



Okanagan College Board of Governors

Open Session Meeting Agenda

March 12, 2024 at 11:00am
Room D221, Vernon Campus

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

Timing	Pages
11:00am 1. CALL TO ORDER	
2. APPROVAL OF AGENDA <u>Recommended Motion:</u> <i>"BE IT RESOLVED THAT Okanagan College Board of Governors approves the March 12, 2024 Open Session meeting agenda and thereby approves the consent agenda."</i>	
2.1. Consent Agenda	
2.1.1. Open Session Minutes – December 12, 2023	6-14
2.1.2. Annual Programming Plan 2024/25 (S. Lenci)	15-30
<u>Recommended Motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2024/2025 Annual Programming Plan as presented."</i>	
2.1.3. Skills Trades BC Training Plan 2024/25 (S. Lenci)	31-36
<u>Recommended Motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2024/2025 Industry Authority Training Plan as presented."</i>	
2.1.4. 2024/25 Student Society Fees Collection Request	37-44
<u>Recommended Motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors agrees to collect student fees for Okanagan College for 2024/25 on behalf of the Okanagan College Students' Union and the Vernon Students' Association - Okanagan College as presented."</i>	

Okanagan College Board of Governors

Open Session Meeting Agenda

March 12, 2024 at 11:00 AM

Timing		Pages
	<p>3. DECLARATION OF CONFLICT</p> <p><i>As per Board Bylaws section 14.2, a Board member will immediately upon becoming aware of a potential, real, or perceived conflict of interest situation, disclose the conflict to the Chair. The Member and the Chair will follow the Procedures for Disclosure under the Code of Conduct for Okanagan College Board of Governors Policy.</i></p>	
11:05am	<p>4. REPORTS</p> <p>4.1. Chair Report (D. Safinuk)</p>	
11:10am	<p>4.2. Finance, Audit and Risk Committee Report (D. Safinuk)</p> <p>4.2.1. Forgiveness of Foundation Receivable (C. Morcom / H. Jackman)</p> <p><u>Recommended motion:</u></p> <p><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors forgive the receivable of the Okanagan College Foundation for actual capital campaign expenses up to \$300,000 as recommended by the Finance, Audit and Risk Committee.”</i></p>	45-46
11:30am	<p>4.2.2. Integrated Resource Plan (C. Morcom / N. Fassina)</p> <p><u>Recommended motions:</u></p> <p><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2024/2025 Integrated Resource Plan with an operating budget of \$149,784,000 as recommended by the Finance, Audit and Risk Committee and as presented.”</i></p> <p><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2024/2025 Integrated Resource Plan with a capital budget of \$37,215,000 as recommended by the Finance, Audit and Risk Committee and as presented.”</i></p>	47-62
12:10pm	<p>4.2.3. Risk Management Report and Summary (C. Morcom / N. Fassina)</p> <p><u>Recommended motion:</u></p> <p><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Risk Register as recommended by the Finance, Audit and Risk Committee.”</i></p>	63-67
12:30pm	Recess	

Okanagan College Board of Governors

Open Session Meeting Agenda

March 12, 2024 at 11:00 AM

Timing		Pages
1:45pm	<p>4.3. Human Resources and Compensation Committee Report (D. Safinuk)</p> <p>4.3.1. Sexual Violence and Misconduct Policy (G. Henderson)</p> <p><u>Recommended motion:</u></p> <p><i>“BE IT RESOLVED that the Okanagan College Board of Governors approve the revised Sexual Violence and Misconduct Policy as recommended by the Human Resource and Compensation Committee and as presented.”</i></p>	68-80
2:00pm	<p>4.4. Governance Committee Report (A. Alexander)</p> <p>4.4.1. Transfer Credit Policy (S. Lenci)</p> <p><u>Recommended motions:</u></p> <p><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors rescinding the following policies as recommended by the Governance Committee:</i></p> <ul style="list-style-type: none"> • <i>Transfer Credit Policy (2010);</i> • <i>ABE Transfer Credit Policy (2010);</i> • <i>General Certificate of Secondary Education (GCSE) A-Level Courses Transfer Credit Policy (2011);</i> • <i>OC Calendar - Academic Requirements for Program Completion and Graduation section 5. Transfer Credits Towards a Degree, Diploma or Certificate Program.”</i> <p><i>“BE IT RESOLVED that the Okanagan College Board of Governors approve the Transfer Credit Policy as recommended by the Governance Committee.”</i></p>	81-88
2:15pm	<p>4.4.2. Employee Members of the Board Policy (N. Fassina)</p> <p><u>Recommended motion:</u></p> <p><i>“BE IT RESOLVED that the Okanagan College Board of Governors rescind the Employee Members of the Board Policy as recommended by the Governance Committee.”</i></p>	89-93
2:25pm	<p>4.4.3. Program Review and Renewal Policy (S. Lenci)</p> <p><u>Recommended motion:</u></p> <p><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Program Quality Review and Renewal Policy and as a result negate statements related to program reviews in the Program and Service Standards Policy as recommended by the Governance Committee.”</i></p>	94-98

Okanagan College Board of Governors

Open Session Meeting Agenda

March 12, 2024 at 11:00 AM

Timing		Pages
2:35pm	4.4.4. Indigenous Access Policy (S. Lenci) <u>Recommended motion:</u> <i>"BE IT RESOLVED that the Okanagan College Board of Governors approve the Indigenous Access Policy as presented and rescind the policy statement made in the OC Calendar section 6 - Aboriginal Admission as recommended by the Governance Committee."</i>	99-103
2:45pm	4.4.5. Indigenous Language Policy (N. Fassina) <u>Recommended motion:</u> <i>"BE IT RESOLVED that the Okanagan College Board of Governors approve the Indigenous Language Policy as recommended by the Governance Committee."</i>	x-x
2:55pm	4.5. President's Report and Analysis (N. Fassina)	108-113
	4.5.1. Key Advocacy Statements	114-115
	4.5.2. Indigenous OC Framework	116-119
	4.5.3. Reconciliation Summary	120-123
	4.5.4. Third Quarter (Q3) Financial Statement	124
3:30pm	4.6. Education Council Report (J. Garrett)	Verbal
3:40pm	4.6.1. New Program (J. Garrett) <u>Recommended Motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Video Game Prototyping Micro-credential as presented."</i>	125-128
3:45pm	4.6.2. Program Revisions (J. Garrett) <u>Recommended Motion:</u> <i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the following program revisions as recommended by Education Council and as presented:</i> <ul style="list-style-type: none"> • <i>Audio Engineering and Music Production Certificate</i> • <i>Associate of Arts: Gender, Sexuality and Women's Studies Emphasis</i> • <i>Health Care Assistant Certificate</i> • <i>Infrastructure and Computing Technology Diploma</i> • <i>Kinesiology Diploma</i> • <i>Okanagan College to UBC-Okanagan Mechanical Engineering Bridge</i> 	129-154

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

March 12, 2024 at 11:00 AM

Timing	Pages
<ul style="list-style-type: none"> • Bachelor of Business Administration: Human Resources Management Specialty • Post-Baccalaureate Certificate in Human Resources Management • Post-Baccalaureate Diploma in Human Resources Management • Water Engineering Technology Diploma <p>5. OTHER BUSINESS AND BUSINESS ARISING FROM CONSENT AGENDA</p> <p>4:00pm 6. ADJOURNMENT</p>	

NEXT MEETING DATES**Tuesday May 14, 2024***via Zoom*

Finance, Audit and Risk Committee
 Campus Planning Committee
 Governance Committee
 Human Resource and Compensation Committee
 Executive Committee

Tuesday, May 21, 2024*Kelowna Campus*

Regular Open Session
 Regular Closed Session

Tuesday June 11, 2024*via Zoom*

Finance, Audit and Risk Committee
 Executive Committee

Tuesday, June 18, 2024*Salmon Arm / Revelstoke*

Strategy and Assessment



Okanagan College Board of Governors Regular Open Session

Tuesday, December 12, 2023

S103B Executive Office Boardroom Kelowna Campus

Draft Minutes for Approval March 12, 2024

IN ATTENDANCE

Board Members

- Juliette Cunningham, Board Chair
- Neil Fassina, President and Ex-officio
- Dale Safinuk, Vice Chair
- Andrea Alexander
- Dustyn Baulkham
- Amolkdeep Kaur
- Tina Lee
- Destiny McNish
- Devin Rubadeau
- JoAnn Fowler (*via Zoom*)

Administration

- Curtis Morcom, CFO and Vice President, Corporate Services
- Samantha Lenci, Provost & Vice President Academic
- Jenn Goodwin, Vice President, Enrolment and College Relations
- Helen Jackman, Executive Director, Okanagan College Foundation
- Kristen Wiebe, Governance and Privacy Coordinator
- Gill Henderson, Associate Vice President, People Services

REGRETS

- Joanna Campbell, Manager, Executive Office

ACTION

1. CALL TO ORDER AND CHAIR'S REMARKS

Quorum was established and the meeting was called to order at 12:28p.m.

