focus on cross-curricular opportunities to connect and integrate coding topics with other academic subjects. Courses are designed to be taken in sequence and are not intended to be taken separately.

**Admission requirements:**
· Applicants must be instructors who are currently working in an educational institution or individuals with an educational focus who have access to a teaching/training position.

**Graduation requirements:**
Students must pass each course with a minimum grade of 70% to receive a certificate.

**Addition of courses:**
CIC 110, CIC 120, CIC 130, CIC 140, CIC 150, CIC 160, CIC 170

**Program outline:**

**CIC 110 Introduction to Computational Thinking** – 30 hours
This course examines the foundational concepts of computational thinking as they relate to teaching (and learning) how to code. The core concepts of critical thinking and logical problem solving are explored in detail as a means to connect coding to constructive real world analogies.

**Learning Outcomes**
By the end of this course, the student will be able to:

- Define and explain the concepts of critical thinking and logical reasoning as they relate to the science of computer coding
- Define and provide examples of problem decomposition, pattern recognition, abstraction, automation, debugging and generalization
- Translate foundational coding concepts into diverse real world examples and analogies that extend beyond the classroom
- Encourage a positive attitude toward the creation and consumption of technology through the use of creative and practical examples

**Student Assessment**

<table>
<thead>
<tr>
<th>Module Quizzes (Online)</th>
<th>40%</th>
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<tr>
<td>Final Exam (Invigilated)</td>
<td>60%</td>
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<td><strong>TOTAL</strong></td>
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**CIC 120 Coding Fundamentals** – 30 hours
This course explores the fundamental elements common to all programming languages. Students will gain a functional understanding of the most important and applicable coding terms, definitions and concepts required to explore coding as a teacher and student.

**Prerequisites:** CIC 110

**Learning Outcomes**
By the end of this course, the student will be able to:

- Compare and contrast various common programming languages, and list examples of their most common use and application
- Define and list examples of various coding terms, including but not limited to algorithms; Boolean logic and conditional operators; sequences, loops and iterations; functions; and variables
- Define and discuss the mechanics of computer programs and how they interact with their host environment through compilers, interpreters and translators
- Define and create examples of pseudocode

**Student Assessment**

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**CIC 130 Classroom Anatomy for Coding** – 25 hours
This course explores the unique challenges, dynamics and opportunities related to teaching coding. Through a focus on learner-driven classroom environments and inquiry-based problem solving, students will learn the foundational considerations and teaching principles unique to teaching coding, while obtaining practical insight toward making lessons more successful.

**Prerequisites:** CIC 110 and CIC 120

**Learning Outcomes**
By the end of this course, the student will be able to:
- Compare and contrast the challenges and opportunities in teaching coding compared to traditional academic subjects
- List and describe the tenets of a learner-driven educational environment and analyze student and teacher characteristics, learning styles and teaching styles
- List and describe optimal classroom logistics and classroom environments to enhance learning and reduce distractions and barriers to learning
- Compare and assess the quality of student learning resources
- Design a coding curriculum continuum

**Student Assessment**

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**CIC 140 Lesson Planning for Coding** – 25 hours
This course examines the design, development, and evaluation of lesson plans for teaching coding. Resource selection, activity and project planning, and delivery and execution of a lesson are covered, along with the creation of learning objectives and assessment techniques.

**Prerequisites:** CIC 110, CIC 120 and CIC 130

**Learning Outcomes**
By the end of this course, the student will be able to:
- Describe and discuss student and teacher level expectations and considerations
- List and describe the minimum requirements for classroom preparation and delivery
- Define clear learning objectives with measurable, realistic learning outcomes
- Create a series of lesson plans suitable for different student age groups
- Compare and contrast various methods of student assessment strategies to appropriately measure learning

**Student Assessment**

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**CIC 150 Learner-Centered Pedagogy** – 25 hours
This course examines a learner-centred philosophy of teaching as it applies to coding, merging theoretical concepts with practical application to assist students in developing practical instructional skills for use in the classroom. Students will learn to create and develop an engaging learner-centred environment through the delivery of effective learner-centred instructional strategies.

**Prerequisites:** CIC 110, CIC 120, CIC 130, and CIC 140

**Learning Outcomes**
By the end of this course, the student will be able to:
- Discuss and describe different student learning styles and processes
- Conduct a pre-assessment to establish learner understanding and expectations
- Evaluate the use of various instructional media and technology as a means to enhance learning
- Create an engaging, learner-centred environment
- Develop student action plans to help them take control of their own learning

**Student Assessment**

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CIC 160 Cross-Curricular Coding Connections – 15 hours
This course examines the means in which the topics and learning processes associated with coding can be extended to connect with and mutually enhance other traditional academic subjects.

Prerequisites: CIC 110, CIC 120, CIC 130, CIC 140 and CIC 150

Learning Outcomes
By the end of this course, the student will be able to:
- Seek out and evaluate opportunities to connect the topics associated with coding with other academic subjects
- Define harmonized learning objectives that bridge multiple subject areas
- Create and define cross-curricular projects and learning opportunities
- Create expanded learning opportunities and individual action plans for students in emerging areas of technology

Student Assessment

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CIC 170 Capstone Review – 15 hours
In this course, students will review and reflect on the CIC course in conjunction with their own teaching and classroom experience. Students will critically examine and adapt an online-based portfolio of sample coding lessons to assist with the development of their own teaching portfolio. Students will also review their own teaching philosophy and consider practical ways to continue pursuing their own professional development.

Prerequisites: CIC 110, CIC 120, CIC 130, CIC 140, CIC 150 and CIC 160

Learning Outcomes
By the end of this course, the student should be able to:
- Identify features and challenges of a well-managed learner-centered classroom
- Evaluate the positive and negative attributes of a series of sample lesson plans and coding lessons
- Review effective practices for learning and teaching in coding in classrooms
- Prepare a list of future goals and development teaching coding

Student Assessment

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</tbody>
</table>

Implementation date: April 2020
Cost: N/A
Adult Basic Education
Adult Academic and Career Preparation
Schedule 2020 – 2021

Fall 2020

- September 7: Labour Day (no classes)
- September 8: College-wide orientation day
- September 9: Classes begin – all campuses
- September 18: Last day to register for class
- October 12: Thanksgiving (no classes)
- October 30: Last day to withdraw from class
- November 11: Remembrance Day (no classes)
- December 22: Classes and exams end
- December 24: College closes at 3 p.m.
- December 25 – January 1: Christmas closure (no classes) - Okanagan College will be closed to the public

Continuous intake classes may be available. Check at the campus you wish to attend.

Winter 2021

- January 1: New Year’s Day
- January 4: Classes begin – all campuses
- January 15: Last day to register for class
- February 15: Family Day (no classes)
- February 16: Non-instructional day (no classes)
- March 5: Last day to withdraw from class
- March 15-19: Study break – all campuses (no classes)
- April 2 – April 5: Easter (no classes)
- April 28: Classes and exams end for four-month classes

Continuous intake classes may be available. Check at the campus you wish to attend.
Spring (Summer Session I) 2021
May 3 Two-month classes begin
May 17 Victoria Day (no classes)
June 25 Classes and exams end

Summer (Summer Session II) 2021
No classes offered Penticton, Vernon and Salmon Arm this session

July 1 Canada Day (no classes)
July 5 Two-month classes begin: Kelowna
August 2 BC Day (no classes)
August 27 Classes and exams end
English Language
Schedule 2020-21

Fall 2020

September 2  The English Language program begins with scheduled English Language Assessment (OCELA) for new students
September 7  Labour Day (no classes)
September 8  College-wide orientation
September 9  Classes begin for new and returning students
September 25  Last day to register for a Fall semester course
               Last day to receive a refund of tuition fees for course drop
               Last day to drop a course without a withdrawal being recorded on the student’s record
               Last day to change course registration status from audit to credit
October 12  Thanksgiving Day (no classes)
October 30  Last day to withdraw from a course without academic penalty
               Last day to change registration status from credit to audit
November 11  Remembrance Day
December 11  Classes end
December 14 – 19  Final exam period
December 24  College closes at 3:00
December 25 – January 1  Christmas closure (no classes) – Okanagan College will be closed to the public

As of Mar. 11, 2020
### Winter 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 4</td>
<td>The English Language program begins with scheduled English Language Assessment (OCELA) for new students</td>
</tr>
<tr>
<td>January 6</td>
<td>Program orientation for all new students</td>
</tr>
<tr>
<td>January 7</td>
<td>Classes begin for new and returning students</td>
</tr>
<tr>
<td>January 29</td>
<td>Last day to register for a Winter semester course</td>
</tr>
<tr>
<td></td>
<td>Last day to receive a refund of tuition fees for course drop</td>
</tr>
<tr>
<td></td>
<td>Last day to drop a course without a withdrawal being recorded on the student’s record</td>
</tr>
<tr>
<td></td>
<td>Last day to change course registration status from audit to credit</td>
</tr>
<tr>
<td>February 15</td>
<td>Family Day (no classes)</td>
</tr>
<tr>
<td>February 16-19</td>
<td>Study Break (no classes)</td>
</tr>
<tr>
<td>March 5</td>
<td>Last day to withdraw from a course without academic penalty</td>
</tr>
<tr>
<td></td>
<td>Last day to change registration status from credit to audit</td>
</tr>
<tr>
<td>April 2 - 5</td>
<td>Easter (no classes)</td>
</tr>
<tr>
<td>April 16</td>
<td>Classes end</td>
</tr>
<tr>
<td>April 19 – 24</td>
<td>Final exam period</td>
</tr>
</tbody>
</table>
Summer Session I 2021

April 27  The English Language program begins with scheduled English Language Assessment (OCELA) for new students
April 29  Program orientation for all new students
May 3  Classes begin for new and returning students
May 19  Last day to receive a refund of tuition fees for course drop
         Last day to register for a Session I course
         Last day to drop a course without a withdrawal being recorded on the student’s record
         Last day to change course registration status from audit to credit
May 24  Victoria Day (no classes)
June 3  Last day to withdraw from a course without academic penalty
         Last day to change registration status from credit to audit
June 21  Classes end
June 22, 23  Final exam period

Summer Session II 2021

June 28  The English Language program begins with scheduled English Language Assessment (OCELA) for new students*
June 30  Program orientation for all new students
July 1  Canada Day (no classes)
July 5  Classes begin for new and returning students
July 14  Last day to receive a refund of tuition fees for course drop
         Last day to register for a Session II course
         Last day to drop a course without a withdrawal being recorded on the student’s record
         Last day to change course registration status from audit to credit
July 29  Last day to withdraw from a course without academic penalty
         Last day to change registration status from credit to audit
August 2  BC Day (no classes)
August 20  Classes end
August 23, 24  Final exam period
### Health Care Assistant Certificate

**Kelowna**  
**Fall 2019**  
**August 19**  
Classes start  
**September 2**  
Labour Day (no classes)  
**October 14**  
Thanksgiving Day (no classes)  
**November 11**  
Remembrance Day (no classes)  
**December 20**  
Classes end  
**December 24**  
College closes at 3 p.m.  
**December 25 – January 1**  
Christmas closure (no classes) – Okanagan College closed to the public

**2020**  
**January 1**  
New Year’s Day (no classes)  
**January 2**  
Classes begin  
**February 17**  
Family Day (no classes)  
**February 20**  
Classes end

**Penticton, Vernon**  
**Fall 2019**  
**October 21**  
Classes start  
**November 11**  
Remembrance Day (no classes)  
**December 20**  
Last day of classes before Christmas closure  
**December 24**  
College closes at 3 p.m.  
**December 25 – January 1**  
Christmas closure (no classes) – Okanagan College closed to the public

**2020**  
**January 1**  
New Year’s Day (no classes)  
**January 2**  
Classes begin  
**February 17**  
Family Day (no classes)  
**April 10 – 13**  
Easter (no classes or exams)  
**April 22**  
Classes end
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1</td>
<td>New Year’s Day (no classes)</td>
</tr>
<tr>
<td>January 2</td>
<td>Classes begin</td>
</tr>
<tr>
<td>February 17</td>
<td>Family Day (no classes)</td>
</tr>
<tr>
<td>April 10 - 13</td>
<td>Easter (no classes or exams)</td>
</tr>
<tr>
<td>May 18</td>
<td>Victoria Day (no classes)</td>
</tr>
<tr>
<td>June 24</td>
<td>Classes end</td>
</tr>
</tbody>
</table>

**Kelowna Winter 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 20</td>
<td>Classes begin</td>
</tr>
<tr>
<td>May 18</td>
<td>Victoria Day (no classes)</td>
</tr>
<tr>
<td>July 1</td>
<td>Canada Day</td>
</tr>
<tr>
<td>August 3</td>
<td>BC Day (no classes)</td>
</tr>
<tr>
<td>September 7</td>
<td>Labour Day (no classes)</td>
</tr>
<tr>
<td>October 12</td>
<td>Thanksgiving Day (no classes)</td>
</tr>
<tr>
<td>October 15</td>
<td>Classes end</td>
</tr>
</tbody>
</table>

**Summer 2020 (Penticton)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 27</td>
<td>Classes begin</td>
</tr>
<tr>
<td>May 18</td>
<td>Victoria Day (no classes)</td>
</tr>
<tr>
<td>July 1</td>
<td>Canada Day</td>
</tr>
<tr>
<td>August 3</td>
<td>BC Day (no classes)</td>
</tr>
<tr>
<td>September 7</td>
<td>Labour Day (no classes)</td>
</tr>
<tr>
<td>October 12</td>
<td>Thanksgiving Day (no classes)</td>
</tr>
<tr>
<td>October 21</td>
<td>Classes end</td>
</tr>
</tbody>
</table>

**Summer 2020 (Kelowna and Salmon Arm)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 27</td>
<td>Classes begin</td>
</tr>
<tr>
<td>May 18</td>
<td>Victoria Day (no classes)</td>
</tr>
<tr>
<td>July 1</td>
<td>Canada Day</td>
</tr>
<tr>
<td>August 3</td>
<td>BC Day (no classes)</td>
</tr>
<tr>
<td>September 7</td>
<td>Labour Day (no classes)</td>
</tr>
<tr>
<td>October 12</td>
<td>Thanksgiving Day (no classes)</td>
</tr>
<tr>
<td>October 21</td>
<td>Classes end</td>
</tr>
</tbody>
</table>
Office Administration
Schedule 2020-2021

Accounting/Bookkeeping Certificate (20 weeks)
Kelowna

2020

September 7   Labour Day (no classes)
September 8   Orientation
September 9   Classes start
October 12   Thanksgiving Day (no classes)
November 11   Remembrance Day (no classes)
December 23   Last day of classes before Christmas break
December 24   College closes at 3 p.m.
December 25 – January 1   Christmas Closure (no classes) – Okanagan College closed to the public

2021

January 4   Classes resume
February 15   Classes end
Administrative Assistant Certificate (37 weeks)
Kelowna, Salmon Arm, Vernon, Penticton

2020

September 7       Labour Day (no classes)
September 8      Orientation
September 9       Classes start
October 12       Thanksgiving Day (no classes)
November 11      Remembrance Day (no classes)
December 23      Last day of classes before Christmas break
December 24      College closes at 3 p.m.
December 25 – January 1 Christmas Closure (no classes) – Okanagan College closed to the public

2021

January 4        Classes resume
February 15      Family Day (no classes)
March 29 – April 1 Mid-Semester Break (no classes)
April 2 - 5       Easter (no classes)
May 24           Victoria Day (no classes)
June 17          Classes End
Office Assistant Certificate (17 weeks)

Kelowna, Salmon Arm, Vernon, Penticton

2020

September 7  Labour Day (no classes)
September 8  Orientation
September 9  Classes start
October 12  Thanksgiving Day (no classes)
November 11  Remembrance Day (no classes)
December 23  Last day of classes before Christmas break
December 24  College closes at 3 p.m.
December 25 – January 1  Christmas Closure (no classes) – Okanagan College closed to the public

2021

January 4  Classes resume
January 18  Classes End

Office Assistant Certificate (17 weeks)

Kelowna

2021

February 8  Classes start
March 29 – April 1  Mid-Semester Break (no classes)
April 2 - 5  Easter (no classes)
May 24  Victoria Day (no classes)
June 16  Classes End
Legal Administrative Assistant Certificate (Litigation - 18 weeks)
Kelowna

2020
September 7       Labour Day (no classes)
September 8      Orientation
September 9      Classes start
October 12       Thanksgiving Day (no classes)
November 11      Remembrance Day (no classes)
December 23      Last day of classes before Christmas break
December 24      College closes at 3 p.m.
December 25 – January 1 Christmas Closure (no classes) – Okanagan College closed to the public

2021
January 4       Classes resume
January 21      Classes end

Legal Administrative Assistant Certificate (Corporate/Conveyancing 19 weeks)
Kelowna only

2021
January 27       Classes start
February 15      Family Day (no classes)
April 2 - 5      Easter (no classes)
May 24          Victoria Day (no classes)
June 17         Classes end
Submission of Information from Senior Staff to the Board of Governors

REPORT TITLE
Student Association Fees

DATE
March 31, 2020

BACKGROUND INFORMATION
For example:  ● Purpose  ● History  ● Other relevant information
According to Section 21 of the College & Institute Act, “... on annual notice from a student society, the board must direct the institution to collect student society fees from members of the student society and remit them to the student society ...”

ACTION REQUIRED
For example:  ● For consultation  ● For information  ● For approval (including resolution; see language below)
For approval.

Proposed Resolution:
“BE IT RESOLVED THAT the Okanagan College Board of Governors agrees to collect student fees for Okanagan College for 2020/21 on behalf of the Okanagan College Students’ Union and the Vernon Students’ Association - Okanagan College, as outlined in the attached submissions”

STRATEGIC PLAN 1 ALIGNMENT
With which Key Directions is this topic aligned? (please choose all those that are applicable)

Key Directions:
☐ Support learner readiness and success
☐ Excelling in teaching, programming, and applied research
☐ Working with, and learning from, the Indigenous community
☐ Serving and engaging the community
☐ Focusing on organizational sustainability
☒ Not an initiative driven by the Strategic Plan but necessary for operational purposes

COMMENTS FROM THE PRESIDENT
I support the motion.

REPORT PREPARED AND SUPPORTED BY (include name and title)
J. Coble – Director, Student Services
A. Coyle – Interim Vice President Students

1 Strategic Plan can be found at: www.Okanagan.bc.ca/toward2020
NOTICE TO BOARD OF GOVERNORS TO COLLECT STUDENT SOCIETY FEES

Pursuant to the *College and Institute Act*, if the Student Society has met its obligations the Board of Governors must direct Okanagan College (“OC”) to collect student society fees on behalf of the Student Union, or on behalf of a provincial or national student organization as the case may be, and remit the fees to the Student Union or the provincial or national student organization as may be agreed by the Board and the Student Union.

The Student Union must complete this form and submit it to the Board Secretary no later than **March 15, 2020** in order for OC to collect the fees for the academic year **2020/2021**. Any costs or expenses incurred by OC due to late notice will be the responsibility of the Student Union. OC may deduct these expenses from the fees collected.

**Student Association Name**  Vernon Students’ Association – Okanagan College

With this Notice the Student Union requests that the Board direct OC to collect the following fees for the academic year **2020/2021**.

<table>
<thead>
<tr>
<th>Fee Category</th>
<th>Fee</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ Union Fee</td>
<td>$91.80</td>
<td>to a maximum of $91.80 per student per semester</td>
</tr>
<tr>
<td></td>
<td>$10.00</td>
<td>per Adult Basic Education course</td>
</tr>
<tr>
<td>Capital Fund</td>
<td>$8.50</td>
<td>per student per semester</td>
</tr>
<tr>
<td>Registered Students enrolled in nine credits or more:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended Dental Plan</td>
<td>$70.00</td>
<td>per student per semester</td>
</tr>
<tr>
<td>Extended Health Plan</td>
<td>$62.00</td>
<td>per student per semester</td>
</tr>
</tbody>
</table>

Dental and Health Plan fees are not charged to Adult Basic Education Students.

**Remit fees to:**  Vernon Students’ Association – Okanagan College

If the Student Union changes the amount of the student union fees to be collected (i.e. lower or increase fees, change cap, remove cap, change percentage, etc.) then the Student Union certifies that it has obtained the necessary approvals from its members as required in the *College and Institute Act*. Deadline for notice to the Board of the new fee is **March 15, 2020**.

The Student Union confirms that on **February 10, 2020** (date) it made available to its members its annual audited financial statements and the auditor’s report on those financial statements.

Student Union President  Sarah Noble
Print Name

Signature

February 12, 2020  Date
NOTICE TO BOARD OF GOVERNORS TO COLLECT STUDENT SOCIETY FEES

Pursuant to the College and Institute Act, if the Student Society has met its obligations the Board of Governors must direct Okanagan College ("OC") to collect student society fees on behalf of the Student Union, or on behalf of a provincial or national student organization as the case may be, and remit the fees to the Student Union or the provincial or national student organization as may be agreed by the Board and the Student Union.