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

The Board Chair thanked Devin Rubadeau for his contributions to the Board since joining in 2018 and congratulated him on his appointment to Accelerate Okanagan Board.

ACTION

2. APPROVAL OF AGENDA

Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the September 26, 2023 Open Session meeting agenda and thereby approves the consent agenda.”

C. Battersby
CARRIED

2.1. Consent Agenda

2.1.1. Open Session Minutes – September 26, 2023

3. DECLARATION OF CONFLICT

No conflicts were declared.

4. REPORTS

4.1. Chair Report

The Chair provided a report as follows:

- The Executive Committee met last week and reviewed the Governance Advocacy Framework developed from the Board PD sessions.
- The Chair represented the Board at the OC Foundation Governance Committee and Board meetings in October and December. The Chair thanked the Foundation for their work.
- On October 18, the Chair hosted OC’s 60th Anniversary Celebrations on behalf of the Board organized by the Alumni Association.
- The Board Chair thanked members who attended a number of fall events on behalf of the Board, including:
 - Fall Convocation Ceremonies on October 4 and thanked those members who are representing the Board at the ceremonies on January 27.
 - The Wellness Centre Campaign Launch on October 26.
 - Student Awards ceremonies in Kelowna, Penticton and Vernon in November.
- On December 5, the Chair attended the quarterly provincial Board Chairs meeting via Zoom.
- CABRO has informed the Board of office of two upcoming PD opportunities:
 - April 26 – Governing in the Public Interest Workshop
 - June 13 & 14 – Board Governance Workshop

4.2. Finance, Audit and Risk Committee Report

The Committee Chair noted there is nothing additional to report from the Closed Session.

ACTION

4.2.1. Signing Authority Policy

The CFO and Vice President, Corporate Services outlined the updates suggesting that a goal of the new Signing Authority policy was to streamline workflows and efficiencies in signing. The Policy was updated under the policy framework, formatted and spending limits were updated. The Policy is now more efficient as capital and operational expenses are split.

Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Signing Authority Policy as recommended by the Finance, Audit and Risk Committee and as presented.”

D. Rubadeau
CARRIED

4.3. Governance Committee Report

The Board Chair noted that the Governance Committee met last week and reviewed the feedback from the Professional Development Sessions and identified some areas for potential Board development. The Board will have an opportunity to review that feedback as agenda item 4.3.1.

4.3.1. Professional Development Session Feedback

The Board Chair commented on specific feedback and noted that this will be addressed in the Governance Advocacy Framework. The President noted that the feedback will also be reflected in the proposals for next year’s professional development.

4.4. President’s Report and Analysis

The President provided several highlights from his report, including the Indigenous OC Plan and Principles that will be presented to the Board in agenda 5.1. The President also provided a follow up on the mandate letter statement and clarified the meaning is to make sure that international students are informed about what the College can offer. International students will also be required to demonstrate the financial means to live in Canada.

4.4.1. Second Quarter (Q2) Statement

The President noted that the \$6.6M surplus reflects revenues and international tuition.

4.5. Education Council Report

4.5.1. Academic Quality Assurance Process

The Education Council Chair provided an overview of the program approval process. Education Council’s composition and appointment process was outlined, and it was noted that, in practice, the Provost’s membership is appointed to Education Council by Administration however it is not required.

ACTION

The Education Council Chair provided an overview of Committees and their functions. The Operations Committee, Tributes, and Curriculum Criteria and Calendar Committee are less focused on academic matters, while the five Curriculum Proposal Review Committees (CPRC) (representing each academic portfolio) and Academic Regulations and Policies Committee have an academic focus. An ad hoc Governance Committee has been established and first met in November to review the Education Council's governance materials.

The Proposal Quality Assurance Process consists of consultation and sign off by a portfolio dean prior to a program going to a CPRC. CPRC scrutinizes, refers, or approves the program. Degrees and associate degrees require approval by the Degree Quality Assessment Board, and programs that ladder require Post-secondary Institution Proposal System (PSIPS) approval.

A member suggested that information on the academic quality assurance process be included in orientation materials for Board members.

A member noted that individuals nominated by the Tributes Committee could be more diverse and the President noted that this will be part of a governance review.

4.5.2. New Programs

The Early Childhood Education Assistant Certificate was approved at Education Council last week however PSIPS approval is still required. This program is responding to an industry need to address a shortfall in Early Childhood Education. The certificate provides learners with base knowledge as an assistant to an Early Childhood Educator. A member asked if other institutions offered this program and it was noted that similar programs exist.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Early Childhood Education Assistant Certificate as recommended by Education Council and subject to approval by the Post-secondary Institution Proposal System (PSIPS)."

T. Lee
CARRIED

The Education Council Chair noted that the Post Baccalaureate Diploma in Cybersecurity was received by Education Council as a joint proposal between Computer Science and Infrastructure and Computing Technology departments. The program is intended for anyone wanting to learn about cybersecurity.

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Post Baccalaureate Diploma in Cybersecurity as recommended by Education Council."

C. Battersby
CARRIED

ACTION

The Education Council Chair indicated that the Practical Cybersecurity for IT Professionals program is a micro-credential program meant for upskilling. The program is offered through Continuing Studies and was developed by the Infrastructure and Computing Technology department.

In response to a member's question about having subject matter experts (SMEs) to develop and deliver the program, it was noted that the SMEs were internal from the College, and that Continuing Studies programs normally bring subject matter experts with their proposals.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Practical Cybersecurity for IT Professionals Micro-credential as recommended by Education Council."

T. Lee
CARRIED

The Education Council Chair noted that the Trauma-Informed Practice program is a 60-hour micro-credential with courses required in specific order due to pre-requisites. An external SME was contracted to develop the credential.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Trauma-Informed Practice Micro-credential as recommended by Education Council."

J. Cunningham
CARRIED

The Education Council Chair offered that courses for the Residential Insulator Technician Micro-credential were developed with support from an outside consultant. The program will allow the College to fill a provincial demand. The program hours were reduced to meet provincial funding requirements for micro-credentials.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Residential Insulator Technician Micro-credential as recommended by Education Council."

C. Battersby
CARRIED

This Education Council Chair noted that the Video Game Design Post-Baccalaureate is a new two-year program developed through a collaboration of Computer Science and Animation departments. It was suggested that this is a sought after program by students who wish to pursue a career the video game industry. A member asked about industry demand, and it was suggested that there are a number of local startups.

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Video Game Design Post-Baccalaureate Diploma as recommended by Education Council."