The Student Union must complete this form and submit it to the Board Secretary no later than March 15, 2020 in order for OC to collect the fees for the academic year 2020/2021. Any costs or expenses incurred by OC due to late notice will be the responsibility of the Student Union. OC may deduct these expenses from the fees collected.

Student Association Name: Okanagan College Students’ Union

With this Notice the Student Union requests that the Board direct OC to collect the following fees for the academic year 2020/2021.

<table>
<thead>
<tr>
<th>All Registered Students:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students' Union Fee</td>
<td>61.42</td>
</tr>
<tr>
<td></td>
<td>to a maximum of 61.42 per student per semester</td>
</tr>
<tr>
<td>Media Fund</td>
<td>0.61</td>
</tr>
<tr>
<td></td>
<td>per student per semester</td>
</tr>
</tbody>
</table>

Registered Students enrolled in nine credits or more:

| Extended Dental Plan  | 67.59               |
|                        | per student per semester |
| Extended Health Plan  | 58.11                |
|                        | per student per semester |

Dental and Health Plan fees are not charged to Adult Basic Education Students.

Remit fees to: Okanagan College Students’ Union

<table>
<thead>
<tr>
<th>British Columbia Federation of Students’ Membership Fee:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.70</td>
</tr>
<tr>
<td></td>
<td>to a maximum of 9.52 per student per semester</td>
</tr>
<tr>
<td></td>
<td>0.83</td>
</tr>
<tr>
<td></td>
<td>per Adult Basic Education course</td>
</tr>
<tr>
<td></td>
<td>to a maximum of 9.52</td>
</tr>
</tbody>
</table>

Remit fees to: British Columbia Federation of Students, #207-245 Columbia Street, New West Minster, British Columbia, V3L 3W4

If the Student Union changes the amount of the student union fees to be collected (i.e. lower or increase fees, change cap, remove cap, change percentage, etc.) then the Student Union certifies that it has obtained the necessary approvals from its members as required in the College and Institute Act. Deadline for notice to the Board of the new fee is March 15, 2020.

The Student Union confirms that on Dec 1, 2019, it made available to its members its annual audited financial statements and the auditor’s report on those financial statements.

Student Union President: [Signature]

Print Name: [Signature]

Signature: [Signature]

Date: [Signature]

Collection Notice 20-21 to OC Board - OCSU.docxx

Page 49 of 90
# Submission of Information from Senior Staff to the Board of Governors

## REPORT TITLE

Balanced 2020-21 Operating Budget & 2020-21 Capital Budget

## DATE

March 17, 2020

## BACKGROUND INFORMATION

For example:
- Purpose
- History
- Other relevant information

Okanagan College has developed a balanced budget plan for 2020-21 with $126,812,000 in revenues and offsetting expenses.

The College has budgeted for $15,157,000 in capital expenditures for 2020-21.

The attachment includes the following information:

### 2020-21 Budget

1. Budget Planning Assumptions
2. Risk Assessment
3. Proposed Statement of Operations
4. Changes in Revenue
5. Changes in Expenses
6. 3 Year Projection
7. New Initiatives

### Capital Budget

1. Capital Risk Assessment
2. Capital Budget

## ACTION REQUIRED

For example:
- For consultation
- For information
- For approval

For approval.

### 2020-21 Budget:

**Proposed Resolution:**

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2019-20 balanced operating budget of $126,812,000 as recommended by the Finance, Audit and Risk Review Committee.”

### 2020-21 Capital Budget

**Proposed Recommendation:**

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2019-20 capital budget of $15,157,000 subject to receipt of funding as recommended by the Finance, Audit and Risk Review Committee.”
### Strategic Plan Alignment

With which Key Directions is this topic aligned?

**Key Directions:**
- ☒ Support learner readiness and success
- ☒ Excelling in teaching, programming, and applied research
- ☒ Working with, and learning from, the Indigenous community
- ☒ Serving and engaging the community
- ☒ Focusing on organizational sustainability
- ☐ Not an initiative driven by the Strategic Plan but necessary for operational purposes

### Comments from the President

I support the motion.

### Report Prepared and Supported By (include name and title)

C. Morcom – Vice President, Employee and Corporate Services  
A. Johnson – Director, Financial Services
Executive Summary

This document is intended to provide context and additional background regarding the components of the overall budget and the budget process at Okanagan College. A formal presentation will be made to the Finance Committee where all of these points within this document will be covered in depth. This document will help to provide board members further detail and context.

The College engages in a very comprehensive annual budget process that begins in the fall. The budget is built from information gathered across the institution. In addition, we consult widely with various stakeholders across the institution including, departments/units, Leadership Team, Student Unions, Education Council, employee groups, and the general College community through campus townhall meetings.

Okanagan College is required to produce a balanced budget under the Colleges and Institute Act. Through the budget process we take into consideration opportunities within limited revenue to address various new initiative requests that represent all the various aspects of the institution. For this budget plan we are projecting to have $2.7m available for allocation which represents 2.1% of the overall $127m College budget. Through the budget process we received over $6.8m in requests requiring several difficult decisions in terms of allocations. We have to balance items that are designated as mandatory/contractual items with initiatives that help to mitigate risks while still having funds to allocate towards furthering the strategic priorities of Okanagan College.

In this year’s budget the College is able to maintain the $350,000 Strategic Initiatives Fund that is used to support emerging strategic initiatives on a one-time basis during the year. The Board also heard from the Okanagan College Students’ Union during the budget process and its main priorities are in the areas of open education resources and health and wellness related supports. This budget provides funding in key areas the students articulated including additions to counselling, advising, immigration advisor, e-textbooks, and the introduction of a wellness coordinator. In addition, more funding will be directed to student award funding to address inflationary pressures.

One of the biggest risk areas entering into next fiscal year is the evolving issue around the COVID-19 pandemic. It is not known at this time what the impact of this issue will have on enrolments and you will see in the recommended budget we have articulated mitigation strategies that will help address this risk. If this is a wide-spread issue, Okanagan College will not be the only B.C. institution impacted. A sector-wide mitigation strategy would be required.

The budget being recommended for approval is in a balanced position. Allocations has also been made to ensure Okanagan College keeps moving ahead with academic programs and services for students. I want to take this time to extend my thanks to everyone across the institution that participates and engages in this process. The input and feedback received throughout the process informs resource allocation decisions that help advance the strategic priorities of Okanagan College.
Detailed Proposal

Okanagan College engages in a comprehensive annual process to develop the budget that begins in the fall of each year. Every department across the institution completes detailed plans that include a three-year outlook, risk assessment registers and management plans and requests for new initiatives that detail how those initiatives support the department plans and the overall strategic priorities of Okanagan College. The Budget Committee, consisting of the three Vice Presidents and in consultation with the department of Financial Services, meets with all departments one-on-one to review their plans and requests.

While this internal process is being undertaken, the College also consults with various stakeholders to provide updates and solicit feedback on budget development and opportunities. This includes town halls at each of the campuses. We also meet with the student unions, employee group leaders, Education Council, and the College Leadership Team. The feedback received from these groups feeds into budget process and is taken into consideration as decisions are being made.

The Board of Governors is kept up to-date on the progress of the budget development through the fall and winter meetings with final approval at the end of March.

Context

Okanagan College is required under the College and Institute Act to produce a balanced budget. The budget must be balanced from an accounting perspective meaning we not only have to balance from a cash perspective (current year revenues less current year expenses) but must also take into consideration accounting items such as deferred capital contributions and amortization.

Okanagan College has four main sources of revenue.

1) Government grant

The government grant represents approximately 51% of College revenue. From Table 1, the trend over the last few years shows the grant covers less and less of College expenses. This is a common trend in post-secondary as the provincial grant has not kept pace with inflation. The grant is considered to be “block” funding as it does not change according to actual enrolments unless the government provides funding for specific program growth or other special initiatives. As part of the College mandate the government expects the College to deliver a certain number of full-time equivalent (FTE) seats in a variety of programs. The current target for Okanagan College is 7,066 FTE. The College has exceeded its targets in every year of its existence (see Appendix A) yet has never received a general increase to its operating budget and has to find ways to absorb inflationary pressures. The College absorbed government grant cuts in 2012 and 2013 and has only received increases in the last four years because the government has funded the general wage increases (GWI) related to negotiated collective agreements. International students do not form part of the FTE target grant amount.
2) Tuition

Is comprised of two components:

a) Domestic Tuition – approximately 20% of the College’s total revenue. It represents tuition collected from all domestic students. Tuition increases are capped by the provincial government at 2% per year. The Okanagan College Board of Governors approved a 2% tuition increase for the upcoming 2020/21 fiscal year. Tuition can vary slightly from program to program, but as an example, a domestic Arts student pays approximately $3,600 in tuition per year for full time studies (10 Classes or 30 Credits).

b) International Tuition – accounts for approximately 17% of total College revenues. The tuition rates are reviewed on an annual basis and approved by the Board of Governors. For 2019/20 no increase was scheduled for international tuition. In May 2019, the Board approved a 3% increase to International tuition effective September 2020. International
tuition for 2021/22 will be discussed by the Board in May 2020. The government does not provide a grant for international students; therefore, they pay more in tuition. As an example, an international Arts student pays approximately $14,500 in tuition per year for full-time studies (10 Classes or 30 Credits).

![International Tuition Chart]

**Table 3: Okanagan College international tuition revenue from 2015/16 to 2020/21**

3) Contracts
This category represents approximately 2% of the College revenues and is derived from the Okanagan College Continuing Studies area. There is a variety of activities within this group that includes certificate and special interest courses as well as customized training to external parties.

4) Ancillary Business Revenues
This category represents approximately 4% of College revenues and is derived from College ancillary services such as housing, food services, and parking.

![Non Tuition Other Revenue Chart]
Table 4: Okanagan College “Other” revenue from 2015/16 to 2020/21. Includes contracts and ancillary business revenues

2020/21 Budget Assumptions

Refer to Appendix B for an assessment of Risk relating to key assumptions in budgeting. The major planning assumptions that were used in the creation of the 2020/21 budget include:

1) Government Funding – per the government mandate we are assuming all GWI increases settled as part of the collective bargaining process will be funded by government. Currently two of the three College collective agreements have competed bargaining. We likely will not know the outcome of the third agreement until the summer of 2020.

2) College contribution targets for continuing studies and contract revenue will be met.

3) ITA funding (Trades) will continue to meet expected targets

4) Adult Basic Education Funding – assume the government will continue to provide tuition free adult basic education and hold the College funding at its current level. Current funding for these programs is approximately $1.9m.