D. Safinuk
CARRIED

ACTION

4.5.3. Program Revisions

The Education Council Chair provided an overview of program revisions as follows:

- For Accessible Education programs, updates to department name and terminology to align with industry best practice. The program names have changed from “Adult Special Education” to “Accessible Education”.
- Changes to include required communication courses for the Bachelor of Computer Information Systems.
- Admission requirements for the Early Childhood Education Certificate and Diploma have been updated according to provincial and institutional standards. First aid certification is required to meet licensing regulations and applicants are advised to have updated immunizations for work in childcare settings.
- Admission requirements for the Medical Device Reprocessing Technician Certificate have been updated to include a self-declaration of physical, health, and immunization requirements to participate in practice education.
- Reduction of program hours for the Supportive Care Assistant program from 390 to 190 hours based on employer feedback and to increase access for students while still meeting learning outcomes of the program.
- Applied Statistics II (STATS 240) has been replaced by Mathematics for Machine Learning (DSCI 420) as a required course in the Post Baccalaureate Diploma in Data Analytics and Economics.

Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the following program revisions as recommended by Education Council and as presented:

- ***Accessible Education Certificate***
- ***Accessible Education Certificate – Fundamentals***
- ***Accessible Education Certificate – Fundamentals 1***
- ***Bachelor of Computer Information Systems Degree***
- ***Early Childcare Education Certificate***
- ***Early Childcare Education Diploma***
- ***Medical Device Reprocessing Technician Certificate***
- ***Supportive Care Assistant Micro-credential***
- ***Post Baccalaureate Diploma in Data Analytics and Economics.”***

4.5.4. Academic Schedule Variances

The Education Council Chair noted that variances are requested to the 2023/24 and 2024/25 Academic Schedules for Truth and Reconciliation Day.

J. Cunningham
CARRIED

ACTION

Motions:

“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the 2023 – 24 Academic Schedule Policy Variance as recommended by Education Council and as presented.”

T. Lee
CARRIED

“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the 2024 – 25 Academic Schedule Policy Variance as recommended by Education Council and as presented.”

D. Baulkham
CARRIED

5. NEW BUSINESS

5.1. Indigenous Framework

The President noted the Indigenous Strategic Framework is under the Inspire Plan and as a living document, it is presented for discussion and not approval.

The Director, Indigenous Relations outlined the Four Pillars Model of Indigenization which were developed in accordance with the Truth and Reconciliation Commission’s of Canada: Calls to Action, the United Nations Declaration of Indigenous Peoples, and the final report of the Murdered and Missing Indigenous Women and Girls.

A member asked about completion of the four pillars, and it was noted that Indigenous Student Services and Leadership Council are working on them. Indigenous Education Council has had discussion with communities on which goals to emphasize. A goal is to ensure the Plan is funded going forward.

The Board Chair expressed appreciation for the work done on the Plan. A member noted that they are excited about what is to come through the Plan.

The President noted future Plan updates will come forward in the President’s report.

5.2. Indigenous Principles

The President noted that the principles were developed at the request of the Board. The Director, Indigenous Relations provided an overview of the principles noting the importance of a connection to the land is important. The coyote represents stories across the territories and creation. The weaving characterizes coming together. The principles represent taking the time to reflect and be heard, and have voice, to hear one another and to honor each others’ points of view. Groups of four represent the four pillars. Reciprocity from everything that surrounds us.

In response to a member’s question about the language used, it was noted that the En’owkin Centre, Professor Bill Cohen, elders, and Secwépemc colleagues were consulted.

ACTION

A member indicated their appreciation for the canoe metaphor.

Motion:

“BE IT RESOLVED THAT the Okanagan College Board of Governors review and integrate the Indigenous Guiding Principles for Board of Governors as presented.”

D. Safinuk
CARRIED

5.3. Advocacy Framework

The President noted that the Governance Advocacy Framework was developed as an outcome of the professional development sessions in October with the intention of aligning the Board with regularized messages and tools for advocacy.

The Vice President, Enrolment and College Relations presented the framework noting it consists of key messages that will be updated as needed, and themes and strategies beyond key messages intended to move change forward as a Board.

The President asked for feedback of the Advocacy Framework as an effective tool for the Board. Members provided feedback and suggested a cheat sheet be developed for Board members to draw from the Framework.

The Board Chair thanked Vice President, Enrolment and College Relations for the work on the Framework.

5.4. Annual Elections

5.4.1. Chair

The Chair asked the CFO & Vice President, Corporate Services to conduct elections.

The CFO and Vice President, Corporate Services called for nominations for the position of Chair.

- D. Safinuk was nominated and accepted the nomination.
- A second and third call was issued. No additional nominations were received.

D. Safinuk was acclaimed to the position of Chair.

5.4.2. Vice Chair

The CFO & Vice President, Corporate Services called for nominations for the position of Vice Chair.

- A. Alexander was nominated and accepted the nomination.
- A second and third call was issued. No additional nominations were received.

ACTION

A. Alexander was acclaimed to the position of Vice Chair.

The Chair offered congratulations to the new Chair and Vice Chair. D. Safinuk noted that he is honored to be elected and is looking forward to serving the Board and thanked J. Cunningham for her contributions over the past two years as Chair.

The President also thanked the Chair and offered congratulations to D. Safinuk and A. Alexander.

6. OTHER BUSINESS AND BUSINESS ARISING FROM CONSENT AGENDA

No other business was raised.

7. ADJOURNMENT

The meeting adjourned at 2:49p.m.

CARRIED



BOARD OF GOVERNORS – BRIEFING NOTE

March 12, 2024
 Agenda #: 2.1.2

Title	Annual Programming Plan 2024-2025		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2024/2025 Annual Programming Plan as presented.”</i>		
Meets OC’s Inspire Plan...	Values <input checked="" type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input checked="" type="checkbox"/> Distinction	Responsibilities <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input checked="" type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input checked="" type="checkbox"/> Effective and Efficient	Commitments <input checked="" type="checkbox"/> Inclusive & Equitable Access <input checked="" type="checkbox"/> Life-long learning partnerships <input checked="" type="checkbox"/> Integration and focus

Background Statement

The Annual Programming Plan identifies all College Programming anticipated to be offered in the 2024-25 fiscal year.

As per the College and Institute Act, Education Council must advise the Board, and the Board must seek advice from the Education Council, on the development of educational policy for the following matters:

23.1 (d) priorities for implementation of new programs and courses leading to certificates, diplomas or degrees;

23.1(e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution

The Act provides the Board with the power to:

19.1(d) determine courses or programs to be offered or cancelled at the institution

The attached Programming Plan will be reviewed by Education Council on March 7, 2024. Any substantive updates will be provided to the Board prior to approval if required.

Reference Materials

- Okanagan College Annual Programming Plan 2024/2025

Supporting Analysis

The College has reviewed factors affecting program offerings and determined the offerings are aligned with the projected goals of the College, including expected student demand.

Alignment to the Strategic Plan Roadmap

Sustainability. Effective and Efficient. Community. The Annual Programming Plan 2023/2024 aligns with the Inspire Strategic Plan, focusing on sustainably and efficiently meeting student and community demand for programming and workforce needs.

Students first. The Plan provides opportunities for students to access a wide array of programming in all Okanagan College regions.

Effective and Efficient. The Plan makes appropriate use of funding and facilities.

Inclusive and equitable access. The Plan provides access to students to OC programming at all levels for all students.

Risk Implication & Mitigation Steps

Financial. Reputational. Changes to the Annual Programming Plan may impact projected revenue, costs to the College, or program delivery. These are assessed as the year progresses and adjustments to be made to meet the budget and expectations.

Proposed and Prepared by

Samantha Lenci, Provost & Vice President Academic

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Portfolio Deans	2/23/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OC Executive	2/28/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Education Council	3/7/2024
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.

Okanagan College

Annual Programming Plan 2024/25 (draft)

The context for program planning for 2024/25 is based on the following assumptions and parameters:

- Base funding from the Provincial Government is expected to stay at current levels;
- The Skills Training BC (STBC) funding for Trades training is expected to be similar to current levels (minus \$326,400 in funding for Aircraft Maintenance Technician);
- Domestic enrolments are expected to be at a similar level to current levels, but there remains considerable uncertainty regarding new admissions (will have assessment in early September);
- Even with the IRCC changes to study permit caps and the elimination of the spousal work permit availability, applications and interest for the coming year remain strong. We are continuing to see strong growth from African countries and South America, while the markets of India, the Philippines and China remain robust. Interest in Post-Baccalaureate Diplomas, Business, Arts and Early Childhood Education are still very solid. Engineering Technology enrolment has rebounded to 2019 levels. It is anticipated that overall international enrolments will be equal to or great than they are currently.
- The fourth year of offering the new Applied Bachelor of Arts: Community Research and Evaluation requires addition of upper-level courses;
- There will be strong demand and new opportunities for health programming.

Other areas of expanded programming include offering a new intake for the diploma in Computer Information Systems Diploma in Vernon, Early Child Education Diploma in Vernon, and extra training supported by targeted funding from the Provincial Government for the Health Care Access Program for Health Care Assistants. There are several micro-credentials possible as well; these are awaiting funding decisions from PSFS.

The specialty in Entrepreneurship in the Bachelor of Business Administration Degree has been approved by PSFS and it is anticipated to start in Fall 2025 pending the approval of a sustainable business plan.

Program Plan: Kelowna

Arts Programmingⁱ

- Applied Bachelor of Arts: Community Research and Evaluation
- 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 and Spanish); Philosophy; Philosophy, Politics and Economics; Political Science; Psychology; Sociology)
- Flexible Pre-majors in Anthropology, English, Psychology, Sociology (flexible pre-majors are discipline-based agreements to enable students to transfer directly into the third year of a Majors program at BC universities)
- Animation Diploma (moved from Tech area)
- Environmental Studies Diploma (options of Interdisciplinary Environmental Arts, Environmental Management, Environmental Science)
- General Studies Diploma
- 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)
- Communication, Culture, and Journalism Studies Diploma
- Advanced Certificate in Communication
- Concentration in Communication for Bachelor of Business Administration and Bachelor of Computer Information Systems students.

Science Programmingⁱ

- Bachelor of Computer Information Systems
- Associate of Science (emphasis in Biology, Chemistry, Computer Science, Mathematics and Statistics, Mathematics and Physics)
- Post-Baccalaureate Diploma in Marketing and Data Analytics
- Post-Baccalaureate Diploma in Health and Data Analytics
- Post-Baccalaureate Diploma in Economics and Data Analytics
- Computer Information Systems Diploma
- General Studies Diploma
- Concentration in Computer Information Systems for Business Administration
- Common First Year Engineering Certificate

Business Programmingⁱ

- Bachelor of Business Administration (specialties in: Accounting; Entrepreneurship; Finance; Management; Tourism and Hospitality; Human Resources Management; Marketing)
- Post-Baccalaureate Diploma in Accounting
- Post-Baccalaureate Diploma in Human Resource Management
- Post-Baccalaureate Diploma in Marketing
- Post-Baccalaureate Diploma in Operations Management
- Post-Baccalaureate Certificate in Operations Management
- Post-Diploma Certificate in Human Resources Management
- Business Administration Diploma (options in: Accounting, Financial Services, General Studies; Human Resource Management; Management; Marketing; Tourism and Hospitality Management)
- Commercial Aviation Diploma (partnership with Southern Interior Flight Center for fixed wing aircraft)

Program Plan: Kelowna

- Culinary Management Diploma
- Paralegal Diploma
- Tourism Management Diploma
- Bookkeeping/Accounting Technician Certificate
- Administrative Assistant Certificate
- 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)
- Business Administration Certificate (exit only)
- Commercial Helicopters Pilot Certificate (partnership with Okanagan Mountain Helicopters)
- Legal Administrative Assistant Certificate (Litigation, Corporate/Conveyancing)
- Office Assistant Certificate
- Virtual Assistant Certificate
- Office Management Certificate

Technology Programming

- Civil Engineering Technology Diploma
- Electronic Engineering Technology Diploma
- Infrastructure and Computing Technology Diploma
- Mechanical Engineering Technology Diploma
- Water Engineering Technology Diploma
- Mechanical Engineering Bridge with UBC Okanagan

Foundational Programming

- Adult Basic Education Programs (Fundamental, Intermediate, Advanced, Provincial)
- Volunteer Literacy Tutoring Programs
- Accessible Education Independent Living Certificates (Basic Skills Certificate A and Basic Skills Certificate B)
- Accessible Education Building Employment and Skills Training Certificate (BEST)
- Accessible Education Supported Access to Modified Education Certificate (SAME)
- English as a Second Language: English for Access (four-level program)
- English as a Second Language: English for Academic Purposes (three-level program)
- English for Specific Purposes (certificate program)

Health and Social Development Programming

- Human Service Work Diploma
- Practical Nursing Diploma
- Therapist Assistant Diploma (including Recreation Therapist Assistant Certificate option)
- Early Childhood Education Diploma
- Certified Dental Assistant Certificate (including a Work Integrated Learning intake January 2025)
- Health Care Assistant Certificate (3 intakes plus Health Care Access Program (HCAP) intakes TBD)
- Health Career Sampler (youth programming)
- Pharmacy Technician Certificate

Program Plan: Kelowna

Trades Apprenticeship Programs

- Auto Body Collision Repair Technician
- Automotive Refinishing Technician (Painter)
- Automotive Service Technician
- Carpenter
- Construction Electrician
- Gas Fitter A – program currently under revision
- Gas Fitter B
- Heavy Mechanical Trades (HDET, CTVT, TTT, DET)
- Plumber
- Refrigeration and Air Conditioning Mechanic (Level 4)
- Recreation Vehicle Technician
- Sheet Metal Worker
- Truck & Transport Mechanic
- Welder, Welder A and B

Trades Foundation Programs

- Aircraft Maintenance Engineer Category 'S' (Kelowna Airport)
- Automotive Collision Repair/Painting and Refinishing Technician
- Automotive Service Technician
- Carpenter
- Carpenter/Joiner
- Culinary Arts
- Electrical Pre-Apprenticeship
- Heavy Mechanical
- Pastry Arts
- Plumbing and Piping Trades
- Welder

Trades Related Diploma and Certificate Programs

- Automotive Service Technician Diploma
- Collision Repair Diploma
- Culinary Arts Certificate

Trades Youth Explore Trades Sampler

- Youth Explore Trades Sampler
- Youth Motive Power Trades Sampler

Trades - Women in Trades

- Exploratory Program (WITT Gateway)
- Step into Steel Toes
- Girls in Trades Camps

Trades – Revenue Generating Programming (dependent on student demand)

- Airbrakes Theory and Assessment
- Airbrakes Repairer for Mechanics
- Atlantic Recreation Vehicle Dealer Association Propane Certificate
- Authorized Inspector Course

Program Plan: Kelowna

- Auto Masters – New Driver
- Auto Masters – Women
- Battery Electric Vehicle Technology
- Boiler Safety
- Bread and Pastry Series – Easter Baking
- Bread and Pasty Series – Pie and Pie Crusts
- Carpenter IP (Red Seal) 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
- Facility Operator Course
- Forklift – 16 hour – non-experienced
- Field Safety Representative A B C
- Learn to Cook – Mexican
- Learn to Cook – Italian
- Learn to Cook – Okanagan Inspired Italian
- Learn to Cook – French
- Learn to Cook – Taste of Thailand
- Motorcycle Maintenance
- Planter Box
- Professional Cook Re-Assessment Challenge Exams Level 1, 2, 3
- Recreation Vehicle Dealer Association Propane Certificate
- Small Engine Repair
- Trades Kids - Intro to Trades
- Trades Kids - Bike Repair
- Trades Kids - Youth Small Engine
- Trades Kids – Bread and Pastries: French Cooking
- Trades Adults – Intro to Tools
- Trades Summer Camps

Continuing Studies and Corporate Training Certificate Programmingⁱⁱ

- Audio Engineering and Music Production
- Autism Spectrum
- Basic Accounting
- Camp OC
- Dental Office Administrative Assistant
- Education Assistant
- Fast Track to Office Microcredential (in development)
- Floral Design
- Gateway to Engineering (in development)
- Hospitality Service Training (contracts only)
- Landscape Horticulture