5) Domestic Tuition – 2% rate increase and nominal FTE decline of $1m.

6) International Tuition – 3% rate increase effective September 2020 and nominal FTE increase. Increase is primarily due to larger intakes working their way through the year levels of the programs along with some targeted growth in certain program areas. Agency commissions have increased by $800,000 to $2.6m.

7) Non-Funded Salary Adjustments – based on analysis we assume $1.3m in salary increases due to salary progression and movement along scales. We are typically very accurate with this estimate within a range of 1-2% variance.

8) Vacancy savings – assume the College will have approximately $1m in vacancy savings. This represents about 1.1% of our salary expense. In the most recent fiscal year (2019/20) the College vacancy savings were approximately $2.5m.

9) Contingency – Board policy allows for 0.5% operating contingency. Current contingency is planned at $630,000 and is utilized for emergency or unforeseen issues that arise during the year.
2020/21 Budget Highlights

The College is in a fortunate position in that it has money available to allocate for new initiatives this fiscal year, although the amount is less than the prior year. As a budget starting point, the College typically has to increase revenues at a minimum of $1.3m to cover unfunded salary increases. Unfunded salary increases include individual’s salary progression as they move along pay scales. The government funds GWI increases but not salary progressions. A domestic tuition increase provides additional revenue of approximately $300,000 which still leaves an approximate $1m gap that has to be covered through increased enrolments or international tuition rate increases. Alternatively, the College would have to reduce services.

For the 2020/21 budget process we are planning for an added $3.7m in additional revenues over and above this current year fiscal forecast. This represents an approximate 3% increase in the College’s $127m overall budget. The increase in budget comes from a combination of domestic tuition rate increase (2%), international tuition rate increase (3%) and some nominal growth in international students. During this budget process, we had 118 individual new initiatives submitted totaling approximately $6.8m. Due to the growth over last year’s budget, we are projecting that we will have $2.7m to allocate for this year’s budget process.

Okanagan College enjoys a respectful relationship with both the Okanagan College Students’ Union and the Vernon Students Association and ensures they have the opportunity to consult with administration and present to the Board of Governors on student priorities. Their input has helped direct resource allocation in previous budgets and continues to inform the 2020/21 Okanagan College operating budget. We have been able to introduce new academic programs as well increase access through new course sections and increase teaching assistance supports. We have also been able to continue to increase student services in the area of counselling, accessibility services, and learning services in the Library.

It should be noted that the College is continuing to undertake some transformative service enhancements. The goal is to continue to document key business processes and begin to move away from paper-based processes and introduce electronic workflow and approval processes. The introduction of a new College-wide website in the Spring 2020 will be part of the beginning of a new platform to transform various customer-facing processes to enable streamlined access from everything to student payment, wayfinding, and access to student services.

Refer to Appendix C for detailed financial summaries.
Allocation Principles

Significant energy is dedicated towards the budget development process across the institution. The majority of requests put forward have merit but a lack of resources means we have to look for creative ways to try to either move forward or delay these initiatives for future consideration. There are many choices to be made through the process needs of the entire institution are considered. Many factors come into play when making allocation decisions. The principles guiding the decision-making process include:

1) Adherence to the Government Mandate Letter.
2) Alignment with Okanagan College’s Strategic Plan.
3) Risk – consider risk areas and mitigation plans to address and ensure resources are dedicated to those areas.
4) Sustainable Approach – we maintain a long range 3 to 5-year outlook on the budget and consider the balance of one-time versus recurring commitments.
5) Holistic – take into consideration all areas of the institution and employ a balanced approach. The institution is very diverse and as programs and services evolve and grow, different areas of the institution need resources to support a healthy and vibrant learning environment.
6) Mandatory Contractual items – items we are contractually obligated to pay (increases related to contracts or other agreements), salary increases, utility increases, etc.

Budget Recommendations

Budget recommendations are broken down by the following categories:

1) Supporting Learner Readiness & Success
2) Focusing on Organizational Sustainability
3) Teaching, Programming & Applied Research
4) Serving & Engaging the Community

Please refer to Appendix D for individual new initiatives that are recommended for funding.
Student Supports

Through the budget process the Board heard from the OCSU regarding the priorities they wanted to see reflected in the budget. The primary focus of their requests was additional open education resources, an on-campus nurse, and counselling services. The College appreciates the OCSU’s approach to bring their concerns forward in a productive and constructive manner. The lens the College often uses when making budget decisions is how each initiative will benefit our students. We fully considered all the students’ requests and sought a balance with what the College can afford within its budget and that can be sustainable in the long-term.

Many of the funding decisions made will have direct student impact, especially within the classroom with direct funding for teaching and learning. Some specific student supports aligned with the student requests include:

1) 2.5 FTE Academic Advisors  
2) 1 FTE Counsellor  
3) 1 FTE Wellness Coordinator  
4) 2 FTE Immigration Advisors  
5) Increased funding for e-textbooks  
6) Student Award funding – to address inflationary pressures

We are not recommending an on-campus nurse within the budget at this time. However, we are engaged in discussions with Interior Health to explore means to provide better access to health services for students. Fitting these types of services within our budget is challenging as we contemplate how services can be distributed to students at four campuses. Once we have the Wellness Plan and a Wellness Coordinator in place, they will work on establishing the most effective method of addressing some of the issues around wellness that the students have raised.

The College has seen significant impact in the investment in e-textbooks and have provided some additional funding to the Library to expand availability. Over the past years through this initiative we have saved students $392,000 in textbook costs. Open education resources (OER’s) are up to individual faculty members to adopt within their courses, but adoption of OERs by OC instructors has so far saved students approximately $611,000. The College has certain strategic funds available that faculty can apply for to assist in development of adoption of OERs.

The recommended funding allocations strike a balance of addressing student priorities, sustainability, services, and increased access to programs.
Strategic Opportunities Fund

The College has maintained a fund for the last few years to help address emerging strategic opportunities during the year. Primarily the fund is intended to provide seed funding to help get an initiative up off the ground while we work towards funding initiatives on a recurring basis if required to imbed the initiative within the operations of the College.

In the prior year, the College increased the strategic initiative fund from $350,000 to $750,000 to address workload and structural issues. As the College has grown substantially over the last few years, the majority of funding went towards Teaching & Learning and student supports while keeping the management structure rather flat. More time was taken to further assess where the resources should be allocated to address workload issues. During the year $400,000 was allocated for various positions including a data analyst, and portfolio specialists within the various academic portfolio areas.

This year the fund returns back to its core amount of $350,000 and will be used to address various strategic and transformative initiatives that are coming forward that will require some level of resources to help move them forward.

Potential identified uses:

- Wellness Initiative Support
- Indigenous Plan
- Internationalization Plan
- Digitally Enhanced Learning & Technology
- Transformational Initiatives
Risk Mitigation Plan

An emerging issue continuing through this year’s budget process is related to the COVID-19 pandemic. This is a constantly evolving issue that is requiring a lot of attention of the institution over the past weeks in terms of communications and business continuity planning. From a budget perspective, this issue presents some unknowns in terms of impact on tuition revenues in the 2020/21 fiscal year. In the current fiscal year, there has been very little impact financial impact on the College as Canada and more specifically, the Okanagan has been relatively unaffected to this point. However, the impact might be more broadly felt in the coming budget year as travel is restricted between countries. At this point, it is expected the worst of the virus will likely subside in April or May and might not have a significant impact for the Fall 2020 term. Okanagan College is not the only institution in British Columbia that will be monitoring this risk very closely. If significant impact occurs, it will be an issue that will require a sector-wide solution working in consultation with the Ministry of Advanced Education and the Province of British Columbia.

Through the budget process we have employed a conservative approach in projecting tuition revenues for the coming year. In the meantime, the College has developed a mitigation plan to help address a potential revenue shortfall. This includes:

1) Budget Contingencies $960K - these are funds the College holds in the budget for either strategic initiatives or for contingency to deal with the unexpected.
   a. Strategic Initiatives Fund - $350K
   b. Operating Contingency - $610K

2) One-time Projects – $950K - the budget process included several one-time initiatives and hires that could either be delayed or cancelled if expected registrations do not occur.

3) Vacancy Savings - $1m – in the prior year we had vacancy savings of $1.5m over what we expected. It is not unreasonable to expect at least $1m in vacancy savings will occur in the coming fiscal year.

In total, the College has identified just less than $3m in potential budget savings that could be realized without implementing freezes in other areas of discretionary spending such as travel or supplies. These savings represent approximately 11.5% of the College international tuition projections. If other measures were put in place the College could potentially realize approximately 15% of international tuition projections. As discussed, earlier if the risk is far reaching it will have sector-wide provincial beyond Okanagan College. Management feels this level of contingency is adequate to address the level and nature of risk in the coming fiscal year.
Capital Budget

The capital budget is considered separate from the operating budget as the majority of funding for routine capital comes directly from the government specifically for this purpose. The College can also access its own reserves for the use of capital as it does not impact the operating budget surplus/deficit position. These expenses are capitalized and do not impact the College income statement as a cash expense.

The government currently funds us approximately $4m per year towards routine capital. It is important to note that our deferred maintenance per external audit and benchmarking is currently at $30m. We have several older buildings in inventory that contribute to this large deferred maintenance gap. There will be some relief when construction of the new Health Sciences building is complete and the old H Building that was constructed in the 1950’s is demolished. However; the College still has some older buildings so the deferred maintenance gap will continue to grow.

The College is required to match funding for specific routine capital projects the government helps to fund. We also fund specific capital projects where government funding is not sufficient. Last budget year, the College set aside $1.7m from reserves for this purpose, representing about 43% of the contributed government funding. We propose a similar level for the 2020/21 budget year.

After a few years of multiple significant capital projects, the Health Sciences Centre is the only major capital project currently in progress with completion expected mid-2020.

Refer to Appendix E for assumption, risk assessment and financial plan summary relating to capital for the 2020/21 budget.
APPENDIX A – Okanagan College Domestic FTE VS Government Targets

Utilization Rates

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<th>Year</th>
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<th>112%</th>
<th>124%</th>
<th>107%</th>
<th>109%</th>
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<th>105%</th>
<th>101%</th>
<th>105%</th>
<th>109%</th>
<th>111%</th>
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APPENDIX B – Risk Assessment of Budget Planning Assumptions

<table>
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<tr>
<th>Risk</th>
<th>Description of Risk</th>
<th>L 1 - 5</th>
<th>C 1 - 5</th>
<th>Risk</th>
<th>Current Risk Level</th>
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<tbody>
<tr>
<td>1</td>
<td>Domestic Enrollments will fall short of Budget Projections. (This is not likely as enrollments have been stable the past 2 years and a sharp increase in economic activity that would draw students away is not likely)</td>
<td>2</td>
<td>2</td>
<td>4</td>
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<tr>
<td>2</td>
<td>International Enrollments will fall short of Budget Projections. (This is not likely unless there is an international incident that affects students. All post-secondary institutions would be affected.)</td>
<td>3</td>
<td>4</td>
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<td>3</td>
<td>Government grants fall short of projected levels (some unknowns around ABE funding models)</td>
<td>1</td>
<td>3</td>
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<tr>
<td>4</td>
<td>Targets for continuing studies and contract training will not be met</td>
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<td>2</td>
<td>4</td>
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</tr>
<tr>
<td>5</td>
<td>ITA funding targets will not be met</td>
<td>1</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td>6</td>
<td>The contingency fund is not sufficient to cover unanticipated costs in the year. (This is possible, but given the size of the contingency, the likely effect would be minor)</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>MEDIUM</td>
</tr>
</tbody>
</table>

Overall Budget Risk (Overall budget risk is medium as a result of the risk to international enrollments) | 3       | 3       | 9    | MEDIUM            |
### 2020/2021 Budget

#### Proposed Statement of Operations

<table>
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<th>2019/20 Approved Budget</th>
<th>2020/21 Proposed Budget</th>
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<td><strong>Revenue</strong></td>
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<tr>
<td>Grants</td>
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<td>63,808</td>
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<td>47,932</td>
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### 2020/2021 Budget
#### Changes in Revenue

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<td>Less one-time revenue 2019/20</td>
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#### Grants

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<td>One-time Operating grants</td>
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<td>ABE/ESL reduction</td>
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#### Tuition:

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<tr>
<td>Domestic</td>
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<td>New Initiatives</td>
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#### Contracts & Other

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#### Deferred Capital Contributions

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#### Proposed Revenue

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<th>Amount</th>
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<tr>
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### 2020/2021 Budget
#### Changes in Expenses

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<td>New initiatives</td>
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#### Supplies and Services

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<tr>
<td>Mandatory/contractual &amp; contracts</td>
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<td>International Agency fees and services</td>
<td>790</td>
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<td>New initiatives</td>
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<td>Research</td>
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<td>Reduction in study tours</td>
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#### Depreciation

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#### Proposed Expense

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<tr>
<td>126,812</td>
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## Proposed 2020/2021 Budget and 3 Year Status Quo Projection

### $ (000's)

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<th>2021/22 Projection</th>
<th>2022/23 Projection</th>
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<td></td>
<td>0</td>
<td>(1,825)</td>
<td>(3,761)</td>
<td>(5,808)</td>
</tr>
</tbody>
</table>
APPENDIX D- Summary of New Initiatives

**Excelling in Teaching, Programming and Applied Research**

<table>
<thead>
<tr>
<th>Arts and Foundational</th>
<th>New Philosophy course offerings- Computing Ethics and a course related to feminist philosophy and addition of 2 TLUs from 0.75 to 1.0 continuing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Foundational</td>
<td>English increase capacity 1st Year English; 2 TLU</td>
</tr>
<tr>
<td>Arts and Foundational</td>
<td>Economics Course Growth; 1 FTE</td>
</tr>
<tr>
<td>Arts and Foundational</td>
<td>History Course Growth; 2 TLU</td>
</tr>
<tr>
<td>Arts and Foundational</td>
<td>Summer session expansion 13 credits; 14 TLUs</td>
</tr>
<tr>
<td>Science, Tech and Health</td>
<td>Data Science Recurring Fall and Winter intake; 3 FTE</td>
</tr>
<tr>
<td>Science, Tech and Health</td>
<td>WET Curriculum revision to amalgamate streams and address technology changes; 3 TLU release</td>
</tr>
<tr>
<td>Learning and Applied Research</td>
<td>New position: Project Coordinator to maintain web site, support research &amp; other projects</td>
</tr>
<tr>
<td>Learning and Applied Research</td>
<td>New Position: Grant Writer to support increased research activity</td>
</tr>
<tr>
<td>IT Services</td>
<td>Office 365 for staff</td>
</tr>
<tr>
<td>Library Services</td>
<td>Library Supplied e-textbooks</td>
</tr>
<tr>
<td>Focusing on Organizational Sustainability</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Arts and Foundational</strong></td>
<td>New positions: Administrative Support in Dean’s office and Operations Portfolio Specialist</td>
</tr>
<tr>
<td><strong>Arts and Foundational</strong></td>
<td>New position: Academic Advisor</td>
</tr>
<tr>
<td><strong>Okanagan School of Business</strong></td>
<td>New position: Operations Portfolio Specialist</td>
</tr>
<tr>
<td><strong>Trades and Apprenticeship</strong></td>
<td>Transfer cafeteria to Culinary Arts (no associated costs)</td>
</tr>
<tr>
<td><strong>Trades and Apprenticeship</strong></td>
<td>Increase Chair Release - Carpentry 1.6 weeks to FT</td>
</tr>
<tr>
<td><strong>Trades and Apprenticeship</strong></td>
<td>Increase Chair Release - Culinary Arts 3.5 weeks to FT</td>
</tr>
<tr>
<td><strong>Trades and Apprenticeship</strong></td>
<td>Increase Chair Release - Collision Repair 18.5 weeks to FT</td>
</tr>
<tr>
<td><strong>Advancement and Alumni</strong></td>
<td>Point of sale machine</td>
</tr>
<tr>
<td><strong>Registrar’s Office</strong></td>
<td>Auxiliary Budget - Recruitment Activity - to cover Overtime on all 4 campuses due to increased activity and travel</td>
</tr>
<tr>
<td><strong>Facilities and Business Services</strong></td>
<td>Health to HSC transition - custodial services cross-over</td>
</tr>
<tr>
<td><strong>Facilities and Business Services</strong></td>
<td>Health Sciences Centre - Transitional moves</td>
</tr>
<tr>
<td><strong>Facilities and Business Services</strong></td>
<td>Move N/C funding to support Classroom Assistant Position</td>
</tr>
<tr>
<td><strong>Financial Services</strong></td>
<td>New positions: Payroll Assistant and Accounts Receivable Analyst</td>
</tr>
<tr>
<td><strong>Human Resources</strong></td>
<td>Job Evaluation &amp; EA Job Review Project - consultants</td>
</tr>
<tr>
<td><strong>IT Services</strong></td>
<td>Corporate Services Transformation - improved business processes, automation, workflows, e-signatures</td>
</tr>
</tbody>
</table>
### Public Affairs
- New position: Marketing and Communications Specialist; 0.2 FTE

### VP Students
- Connections Budget Increase

### International Education
- Additional non-salary operating costs

### OC Wide
- Recruitment: OC Wide & President

## Serving and Engaging the Community

<table>
<thead>
<tr>
<th>Arts and Foundational</th>
<th>ESL/ EAP - add 980 hours term salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities and Business Services</td>
<td>Security Hardware Update - CCTV Server compatibility</td>
</tr>
<tr>
<td>Library Services</td>
<td>Local newspaper digitization</td>
</tr>
<tr>
<td>Regional Dean- South</td>
<td>Community Engagement Strategy</td>
</tr>
<tr>
<td>Regional Dean- North</td>
<td>New position: Indigenous Garden</td>
</tr>
</tbody>
</table>

## Supporting Learner Readiness and Success

<table>
<thead>
<tr>
<th>Facilities and Business Services</th>
<th>Custodial Services for portables</th>
</tr>
</thead>
<tbody>
<tr>
<td>OC Wide</td>
<td>Script to PL/SQL</td>
</tr>
<tr>
<td>IT Services</td>
<td>Equipment and technology upgrades for 10 classrooms</td>
</tr>
<tr>
<td>Student Services</td>
<td>Students awards increase</td>
</tr>
<tr>
<td>Student Services</td>
<td>New Position: Wellness Coordinator</td>
</tr>
<tr>
<td>Student Services</td>
<td>New Position: Counselling Services</td>
</tr>
<tr>
<td>Arts and Foundational</td>
<td>Articulation Travel for multiple departments</td>
</tr>
<tr>
<td>Okanagan School of Business</td>
<td>New Position: Program Coordinator OSB and FWT</td>
</tr>
<tr>
<td>Okanagan School of Business</td>
<td>Concurrent intakes for Revelstoke Tourism Management Diploma; 6 TLU and admin</td>
</tr>
<tr>
<td>Science, Tech and Health</td>
<td>New positions: Associate Dean, Educational Advisor, Health Lab Tech for multiple campuses</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Science, Tech and Health</td>
<td>HKIN Program revision</td>
</tr>
<tr>
<td>Science, Tech and Health</td>
<td>CIS Diploma Vernon</td>
</tr>
<tr>
<td>Science, Tech and Health</td>
<td>Physics conversion; 8 term TLU’s</td>
</tr>
<tr>
<td>Science, Tech and Health</td>
<td>Add contact lecture hour to Math 314</td>
</tr>
<tr>
<td>Science, Tech and Health</td>
<td>Additional sections due to growth for BIOL, CHEM, COSC, MATH</td>
</tr>
<tr>
<td>International Education</td>
<td>New Positions: 2 International Advisors (immigration)</td>
</tr>
</tbody>
</table>

### Position FTEs from New Initiatives

<table>
<thead>
<tr>
<th>Employee Group</th>
<th>Top -up to Existing or Non-Continuing</th>
<th>New Positions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTEs</td>
<td>FTEs</td>
<td>FTEs</td>
</tr>
<tr>
<td>Faculty</td>
<td>7.0</td>
<td>5.4</td>
<td>12.3</td>
</tr>
<tr>
<td>Vocational</td>
<td>1.0</td>
<td>0.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Support</td>
<td>7.4</td>
<td>2.4</td>
<td>9.9</td>
</tr>
<tr>
<td>Excluded</td>
<td>2.0</td>
<td>2.0</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17.4</strong></td>
<td><strong>9.8</strong></td>
<td><strong>27.2</strong></td>
</tr>
</tbody>
</table>
APPENDIX E - Proposed Capital Budget 2020/21

Budget Planning Assumptions

1. Government will follow through on promised capital funding
2. The College will be able to fund raise the College’s share of capital costs
3. The projects will come in on budget