Program Plan: Kelowna

- Medical Device Reprocessing Technician
- Nursing Unit Assistant
- Video Game Prototyping Microcredential

Program Plan: Penticton

Arts Programmingⁱ

- Applied Bachelor of Arts: Community Research and Evaluation – first and second years only
- Associate of Arts Degree
- Criminal and Social Justice Diploma
- General Studies Diploma

Science Programmingⁱ

- Associate of Science Degree – first year only
- Kinesiology Diploma
- General Studies Diploma

Business Programmingⁱ

- Bachelor of Business Administration (specialties in: Finance; Management; Tourism and Hospitality; Human Resource Management; Marketing) - first and second years only
- Diploma of Business Administration (options in: General Studies; Management; Marketing)
- Business Studies Certificate (options in: Accounting; Business Computer Applications; Financial Services; Human Resources Management; Marketing; Management; Entrepreneurship and Small Business Management) (some may require online classes to complete)
- Post-Baccalaureate Diploma in Accounting - first year only
- Post-Baccalaureate Diploma in Marketing - first year only
- Post-Diploma Certificate in Business Administration

Technology Programming

- Sustainable Building Technology Diploma

Foundational Programming

- Adult Basic Education Programs (Fundamental, Intermediate, Advanced, Provincial)
- Volunteer Literacy Tutoring Programs
- Accessible Education Independent Living Certificates (Basic Skills Certificate A and Basic Skills Certificate B)
- Accessible Education Building Employment and Skills Training Certificate (BEST)
- Accessible Education Supported Access to Modified Education Certificate (SAME)

Health and Social Development Programming

- Early Childhood Education (certificate)
- Health Care Assistant Certificate (plus Health Care Access Program (HCAP) intake to be determined)
- Health Career Sampler (youth programming)
- Practical Nursing Diploma

Trades Apprenticeship Programs

- Refrigeration and Air Conditioning Mechanic (Levels 1-3)

Trades Foundation Programs

- Carpenter
- Electrician
- Refrigeration and Air Conditioning Mechanic
- Welder

Trades Youth Explore Trades Sampler

- Youth Explore Trades Sampler – Penticton
- Youth Explore Trades Sampler – Oliver, Osoyoos, Princeton

Program Plan: Penticton

Trades – Revenue Generating Programming (dependent on student demand)

- Air Brakes
- Auto Maintenance & Repair
- Bike Maintenance & Repair for Kids
- Canadian Welder Bureau *Women of Steel*
- Introduction to Trades (Youth)
- Motorcycle Maintenance & Repair
- Porch swing
- Small engine repair

Continuing Studies and Corporate Training Certificate Programmingⁱⁱ

- Indigenous Community Support Worker
- Basic Accounting
- Bookkeeping
- Camp OC
- Community Administrator Microcredential (in development)
- Education Assistant
- Fast Track to Office Microcredential (in development)
- Gateway to Beverage (in development)
- Hospitality Service Training (Contracts only)
- Nursing Unit Assistant
- Viticulture
- Winery Assistant

Program Plan: Vernon

Arts Programmingⁱ

- Applied Bachelor of Arts: Community Research and Evaluation – first and second years only
- Associate of Arts Degree
- General Studies Diploma
- Writing and Publishing Diploma
- Concentration in Communication for BBA and BCIS students

Science Programmingⁱ

- Associate of Science Degree
- Computer Information Systems Diploma
- General Studies Diploma

Business Programmingⁱ

- Administrative Assistant Certificate
- Office Assistant Certificate
- Office Management Certificate
- Bachelor of Business Administration (specialties in: Accounting; Management; Human Resource Management, and Marketing) - first and second years only
- Diploma of Business Administration (options in: Accounting, Financial Services, General Studies; Human Resource Management; Management; Marketing)
- Business Studies Certificate (options in: Accounting; Business Computer Applications; Financial Services; Human Resources Management; Marketing; Management; Entrepreneurship and Small Business Management)
- Business Administration Certificate (exit option)
- Post-Baccalaureate Diploma in Accounting – first year only
- Post-Baccalaureate Diploma in Marketing – first year only
- Post-Baccalaureate Diploma in Operations Management
- Post-Baccalaureate Certificate in Operations Management
- Post-Diploma Certificate in Business Administration

Foundational Programming

- Adult Basic Education Programs (Fundamental, Intermediate, Advanced, Provincial)
- Volunteer Literacy Tutoring Programs
- Accessible Education Independent Living Certificates (Basic Skills: Certificate A, Certificate B)
- Accessible Education Building Employment and Skills Training Certificate (BEST)
- Accessible Education Supported Access to Modified Education Certificate (SAME)

Health and Social Development Programming

- Health Care Assistant Certificate (plus Health Care Access Program (HCAP) intake to be determined)
- Health Career Sampler (youth programming)
- Human Service Work Diploma (year 2 is at Vernon Campus as Vernon/Salmon Arm alternating intake)
- Practical Nursing Diploma
- Early Childhood Education Diploma

Trades Foundation Programs

- RACM and Plumbing Foundation – new program, tbd
- Electrical

Program Plan: Vernon

Trades Youth Explore Trades Sampler

- Youth Explore Trades Sampler

Trades - Women in Trades

- Indigenous Trades Sampler

Trades – Revenue Generating Programming (dependent on student demand)

- Airbrakes Theory and Assessment
- Boiler Safety
- Canadian Welder Bureau – Inspector Training
- Forklift Training
- Introduction to Tools
- Small Engine Repair

Continuing Studies and Corporate Training Programmingⁱⁱ

- Basic Accounting
- Bookkeeping
- Building Service Worker
- Camp OC
- Education Assistant
- Esthetics and Nail Technology
- Hospitality Service Training (Contracts only)
- Interior Decorating (under review) (may not run in Vernon this year)
- Landscape Horticulture
- Medical Office Assistant
- Nursing Unit Assistant
- Community Support Worker (currently awaiting EdCo approval) (Vernon and E-learning)

Program Plan: Salmon Arm

Arts Programmingⁱ

- Applied Bachelor of Arts: Community Research and Evaluation – first and second years only
- Associate of Arts Degree
- General Studies Diploma

Science Programmingⁱ

- Associate of Science Degree – first year only
- Computer Information Systems Diploma (TBD)
- General Studies Diploma

Business Programmingⁱ

- Office Assistant Certificate (online only)
- Bachelor of Business Administration (general studies - core) – first and second years, with mix of online
- Diploma of Business Administration (general studies - core)
- Business Studies Certificate (options in: Accounting; Business Computer Applications; Financial Services; Human Resources Management; Marketing; Management)
- Business Administration Certificate

Foundational Programming

- Adult Basic Education Programs (Fundamental, Intermediate, Advanced, Provincial)
- Accessible Education Independent Living Certificates (Basic Skills Certificate A and Basic Skills Certificate B)
- Accessible Education Building Employment and Skills Training Certificate (BEST)
- Accessible Education Supported Access to Modified Education Certificate (SAME)

Health and Social Development Programming

- Human Service Work Diploma
- Practical Nursing Diploma (year 2 at SA campus as Vernon/Salmon Arm alternating intake)
- Health Care Assistant (plus HCAP intake to be determined)
- Health Career Sampler (youth programming)
- Early Childhood Education Diploma

Trades Foundation Programs

- Carpenter
- Welder

Trades Apprenticeship Programs

- Carpenter

Trades Women in Trades

- WITT Exploratory Program

Trades – Revenue Generating Programming (dependent on student demand)

- Airbrakes Theory and Assessment
- Boiler Safety
- Intro to Tools
- Planter Box Workshop
- Small Engine Repair

Program Plan: Salmon Arm

Continuing Studies and Corporate Training Programmingⁱⁱ

- Basic Accounting
- Camp OC
- Community Cook Microcredential (in development) (subject to funding)
- Education Assistant
- Forestry (subject to funding)
- Fundamentals of Addiction Microcredential (in development) (subject to funding)
- Fast Track to Office Microcredential (In development)
- IRCC ESL-SAP (English as a Second Language Settlement Assistance Program)
- Hospitality Service Training (contracts only)
- Landscape Horticulture (under review)