Risk Assessment

<table>
<thead>
<tr>
<th>Risk #</th>
<th>Description of Risk</th>
<th>L 1 - 5</th>
<th>C 1 - 5</th>
<th>Risk</th>
<th>Current Risk Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government does not provide Capital Funding</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>LOW</td>
</tr>
<tr>
<td>2</td>
<td>College fails to meet target on Kelowna Health Science Centre fundraising</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>MEDIUM</td>
</tr>
<tr>
<td>3</td>
<td>Kelowna Health Sciences Centre comes in over budget</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>MEDIUM</td>
</tr>
</tbody>
</table>
## 2020/21 Capital Budget

$ (000's)

<table>
<thead>
<tr>
<th>OC Funded Capital Expenditures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Sciences Building</td>
<td>3,500</td>
</tr>
<tr>
<td>OC Annual Furniture and Equipment</td>
<td>1,700</td>
</tr>
<tr>
<td>Demolition of H Building</td>
<td>3,300</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8,500</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provincially Funded Projects</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine Capital</td>
<td>3,957</td>
</tr>
<tr>
<td>Health Science Centre</td>
<td>1,000</td>
</tr>
<tr>
<td>Demolition of H Building</td>
<td>1,700</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,657</strong></td>
</tr>
</tbody>
</table>

**Proposed Capital Expenditures**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>15,157</strong></td>
</tr>
</tbody>
</table>
Submission of Information
from Senior Staff to the Board of Governors

REPORT TITLE
Forgiveness of Foundation Receivable

DATE
March 17, 2020

BACKGROUND INFORMATION
For example: • Purpose • History • Other relevant information

The Okanagan College Foundation’s sole purpose is to raise funds to further the mission of Okanagan College. Okanagan College, through Advancement & Development, provides annual funding to support the ongoing operations of the Foundation. At certain times campaigns are undertaken to raise funds for specific projects. For example, the recent capital campaigns for the Trades buildings in Vernon and Kelowna and the most recently launched campaign for the Health Sciences Centre. For these projects additional costs to hire campaign fundraisers are incurred to achieve the desired fundraising targets. Under an agreement between the Foundation and the College, funds are advanced to the Foundation annually to cover the increased operating costs of the capital fundraising campaign. Funds to repay this OC receivable are expected to come from donations received.

In the past, the College has, where funds were available at year end, forgiven for the increased costs related to these fundraising campaigns. This provides the opportunity for the full amount of the donations to move to the College for its intended purpose at the time it is needed. Donors also realize the full value of their donation toward the project they have chosen to support.

Amount of the receivable fluctuates from year to year depending on the level of activity and number of active campaigns. The estimated receivable forgiveness this year is $175,000 (prior year $125,000). The Health Science Centre campaign is the campaign currently underway.

ACTION REQUIRED
For example: • For consultation • For information • For approval

For approval.

Proposed Resolution:
“BE IT RESOLVED THAT the Okanagan College Board of Governors forgive the receivable to the Okanagan College Foundation for actual capital campaign expenses up to $175,000 as recommended by the Finance, Audit and Risk Review Committee. The forgiveness of the receivable must be done without creating a year end consolidated deficit for Okanagan College.”
STRATEGIC PLAN 1 ALIGNMENT
With which Key Directions is this topic aligned?

Key Directions:
☐ Support learner readiness and success
☐ Excelling in teaching, programming, and applied research
☐ Working with, and learning from, the Indigenous community
☐ Serving and engaging the community
☒ Focusing on organizational sustainability
☐ Not an initiative driven by the Strategic Plan but necessary for operational purposes

COMMENTS FROM THE PRESIDENT

I support the motion

REPORT PREPARED AND SUPPORTED BY)

C. Morcom – Vice President, Employee and Corporate Services

1 Strategic Plan can be found at: www.Okanagan.bc.ca/toward2020
Submission of Information from Senior Staff to the Board of Governors

**REPORT TITLE**
2020_2021 ITA Training Plan

**DATE**
March 25, 2020

**BACKGROUND INFORMATION**
For example:  • Purpose  • History  • Other relevant information

The ITA Training Plan provides an assessment of Okanagan College trades programming for the coming year, as determined through discussion with the Industry Training Authority. This Plan was pre-COVID-19 issues and is subject to change.

**ACTION REQUIRED**
For example:  • For consultation  • For information  • For approval (including resolution; see language below)

For Approval.

Proposed Resolution:
"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2020/2021 ITA Training Plan as presented".

**STRATEGIC PLAN ALIGNMENT**
With which Key Directions is this topic aligned? (please choose all those that are applicable)

- ☒ Support learner readiness and success
- ☒ Excelling in teaching, programming, and applied research
- ☒ Working with, and learning from, the Indigenous community
- ☒ Serving and engaging the community
- ☐ Focusing on organizational sustainability
- ☐ Not an initiative driven by the Strategic Plan but necessary for operational purposes

**COMMENTS FROM THE PRESIDENT**

**REPORT PREPARED AND SUPPORTED BY** (include name and title)
Steven Moores, Dean, Trades & Apprenticeships
Andrew Hay, Ph.D., P. Eng, Interim Provost and Vice President, Academic

---

1 Strategic Plan can be found at: [www.Okanagan.bc.ca/toward2020](http://www.Okanagan.bc.ca/toward2020)
The 2020-21 Training Plan has been developed under the direction of a status-quo budget, which continues to create pressure on the College, as there is no consideration for inflationary costs faced by Okanagan College.

The 2020-21 Training Plan submission includes 137 Apprenticeship intakes and 31 Foundation intakes. The largest change from 2019-20 is the addition of the second Aircraft Maintenance Structures intake to be funded through base funding, rather than seeking Learner Demand funding for this intake. This adjustment is possible due to available funding as a result of the decrease in demand for Welder Foundation and Professional Cook Institutional Entry programming.

25 Carpenter and 34 Electrical Apprenticeship intakes are planned, including offering a Carpenter Apprenticeship intake in Salmon Arm. Adjustments will be made during the year based on actual demand, shifting intakes from low demand trades into high demand trades. Although Electrical apprenticeship intakes continue to be largely full, waitlists have dropped considerably and the college is experiencing decreased demand in comparison to recent years. This may impact our overall utilization in the coming year as Electrical intakes are currently responsible for 25% of our apprenticeship intakes.

Three Youth Explore Trades Samplers are included within the base funding ask and a fourth is anticipated to be approved for Learner Demand Fund support shortly. These programs are offered in partnership with various school districts each year and continue to be an excellent way of introducing young people to Trades.
In terms of Culinary programming, the Plan includes two Institutional Entry intakes for international students and two for domestic students, as well as offering all three levels of Workplace Entry Apprenticeship training, one intake of Pastry Arts Foundation, and one Baker Apprenticeship intake. The international students come for the Culinary Management diploma program, necessitating the aforementioned sections provided by Trades. The College may also offer an Indigenous Culinary Arts Certificate this year, open to all students, with discussions currently underway with the ITA and local industry around a delivery model that allows for locally-enhanced curriculum, an effective, relevant work-based learning component, and a culturally-relevant assessment model.

A Sheet Metal Foundation class will be replaced with two Apprenticeship classes in order to better meet current demand. Unless demand increases, Sheet Metal Foundation will be offered in alternate years, rather than every year.

Demand for Heavy Mechanical Trades Foundation (HMT) remains high and a fourth intake is tentatively planned for March 2021; however, the fourth HMT intake will not be opened for registration until later in 2020 to allow for emerging demand considerations.

![Figure 2: Foundation Intakes](image)

It is anticipated that the target utilization will remain in the range of 86% for Apprenticeship and 90% for Foundation.
### 2020-21 Trades Training Plan Intakes

<table>
<thead>
<tr>
<th>Program</th>
<th>Total ITA Intakes</th>
<th>Diploma</th>
<th>Certificate</th>
<th>Foundation</th>
<th>Apprenticeship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aircraft Maintenance</strong></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aircraft Maintenance Technician</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AME-Structures</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Automotive Collision Repair</strong></td>
<td>6</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Automotive Glass</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automotive Paint</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Collision Repair</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motor Vehicle Body Repair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Automotive Service Technician</strong></td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automotive Service Technician</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Baker/ Pastry Arts</strong></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Pastry Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Carpenter</strong></td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpenter</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Carpenter-Joiner</td>
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<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Joiner (Studio Woodworking)</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Electrician</strong></td>
<td>38</td>
<td></td>
<td></td>
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<tr>
<td>Electrician</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td><strong>Gasfitter</strong></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gasfitter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Heavy Mechanical</strong></td>
<td>17</td>
<td></td>
<td></td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Heavy Mechanical</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Heavy Duty Equipment Tech</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Truck and Transport Mechanic</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Plumbing and Piping</strong></td>
<td>17</td>
<td></td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Plumber</td>
<td></td>
<td></td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Plumbing and Piping Trades</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Cook</strong></td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Cook Workplace Entry</td>
<td></td>
<td></td>
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<td>4</td>
<td></td>
</tr>
<tr>
<td>Professional Cook Institutional Entry</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td><strong>Recreation Vehicle Service Technician</strong></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RV Technician</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Refrigeration Air-conditioning Mechanic</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RACM</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Sheet Metal Worker</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheet Metal Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Welder</strong></td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welder</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Welder (modular A and B)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>167</td>
<td>8</td>
<td>4</td>
<td>31</td>
<td>136</td>
</tr>
</tbody>
</table>

Page 3 of 3
Submission of Information from Senior Staff to the Board of Governors

**REPORT TITLE**
Okanagan College Annual Programming Plan 2020_2021

**DATE**
March 25, 2020

**BACKGROUND INFORMATION**
For example: • Purpose • History • Other relevant information
The Annual Programming Plan is a compendium of all programming to be offered in the coming year.

**ACTION REQUIRED**
For example: • For consultation • For information • For approval (including resolution; see language below)
For Approval.

Proposed Resolution:
“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2020/2021 Annual Programming Plan as presented”.

**STRATEGIC PLAN ALIGNMENT**
With which Key Directions is this topic aligned?? (please choose all those that are applicable)

Key Directions:
☒ Support learner readiness and success
☒ Excelling in teaching, programming, and applied research
☒ Working with, and learning from, the Indigenous community
☒ Serving and engaging the community
☐ Focusing on organizational sustainability
☐ Not an initiative driven by the Strategic Plan but necessary for operational purposes

**COMMENTS FROM THE PRESIDENT**

**REPORT PREPARED AND SUPPORTED BY** (include name and title)
Andrew Hay, Ph.D., P. Eng, Interim Provost and Vice President, Academic

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1 Strategic Plan can be found at: [www.okanagan.bc.ca/toward2020](http://www.okanagan.bc.ca/toward2020)
Okanagan College Annual Programming Plan 2020/21

The context for program planning for 2020/21 is based on the following assumptions and parameters:

- Base funding from the Provincial Government is expected to stay at current levels;
- The Industry Training Authority (ITA) funding for Trades training is expected to be status quo, with offerings adjusted where appropriate to respond to changes in demand by students and industry – over the 2019/20 academic year we have seen some declining enrolments in trades programs and thus we are planning to reduce offerings in some program areas as appropriate;
- The Provincial Government is expected to continue to fund Adult Basic Education and English as a Second Language programming at a similar level comparable to the 2019/20 tuition offset funding, continuing to allow for tuition free course offerings for eligible domestic students;
- Domestic enrolments are expected to continue to be stable in most program areas (nearing end of low point in regional grade 12 graduation cycle);
- International student demand will continue to be very strong, requiring careful planning and enrolment management strategies. Enrolment patterns in this area will allow for continued capacity for domestic students as well as opportunities to provide more support for student success across the institution.