Program Plan: Revelstoke

Foundational Programming

- Adult Basic Education (TBD)

Business Programming

- Tourism Management Diploma (new intake, second year completed)

Continuing Studies and Corporate Training Programming

- Basic Accounting
- Education Assistant
- IRCC Settlement and ESL training - funding to be extended (joint undertaking with Arts & Foundational Programming) (Revelstoke)
- Forestry (subject to funding)

Program Plan: E-Learning (online and Distance Education)

Business Programmingⁱ

- Administrative Assistant
- Legal Administrative Assistant certificate (Litigation, Corporate/Conveyancing)
- Virtual Assistant certificate
- Office Assistant certificate
- Medical Administrative Assistant certificate

Foundational Programming

- Adult Basic Education Program Distance Education Courses (require redevelopment before being offered)

Continuing Studies and Corporate Training Programming

- Advanced Geographical Information Systems
- Amazon Web Services (in development)
- Autism Spectrum
- AutoCAD
- Basic Accounting (multiple campuses and E-learning)
- Beverage Sales Stackable Microcredentials (in development)
- Bookkeeping (multiple campuses and E-learning)
- Community Support Worker (E-learning, in-person labs)
- Education Assistant (multiple campuses and E-learning)
- Event Technician Microcredential (E-learning, in-person work experience) (in development) (subject to funding)
- Gastroenterology Nursing Certificate
- Graphic Design Essentials Microcredential
- Indigenous Microcredential for Cultural Food and Community Sustainability (in development) (subject to funding)
- Intro to EDISJ Microcredential (In development)
- IT User Support Microcredential
- Introduction to Indigenous Cultural Resource Management (subject to funding) (in development)
- Licensed Practical Nursing Orthopaedic

Program Plan: Revelstoke

- Medical Office Assistant (E-learning, in-person practicum)
- Medical Device Reprocessing Technician
- Occupational Health and Safety
- PeriAnesthesia Nursing
- Practical Cybersecurity for IT Professionals Microcredential (in development)
- Project Management
- Residential Insulation Technician Microcredential (in development) (E-learning and in-person)
- Trauma Informed Practice Microcredential
- Wine Sales (under review)

Learning and Applied Research Programming

- Learner Centred Instructor (E-learning)

Trades – Revenue Generating Programming

- Designated Inspection Facility Operator
- CFC Emissions (Canadian Ozone Layer Protection Training Course) - exam is in-person

Health Programming

- Access to Practical Nursing – theory online; labs and clinical in person.

ⁱ 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.

ⁱⁱ 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.



BOARD OF GOVERNORS – BRIEFING NOTE

March 12, 2024

Agenda #: 2.1.3

Title	Skilled Trades BC Training Plan 2024/2025		
Action and/or Recommendation	<p>For Approval</p> <p><u>Recommended Motion:</u></p> <p><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2024/2025 Skills Training BC (STBC) Training Plan as presented.”</i></p>		
Meets OC’s Inspire Plan...	<p>Values</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input checked="" type="checkbox"/> Distinction 	<p>Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input checked="" type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input checked="" type="checkbox"/> Effective and Efficient 	<p>Commitments</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Inclusive & Equitable Access <input checked="" type="checkbox"/> Life-long learning partnerships <input checked="" type="checkbox"/> Integration and focus

Background Statement

Okanagan College is the second largest provider of skilled trades training in BC. This training is supported by funding through SkilledTradesBC (STBC), and planned intakes are negotiated with the STBC on an annual basis.

As a part of the planning and budgeting cycle, the Training Plan is developed to determine the number of Apprenticeship and Foundation intakes that are planned to meet forecasted demand in the Okanagan College region. The total training plan for 2024/2025 represents a small reduction of requested base funding from the previous year due to volatility in the system and also reflect efforts to increase efficiency of delivery.

As per the College and Institute Act, Education Council must advise the Board, and the Board must seek advice from the Education Council, on the development of educational policy for the following matters:

23.1 (d) priorities for implementation of new programs and courses leading to certificates, diplomas or degrees;

23.1(e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution

The Act provides the Board with the power to:

19.1(d) determine courses or programs to be offered or cancelled at the institution

The attached Training Plan will be reviewed by Education Council on March 7, 2024. Any substantive updates will be provided to the Board prior to approval if required.

Reference Materials

- Skilled Trades BC Training Plan 2024/25

Supporting Analysis

Skilled Trades training is largely demand driven, so previous years activity levels, current wait lists, input from industry via program advisory committees and STBC informs the scope of the Plan each year.

Despite concerted efforts to accurately forecast demand, current employment and economic volatility is impacting planning this year more than usual. Fortunately, the College can work with the STBC to continuously adjust the plan to meet changes in demand during the year as effectively as possible.

Alignment to the Strategic Plan Roadmap

Sustainability. Effective and Efficient. Community. The STBC Training Plan aligns with the current Inspire Strategic Plan, focusing on sustainably and efficiently meeting student and community demand for Skilled Trades training.

Students first. The Plan provides opportunities for students to advance a career in trades.

Effective and Efficient. The Plan makes appropriate use of funding and facilities.

Inclusive and equitable access. The Plan provides space for all eligible students in trades training.

Risk Implication & Mitigation Steps

Operational. There are minimal risks associated with this plan as it is aligned with forecasted industry demand. If demand rises over the course of the year, STBC may be able to increase availability of training funds to address demand.

Proposed and Prepared by		Stephen Speers, Dean, Trades and Apprenticeship Samantha Lenci, Provost & Vice President, Academic		
Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Portfolio Deans	2/23/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OC Executive	2/28/2024
	<input type="checkbox"/>	<input type="checkbox"/>	Education Council	3/7/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Neil Fassina, President	3/5/2024
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.

Okanagan College

SkilledTradesBC Training Plan

2024/25

Trades and Apprenticeship requested \$6,581,008 in base funding for 2023-24 from SkilledTradesBC (STBC). In the end, we delivered **\$6.22M** in programming to **nearly 2100** trades students, with the main change being due to the discontinuation/pause of Aircraft Maintenance Technician, and with the cancellation of RV Foundation for this year due to low enrolment in 2022 and 2023.

Our typical base funding is now in the range of \$6-\$6.5M, with apprenticeship demand now stabilized and gradually increasing again in most trades, particularly Automotive Service Technician, Electrical and Heavy Mechanical Technician. Increased demand for Trades Youth Explore Sampler programming, including 10 samplers in 2023-24, is also helping to bring us to the \$6.5M range.

Program Demand and Capacity

- Demand continues to be high across the province for skilled tradespersons. Salaries for all trades have increased in the past year, reflecting that demand.
- Demand for Carpenter and Electrical apprenticeship intakes has been variable. Electrical has increased in the past year resulting in an average utilization of 99% for 17 intakes (with waitlists of 20-34 students for some intakes). Carpenter apprenticeship has run at 91% for 24 intakes, with one cancelled intake and one added in Salmon Arm. There are still many active apprentices in the region not attending technical training, including many Carpenters, with a very busy construction industry in play.
- Demand for Refrigeration and Air Conditioning Mechanic training continues to be high, with waitlists of up to one year for apprenticeship intakes (and we have been told of 2-year waitlists in the Lower Mainland), but we have been challenged to recruit sufficient instructional capacity to address the demand to date. To maximize use of the Gas Lab, and give the students access to exceptional equipment, we offered Level 4 apprenticeship training again in Kelowna in Winter 2024. This has been a popular choice with students, and we will continue it going forward.
- The most challenging utilization for apprenticeship programming has been Auto Body and Collision, although it has gone up from an average utilization of 65% to 75% for this year (80% with Foundation included). Program Advisory Committee (PAC) report a shortage of technicians in this region. The Motive Power Trades Sampler has been helpful in expanding the pool of interested students and Collision has a high level of interest to female students and we anticipate events such as Jill of All Trades will further build interest.
- Cook apprenticeship continues to have very low demand for in-school training, however Culinary Arts Certificate and Diploma demand has returned to a comfortable level (at 74% utilization for 3 intakes), with a mix of domestic and international.