Given this situation, the programming plan for 2020/21 is a combination of (a) continuance of current programming where possible, (b) taking advantage of targeted funding opportunities, (c) maintaining our Trades and Apprenticeship Training Plan as appropriate, (d) responding positively to domestic and international student demand, and (e) considering offering some new programming where financially feasible. In particular, the potential exists to begin implementation of the new Applied Bachelor of Arts: Community Research and Evaluation degree. This new degree has completed review by the Degree Quality Assessment Board and now awaits the decision of the Minister of Advanced Education and Skills Training. The degree is expected to contribute meaningfully to Indigenous programming at the College, including the introduction of First Nations Indigenous Languages. Other areas of expanded programming include offering the diploma in Computer Information Systems in Vernon, the Common First Year Engineering certificate in Kelowna, and a second intake of the Tourism Management Diploma in Revelstoke.

New programming is under development but will not complete the approval process or be ready to offer in 2020/21. This programming includes a degree in Criminal and Social Justice (Penticton), a specialty in Entrepreneurship in the Bachelors of Business Administration Degree delivered largely through an experiential model (Kelowna), a diploma in Mechatronics Engineering Technology (Salmon Arm), a diploma in Fine Arts (Kelowna), advanced Culinary Arts training (Kelowna), and Electric Vehicle Trades (Kelowna). These program developments require significant analysis and assessment before the College can determine viability.

What follows is a compendium of programming that we are planning to offer for 2020/21.
A: Listing of Programming that will continue “unchanged” for 2020/21

Arts Programming

- Associate of Arts Degree (Discipline emphases in: Communications; Cross-cultural Studies; Economics; English; Environmental Studies; Gender, Sexuality and Women’s Studies; Geography; History; Modern Language (French, German and Spanish); Philosophy; Philosophy, Politics and Economics; Political Science; Psychology; Sociology) (varies by campus)
- Flexible Pre-majors in Anthropology, English, Psychology, Sociology (varies by campus: flexible pre-majors are discipline-based agreements to enable students to transfer directly into the third year of a Majors program at BC universities)
- Diploma in Criminal and Social Justice (Penticton)
- Diploma in Environmental Studies (options of Interdisciplinary Environmental Arts, Environmental Management, Environmental Science, Kelowna)
- Diploma in General Studies (varies by campus)
- International Development Diploma (two options: International Development Governance Option with Emphasis in Women and Development, and Emphasis in Environment and Development; International Development Management Option) (Kelowna)
- Diploma in Communication, Culture, and Journalism Studies (varies by campus)
- Diploma in Writing and Publishing (Vernon and Kelowna)
- Advanced Certificate in Communication (Kelowna)
- Concentration in Communication for BBA and BCIS students (Vernon and Kelowna)

Science Programming

- Associate of Science (Astronomy/Physics, Biology, Chemistry, Computer Science, Mathematics and Statistics) – the 2020/2021 course profile will be similar to the previous academic year (all campuses - course profile varies by campus)
- Flexible Pre-major in Biology (primarily Kelowna)
- Computer Information Systems – diploma (Kelowna and Vernon) and degree (Kelowna)
- General Studies diploma (varies by campus)
- Concentration in Computer Information Systems for Business Administration

Business Programming

- Commercial Aviation diploma (partnership with Southern Interior Flight Center – fixed wing option; Kelowna and Vernon)
- Administrative Assistant certificate (all campuses and on-line)
- Office Assistant certificate (all campuses or E-learning)
- Legal Administrative Assistant certificate (Litigation, Corporate/Conveyancing) (Kelowna or E-learning)
- Accounting/Bookkeeping certificate (Kelowna or E-learning)
- Medical Administrative Assistant certificate (E-learning only)
- Bachelor of Business Administration (specialties in: Accounting; Finance; Management; Tourism and Hospitality; Human Resource Management; Marketing) (Kelowna – all years; Vernon – all years; Penticton – first and second years; Salmon Arm – first and second years)

1 while the various elements of the programming remain unchanged, sections may be reduced or increased to account for shifts in student enrolment patterns, and domestic and international student demand.
- Diploma of Business Administration (options in: Accounting, Financial Services, General Studies; Human Resource Management; Management; Marketing; Tourism and Hospitality Management) (varies by campus)
- Culinary Management Diploma (Kelowna)
- Business Studies Certificate (options in: Accounting; Business Computer Applications; Financial Services; Tourism and Hospitality Management; Human Resources Management; Marketing; Management; Healthcare Professionals; Entrepreneurship and Small Business Management) (varies by campus)
- Business Administration Certificate (varies by campus)
- Office Management Certificate (varies by campus)
- Post-Baccalaureate Diploma in Accounting (first year at most campuses and second year in Kelowna)
- Post-Baccalaureate Diploma in Human Resource Management (Kelowna)
- Post-Baccalaureate Diploma in Marketing (first year at most campuses and second year in Kelowna)
- Post-Diploma Certificate in Business Administration (varies by campus)

**Technology Programming**
- Animation Diploma (Kelowna)
- Civil Engineering Technology Diploma (Kelowna)
- Electronic Engineering Technology Diploma (Kelowna)
- Mechanical Engineering Technology Diploma (Kelowna)
- Network & Telecommunications Engineering Technology Diploma (Kelowna)
- Sustainable Construction Management Technology Diploma (Penticton)
- Water Engineering Technology Diploma (Kelowna)
- Civil Engineering Bridge with UBC Okanagan (Kelowna)
- Electronic Engineering Bridge with UBC Okanagan (Kelowna)
- Mechanical Engineering Bridge with UBC Okanagan (Kelowna)

**Foundational Programming**
- Adult Basic Education Programs (Fundamental, Intermediate, Advanced, Provincial) (all campuses)
- Volunteer Tutor Literacy Programs (Penticton, Kelowna, Vernon, Salmon Arm)
- Adult Basic Education Program Distance Education Courses (require redevelopment before offered; all campuses)
- Adult Special Education Independent Living Certificates (Basic Skills Certificate A, Basic Skills Certificate B, Advanced Skills Certificate) (all campuses)
- Adult Special Education Preparing for Access to Careers and Education Certificate (PACE) (all campuses)
- Adult Special Education Supported Access to Modified Education Certificate (SAME) (all campuses)
- English as a Second Language: English for Access (two-level program) (Kelowna)
- English as a Second Language: English for Academic Purposes) (four-level program) (Kelowna)
- English for Specific Purposes (certificate program) (Kelowna)

**Health and Social Development Programming**
- Bachelor of Science in Nursing Years 1 and 2 (Kelowna)
- Certified Dental Assistant certificate (Kelowna)
- Early Childhood Education certificate and diploma (Kelowna)
- Health Care Assistant certificate (Kelowna (3), Penticton (1), Vernon (1), Salmon Arm (1))
- Human Service Work diploma (Kelowna, Vernon/Salmon Arm)
- Pharmacy Technician (Kelowna)
• Practical Nursing diploma (Kelowna (2), Penticton (1), Vernon/Salmon Arm (1))
• Therapy Assistant diploma (Kelowna)

**Trades Apprenticeship Programs** (offered in Kelowna except as noted)

• Automotive Glass Technician
• Automotive Painter
• Automotive Refinishing Prep Tech
• Automotive Service Tech
• Baker
• Carpenter (Kelowna and Salmon Arm)
• Construction Electrician (Kelowna and Penticton)
• Domestic/Commercial Gas Fitter
• Heavy Mechanical Trades (HDET, CTVT, TTT, DET)
• Plumber
• Professional Cook
• Recreation Vehicle Technician
• Refrigeration and Air Conditioning Mechanic (Penticton)
• Steamfitter/Pipefitter
• Sheet Metal Worker
• Heavy Duty Equipment Technician (Commercial Trailer Mechanic)
• Truck & Trailer Mechanic
• Welder
• Welder A and B

**Trades Foundation Programs** (offered in Kelowna except as noted)

• Aircraft Maintenance Technician (AMT) formerly known as Aircraft Maintenance Engineer Category ‘M’ (Vernon Airport)
• Aircraft Maintenance Engineer Category ‘S’ (Kelowna Airport)
• Automotive Collision Repair/Painting and Refinishing Technician
• Automotive Service Technician
• Carpenter (Penticton, Kelowna, Vernon)
• Carpenter/Joiner
• Culinary Arts
• Electrical Pre-Apprenticeship (Kelowna, Vernon, Salmon Arm)
• Heavy Mechanical
• Pastry Arts
• Plumbing and Piping Trades (Kelowna, Penticton, Salmon Arm)
• Recreation Vehicle Technician
• Refrigeration and Air Conditioning Technician (Penticton)
• Studio Woodworking
• Welder (Kelowna, Penticton, Vernon, Salmon Arm)

**Trades Related Diploma Programs**

• Automotive Service Technician (Kelowna)
• Collision Repair (Kelowna)
Trades Youth Explore Trades Sampler

- Enderby, Sicamous, Kelowna, Penticton

Trades – Revenue Generating Programming (location offered is dependent on student demand)

- Airbrakes Theory and Assessment
- Atlantic Recreation Vehicle Dealer Association Propane Certificate
- Boiler Safety
- Carpenter IP Refresher
- CFC Emissions (Canadian Ozone Layer Protection Training Course)
- Cross Connection Control Backflow Preventer Tester License
- Cross Connection Control Examination
- Cross Connection Control Refresher Course
- Designated Inspection Facility Operator
- Electrical Code Course
- Electrical Safety Workshop
- Forklift – 16 hour – non-experienced
- FSR A B C
- FSR A B C Recertification
- FSR LO Voltage
- Private/Commercial Vehicle Inspection
- Professional Cook Re-Assessment Challenge Exams Level 1, 2, 3
- Recreation Vehicle Dealer Association Propane Certificate
- Camp OC

Continuing Studies and Corporate Training Programming

- Aboriginal Community Support Worker
- Advanced Geographical Information Systems
- Audio Engineering and Music Production
- Autism Spectrum
- AutoCAD Skills
- Basic Accounting
- Blockchain (E-learning)
- Bookkeeping (various campuses and E-learning)
- Building Service Worker
- Camp OC
- Dental Office Administrative Assistant
- Education Assistant
- Esthetics and Nail Technology
- Floral Design
- Gastroenterology Nursing Certificate (E-learning)
- Hospitality Service Training
- Interior Decorating
- Landscape Horticulture
- Leadership and Change (E-learning)
- Leadership Skills
• Learner Centred Instructor (E-learning)
• Medical Device Reprocessing Technician
• Medical Office Assistant
• Nursing Unit Assistant
• Occupational Health and Safety (E-learning)
• PeriAnesthesia Nursing (E-learning)
• Project Management (E-learning)
• Service and Support in a Learner-Centred Organization
• Teaching English as a Second Language
• Teaching English to Speakers of Overseas Languages (with International Education)
• Viticulture
• Wine Sales (Penticton or E-learning)
• Winery Assistant

In addition to certificate programs, Continuing Studies and Corporate Training will continue to offer a variety of non-credit subject area courses including business and leadership, computers and technology, wine and food studies, professional development, health, first aid & safety, languages & communication, horticulture, and leisure and lifestyle. Continuing Studies and Corporate Training will also continue to provide specialized contract training to business and industry.