- Utilization for Plumbing and Piping Foundation programming outside of Kelowna has been low (50% in 2023-24). Additional outreach to school districts and presentations to Trades Sampler classes appears to have improved enrolment for 2024-25 so far. Work is also underway to develop a Refrigeration and Air Conditioning Mechanic (RACM)/Plumber Foundation program for Vernon to increase the range of delivery in RACM programming and address demand outside of Penticton.
- The most challenging utilization for Foundation programming in Kelowna has been for RV Technician, with an average utilization of 59% in 2021 and 2022 and an intake cancellation in 2023-24 due to continued low enrolment. We will meet with RV Dealers Association later this month to discuss options going forward. With the Southern Alberta Institute of Technology now offering both Foundation and apprenticeship training and Vancouver Island University offering apprenticeship training, there may not be enough local demand for this program to continue. Our apprenticeship intakes were typically filled with 50% local and 50% out of region students and 2024-25 intakes are not looking strong, to date. A Tier 3 review is planned for RV Technician this year which should assist in future planning for this program.
- We are now piloting a revised priority seat model with our school district partners for dual-credit seats, along with priority seats for Indigenous and female applicants for both Foundation and apprenticeship intakes. Baseline enrolment data for 2023 will be compared with 2024 and 2025 to demonstrate results and inform planning.

SkilledTradesBC Background

- SkilledTradesBC has noted a system-wide delay in apprenticeship training in the past three years, with only 40-41% of apprentices completing their training within 6 years. This is likely due to a combination of financial pressures for students (for cost-of-living and accommodation during training) and industry shortages (resulting in apprentices opting to defer training).
- Our 2023-24 STBC utilization target of 86.4% for apprenticeship was exceeded (91%), with one our best years to date, and the 89.5% target for Foundation was just met, with low enrollment (under 70%) limited to Plumbing & Piping Trades, the Sisters Indigenous Carpenter program and the all-female Welder class sponsored by Women in Trades Training WITT.
- The BC Labour Market Outlook (2022) forecasts continued high demand for Automotive Service Technicians, Cooks and Carpenters (particularly in the Thompson-Okanagan). Electricians, Collision Repair Techs and Welders are also in high demand. There are 768 active Construction Electrician apprentices in the Okanagan College region, 681 Carpenters, 382 Auto Service Techs, 184 Professional Cooks, 145 Welders and 29 Collision Technicians (as of December 2023).
- We were advised by STBC to expect an increase in demand for Automotive Service Technician (AST), Sheet Metal, and Collision training in 2024-25 due to a large group of uncertified workers who will be required to certify by 2026 under the new Skilled Trades Certification (STC) plan in BC. This has now been tempered with the understanding that many techs will challenge their levels, rather than attend technical training. We did offer one extra intake for AST Level 1 in the summer through contract training for Kal Tire and will offer a second one in Summer 2024.
- STBC program delivery funding rates have not increased for any of our programs for more than 15 years.

Diversity

- As part of our commitment to the Inspire Strategic Plan (EDISJ) we have implemented new priority seats for female, non-binary, and Indigenous applicants for Foundation programs, starting with January 2024 intakes. This will create a more secure training pathway for Women in Trades Gateway and Trades Sampler completers. Winter 2024 intakes (as of Feb 16) have included 25% female and 12% Indigenous students, a slight increase over Fall 2023. Application numbers for non-binary gender/ transgender persons will also be compared.
- As well, we have implemented new priority seats for female (1) and Indigenous (1) applicants for every apprenticeship intake, starting with January 2024 intakes. Baseline 2023 data will be compared with 2024 and 2025 results.
- We are currently working to highlight opportunities for Plumbers and Refrigeration and Air Conditioning Mechanic (RACM) technicians to all students, including youth and females, and working toward including a green energy career emphasis in recruitment.

Additional Updates

- We will be hosting a Jill of All Trades event in May – with over 120 female-identifying grades 9-12 participating in hands-on workshops in a high-energy day involving local industry mentors. This will be cost neutral with over \$50K in sponsorship and donations from local industry (with SkilledTradesBC contributing \$10K) for this first event. Planning is underway for a potential expansion to include events in Kelowna and Vernon in 2024.
- A revised culinary curriculum has been implemented including local farm to table elements.
- On advice from our Program Advisory Committee (PAC), no Professional Cook Workplace Entry intakes were offered this year due to low demand for all levels.
- The adjustment made in 2022-23 and 2023-24 to offer three Professional Cook Institutional Entry classes in September, January, and April with a mix of domestic and international students seems to be working in terms of utilization and student experience. This schedule will continue in 2024-25.
- The Welder programs now have the highest portion of the Training Plan at \$1,004,000 largely due to Foundation classes which result in \$112K funding per intake, however consumable costs for this program are now \$40,000 per intake. Demand for weld testing has also increased significantly.
- Welder Foundation programming included 4 intakes offered in Kelowna plus an intake in Penticton and two in Vernon. For the next couple of years, Welder and Carpenter Foundation will be focused in Salmon Arm rather than rotating, while Vernon will focus on RACM/Plumber and Electrical. This change will focus on better support for industry, and on offering a more consistent schedule for students. This will also allow us to offer one or more Trades Samplers each year and to deliver Carpenter apprenticeship in Salmon Arm.
- Trades sampler demand continues to be high across the region, with an intake in Keremeos in February and a potential first ever intake in Princeton in Fall 2024. Totals for sampler offerings are 128 seats, with 113 filled (88% utilization). In addition, we assumed delivery of an Electrical program previously offered by BCIT for School District 23 (SD23). This includes both a Trades sampler with a focus on Electrical and construction trades, and an Electrical Foundation intake.

New Partnerships, New Demand

- We anticipate delivering \$1M in funding to employers through the Apprentice Hiring Project. 145 new apprentices have registered with STBC to date through this project, with 27 attending or enrolled in technical training at OC and 17 have now completed at least level 1 or 2 training at OC. Aside from the additional apprentices, this project has greatly enhanced our industry relationships and resulted in several new PAC members and sponsors for Jill of All Trades and a new Welcoming Workplaces course. Our contract ends March 31, 2024.
- Electrical shows increasing demand and activity now sits at \$836,400, including 5 Foundation classes, with a sixth coming on in 2024-25 (for SD23 at Graham Road).
- Spring and Fall Carpenter intakes continue to have lower enrolment as the industry continues to be very busy and apprentices are not being released for training. Working with PAC members we continue to seek a part-time option for a Winter delivery that will replace some of the spring/fall programming.
- The number of apprenticeship seats overall has grown, with 1764 offered in 2023-24 versus 1650 in 2022-23. This is still below the 2019 offered in 2021-22.
- The demand for Gasfitter A has increased, and we are working on a part-time evening program for Level 1 for 2024-25. This program has not been offered for a few years and is now a 2-level Red Seal apprenticeship.
- Nine Apprentice Hiring Project partners attended the Career & Employment Fair.
- As a result of invitations to the Apprentice Hiring Project partners, we have several new PAC candidates, including for Welder and Mechanical Building Trades.
- College membership in Canadian Home Builder's Association Central Okanagan has been renewed and plans are underway to partner on youth outreach events such as a 'Youth Try a Trade' event, which will provide hands-on workshops and industry panel discussions, and invitations will include parents.
- With two major donations, one from a local construction company, Highstreet, we are now able to offer an additional \$200K annually in Trades Foundation awards, including \$6500 entrance awards, which we anticipate will assist in attracting new students to trades.