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**B: Listing of Programming that is undergoing changes for 2020/21**

**Arts Programming**

• New Emphasis in Creative Writing for Associate of Arts Degree program and bridge to UBC Okanagan B.A. in Creative Writing.
• Associate of Arts Degree Emphasis in English bridge to UBC Okanagan B.A. English Major program.
• Diploma in Communications, Culture & Journalism Studies bridge to UBC Okanagan B.A. Cultural Studies Major program.
• Continued expansion of courses in Special Topics and courses in Directed Studies in many departments’ lists of course offerings.
• Special courses (Digitally Enhanced, broadcasted course modalities) across a number of Arts Departments.
• New courses from the departments of Adult Academic & Career Preparation, Anthropology, English Language, Economics, Interdisciplinary Studies (GSWS, Social Work), History, Communications, and Political Science.

**Business Programming**

• Commercial Aviation diploma – adding rotary wing aircraft, otherwise no change (partnership with Southern Interior Flight Center; Kelowna and Vernon)

**Foundation Programs**

• The English Language Department is proposing to bring some limited number of ESL/EAP courses to the Penticton Campus, subject to student demand.
• The Department of Adult Special Education is undergoing a self-review of programming in consideration of a revision to the ASE credential programs.
New courses from the departments of Adult Special Education and Adult Academic and Career Preparation.

Science Programs
- Human Kinetics Diploma - curriculum changes to reflect current graduate outcomes for industry and university transferability

Engineering Technologies
- Second year implementation of the Electronic Engineering Technology curriculum changes

Health and Social Development
- Practical Nursing program in Penticton will be offered every 18 months instead of every 12 months. Offer an international practicum experience for students.
- Pharmacy Technician program requires 70 hours of increased practicum to meet accreditation standards.

Trades Foundation Programs
- Electrician (Harmonization Initiative)
- Plumbing and Piping Trades (Harmonization Initiative)
- Carpenter (Harmonization Initiative)

Trades & Apprenticeship Program
- Carpenter (Red Seal Harmonization Initiative)
- Electrician (Red Seal Harmonization Initiative)
- Plumber (Red Seal Harmonization Initiative)
- Professional Cook (Red Seal Harmonization Initiative)
- Recreation Vehicle Service Technician (Standard Level Exams)

C: Listing of Programming that will be not be offered for 2020/21
- Elective course offerings where demand has been consistently low for several years in Arts, Science or Business
- “ArtsX” intake is delayed pending further review by departments and the Dean. No intake in 2020/21.
- “Resistance & Revolution” emphasis in Salmon Arm is under review due to low student enrolment. No intake in 2020/21.
- The geographic information science option in the Diploma in Environmental Studies will not be offered in 2020/21 and is under review/consideration for Kelowna Campus.
- Trades Technology Teacher Education (Kelowna) – lack of sufficient student demand – program intake not planned for fall 2020.
D: Listing of New Programming initiatives that will not require base OC funding for 2020/21

Programming that the Ministry of Advanced Education and Skills Training (AEST) has provided special funding for:

**Health Programming**
- Health Care Assistant Program (one-time funding) (Penticton)

**Social Development Programming**
- Early Childhood Education (one-time funding) – extra year 1 intake – November 2018 to June 2020, ECE Certificate – September 2019 to September 2020 (Vernon)

**Programming with funding from other sources:**

**Foundational Programming**
- Funding for ESLSAP (Salmon Arm and Revelstoke) application in March 2019
- Deferral of 2018/19 Community Adult Literacy Program (CALP) funds through to May 2019 (activities in the Regional District of Okanagan, Revelstoke and South Okanagan). New applications will be made for the next funding period.
- Volunteer Tutor ESL and Settlement Program (Citizenship & Immigration Canada) (Salmon Arm): application for continued funding anticipated upon expiration of contract

**Continuing Studies and Corporate Training Programming:**
- Early Childhood Education Infant-Toddler Certificate funded from AEST Community Workforce Response Grant, in partnership with the Shuswap Children's Association (Salmon Arm)
- Early Childhood Education Diploma (completion) funded from AEST Aboriginal Community-based Partnership Program (for Indigenous students who participated in the ECE certificate in 2018-2019) (Salmon Arm)
- Building Service Worker: funded from AEST Skills Training for Employment, in partnership with Kelowna Community Resources (through March, 2021) (Kelowna)
- CIC Immigration ESL training - funding to be extended (joint undertaking with Arts & Foundational Programming) (Revelstoke)
- Gateway to Technology; one-time funding; three cohorts in partnerships with School Districts in the College Region (all campuses as warranted)
- Introduction to Office Administration, funded from AEST Skills Training for Employment, in partnership with Kelowna Community Resources (Kelowna)
- Older Worker Transition Project – funded from AEST Skills Training for Employment (Revelstoke, Malakwa and Salmon Arm)
- Project Based Labour Market Training: Ministry of Social Development and Poverty Reduction (Salmon Arm and Oliver) - funding to be confirmed
- Project Based Labour Market Training – SDPR (Penticton Indian Band)
- Province of BC – Ministry of Social Development and Poverty Reduction – Residential Insulator Training; one-time funding (Kamloops Indian Band; December 2019 to May, 2020)
- Welcome BC (Revelstoke)

**Trades Programming**
- Women in Trades Training Initiative - Provincial Funding (Kelowna)
- Youth Exploratory Trades Sampler (ITA Funding)
Programming that can be offered on a revenue generating basis for 2020/21 (tuition revenue is sufficient to cover the full delivery cost):

**Arts, Business and Science Programming**
- Various new sections of Humanities, Social Science, Fine Arts, Interdisciplinary Studies, Business and Science courses to diversify and expand offerings in programming (any campus, determined by student demand and subject to tuition revenue)
- Post-Baccalaureate Diploma in Accounting (Kelowna, Vernon)
- Post Baccalaureate Diploma in Marketing and Data Analytics (first year Kelowna and Vernon – second year Kelowna)
- Tourism Management Diploma (Revelstoke; planned for Kelowna in 2021/22)
- Additional Summer Intersession courses/sections to match increased student demand (13 sections across various departments) (Kelowna)

**Office Administration**
- Paralegal Certificate (Kelowna: September 2020; all other campuses to follow)

**Engineering Technologies**
- SCMT Sustainable Studies Post-Diploma Certificate (Penticton)
- Computer Information Systems (Vernon)
- Common First Year Engineering Certificate (Kelowna)

**Okanagan College International Education Programming**
- English for Special Purposes (curriculum designed to be responsive to various organizational and employer needs) (Kelowna)

**Trades Programming**
- Residential Insulation Installer Program (Kamloops)
- Collision Repair and Refinishing Diploma (Kelowna)
- Automotive Service Technician Diploma (Kelowna)
- Programs offered in partnership with Nicola Valley Institute of Technology (Merritt)
  - February to July 2020 – Electrical Foundation
  - August 2020 – February 2021 – Plumbing and Piping Foundation

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**E: Listing of new programming initiatives that would require allocation of OC funding for 2020/21 or new funding from AEST, ITA, or other sources**

**Arts Programming**
- Applied Bachelor of Arts: Community Research and Evaluation. This degree (in conjunction with UBC Okanagan’s two-year Master of Social Work and with regional community organizational partners) requires AEST Minister approval (submitted May 2018). 5 courses/sections require funding (POLI, SOCI, ECON, IDST) (Kelowna)
- 6 Indigenous / First Nations Indigenous Language courses (Kelowna)
- Expansion of Criminal & Social Justice Diploma program (increase of 2 Introductory Criminology courses (Penticton), introduction of 2 introductory Criminology courses (Vernon, Salmon Arm).
- Introduction of four University Studies courses (Revelstoke)
Potential for additional resources for enhanced sections of English and Communications, Academic Skills Workshops and Boot Camps as strategies to increase writing skills for domestic and international students (across campuses as warranted)

**Business Programming**
- Additional sections of various Business courses to match growth in domestic and International students (all campuses)
- Viticulture Technician Diploma (Penticton)

**Health and Social Development Programming**
- Pharmacy Technician proposal submitted to AEST for additional cohort of students (Kelowna)
- Health Care Assistant: additional cohorts (Salmon Arm + rotating cohort for other regions)

**Science Programming**
- Applied Ecology and Conservation Diploma program offered in partnership with En’Owkin Centre - may require redevelopment depending on funding and regional needs – approved 2015 (Penticton)
- Analytical Chemistry Technology Diploma – may require redevelopment depending on funding and regional needs – approved 2008 (Kelowna)
- Enhanced courses for Math 111 and Math 120 (Kelowna)

**Foundational Programming**
- Increase in 370 hours (instruction, support) in Adult Special Education to continue Ministry funded 2019-20 one-time pilot project (“level 1” in Penticton, Vernon, Salmon Arm)
- 980 additional instructional hours in the Department of English Language (ESL/EAP) to meet enrolment demand (Kelowna)

**Trades Apprenticeship Programs**
- Indigenous Professional Cook Level One beginning March, 2019 (Kelowna)

**Continuing Studies and Corporate Training**
- Skills Training for Employment - Indigenous Communities – AEST funding to be confirmed