BOARD OF GOVERNORS – BRIEFING NOTE

March 12, 2024

Agenda #: 2.1.4

Title	Student Association Fees Collection 2024/25		
Action and/or Recommendation	<p>For Approval</p> <p><u>Recommended Motion:</u></p> <p><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors directs Okanagan College to collect student association fees for 2024/25 on behalf of the Okanagan College Students’ Union and the Vernon Students’ Association - Okanagan College as presented.”</i></p>		
Meets OC’s Inspire Plan...	<p>Values</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction 	<p>Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input checked="" type="checkbox"/> Effective and Efficient 	<p>Commitments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

Background Statement

Section 21 of the College & Institute Act outlines that “... 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 ...”.

Reference Materials

- Request to Collect 2024/25 Fees Okanagan College Students’ Union (OCSU)
- [OCSU Audited Financial Statements for 2023](#)
- Request to Collect 2024/25 Fees Vernon Students Association (VSAOC)
- [VSAOC Audited Financial Statements for 2023](#)

Supporting Analysis

Attached are the Request for Fee Collection Forms from the OCSU and the VSAOC. The OCSU Chairperson and VSAOC President affirm that the fees collected are in accordance with the College and Institute Act, the Societies Act, and under their bylaws, and that they have provided their audited financial statements to members.

For 2024/25 the VSAOC is not requesting any changes to the Student Association fees therefore a referendum was not held. The VSA’s audited financial statements were made available to members on February 27, 2024.

For 2024/25 the OCSU is requesting an increase to fees based on the Consumer Price Index of 3.4% applied to 2023/24 fees. This increase is requested without referendum under OCSU’s bylaws. The OCSU’s audited financial statements were made available to members on December 3, 2023.

Alignment to the Strategic Plan Roadmap

Not an initiative driven by the Strategic Plan but necessary for operational purposes.

Risk Implication & Mitigation Steps

Not applicable.

Proposed and Prepared by		Kristen Wiebe, Governance and Privacy Coordinator		
Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Neil Fassina, President	3/5/2024
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.

NOTICE TO OKANAGAN COLLEGE BOARD OF GOVERNORS TO REQUEST COLLECTION OF STUDENT SOCIETY FEES

“Student Society” means a society, as defined in section 1 of the *Societies Act*, whose purpose is to represent the interests of the general student body but does not include a provincial or national student organization.

Pursuant to Section 21 of the *College and Institute Act*, if a 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 society, or on behalf of a provincial or national student organization as the case may be, and remit the fees to the Student Society or the provincial or national student organization as may be agreed by the Board and the Student Society.

The Student Society must complete this form and submit it to the Board Office with all certification requirements met, no later than **March 4, 2024** for the **2024/25 academic year**. Any costs or expenses incurred by OC due to late notice or an incomplete or erroneous submission will be the responsibility of the Student Society. OC may deduct these expenses from the fees collected.

With this Notice, the Student Society requests that the Board of Governors direct Okanagan College to collect the following fees for the **2024/25 academic year**.

Student Society Name: Okanagan College Students’ Union, representing students on the <u>Kelowna, Penticton, Salmon Arm campuses</u>

Student Society and Media Fees

Fee Application:
All Registered Students represented by the Student Society as below:

Student Society Membership Fees	<p><u>Full membership fees applicable:</u></p> <p><input checked="" type="checkbox"/> (All registered students) Fees of \$ <u>70.60</u> to a maximum of \$ <u>70.60</u> per student per semester</p> <p><input type="checkbox"/> (All registered students in Trades and Vocational programs only) Pro-rated fees of \$ _____ per student per _____ to a maximum of \$ _____</p> <p><u>Adult Basic Education membership fees applicable:</u></p> <p><input checked="" type="checkbox"/> Fees of \$ <u>6.74</u> per Adult Basic Education course</p>
Media Fees	<p><u>Media fees applicable:</u></p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> (All registered students) \$ <u>0.71</u> per student per month</p> <p><input type="checkbox"/> (Pro-rated for students in Trades programs) \$ _____ per student per month</p>

List of exceptions to Student Society or Media Fees:

- Membership fees: members not registered for courses in a particular College semester shall be exempt from paying all membership fees for that semester. Or delete this section and note "None" if no exceptions.

Capital Fees

Fee application:
All Registered Students

Not applicable

Capital Fund: \$ _____ per student per semester

Health and Dental Fees

Health and Dental Fee Application:

All Registered Students who are 1) Student Society members, and 2) enrolled in six credits or more

Extended Dental Plan \$ 135 per student per year (annual fee)

Extended Health Plan \$ 115 per student per year (annual fee)

Health and Dental Plan through the Student Society is not available to (select where the Health and Dental Fee does not apply):

- | | |
|--|--|
| <input checked="" type="checkbox"/> Adult Basic Education students | <input checked="" type="checkbox"/> Continuing Studies students |
| <input checked="" type="checkbox"/> Distance Education students | <input checked="" type="checkbox"/> Co-op students may not re-enroll if on a work term |
| <input checked="" type="checkbox"/> Any student whose program is less than 16-weeks long | <input checked="" type="checkbox"/> Trades Apprenticeship students |

Please remit fees to: Okanagan College Students' Union

British Columbia Federation of Students' Membership Fee

Not applicable

BCFS Membership Fees:

BCFS Membership Fees

\$ 0.95 per credit
to a maximum of \$ 10.99 per student per semester

Calculated as an increase of 3.8 % from the 2023/24 fees under [BCFS Constitution and Bylaws](#).

\$ 0.81 per Adult Basic Education course
to a maximum of \$ 10.99 per student per semester

*Please remit fees to: British Columbia Federation of Students
#207 – 245 Columbia Street
New Westminster, British Columbia V3L 3W4*

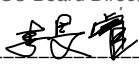
Certification by Student Society

Certification that duties, responsibilities and obligations under the BC College & Institute Act and the BC Societies Act have been met.

- 1. Fee Changes**
- a) Approved by referendum.
Please also complete Certification sections 2, 3, 4, and 5.
- b) Approved as CPI increase calculated as 3.4 % from 2023/24 fees as eligible under the Student Society's bylaws.
Please also complete Certification sections 2, 4, and 5.

- 2. Fee Application Changes**
- a) No changes to fee applications.
- b) For proposed changes to the fee application, the Student Society consulted with:
- 1) The Associate Registrar, Systems, or their delegate on _____ (date)
- 2) Other Okanagan College Student Societies on _____ (date)

Certification by Student Society

- 3. Referendum** As required by the College and Institute Act section 21(2), the Student Society certifies that they have obtained the necessary approvals, via referendum including student members and non-members, and in accordance with its bylaws, for any change to the fees to be collected.
- Notice of referendum was provided to eligible voters of the Student Society; and
- The Student Society met all voting requirements under their bylaws and a majority of members who voted were in favour of the proposed changes.
- A referendum was held from: _____ to _____
(start date) (end date)
-
- 4. Financial Statements and Auditor's Report** As required by the College and Institute Act and under the requirements of the Societies Act and the Student Society's Constitution and/or Bylaws, the annual financial statements and the auditor's report on those financial statements the Student Society was made available to its members. Financial statements were provided to members on: 2023-12-03
(date)
- X A copy of the Student Society's Audited Financial Statements is attached with this Request for Collection of Student Society Fees.
-
- 5. Certification** I attest to the accuracy and completeness of the statements and attachments noted above and that all submissions are made in accordance with the College and Institute Act, the Societies Act, and the Student Society's bylaws:
- Print Name:** Ernest Li
OCSU Board Director/Kelowna Council Chair Person
- Signature:** 
- Date:** Feb 28th, 2024

NOTICE TO OKANAGAN COLLEGE BOARD OF GOVERNORS TO REQUEST COLLECTION OF STUDENT SOCIETY FEES

“Student Society” means a society, as defined in section 1 of the *Societies Act*, whose purpose is to represent the interests of the general student body but does not include a provincial or national student organization.

Pursuant to Section 21 of the *College and Institute Act*, if a 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 society, or on behalf of a provincial or national student organization as the case may be, and remit the fees to the Student Society or the provincial or national student organization as may be agreed by the Board and the Student Society.

The Student Society must complete this form and submit it to the Board Office with all certification requirements met, no later than **March 4, 2024** for the **2024/25 academic year**. Any costs or expenses incurred by OC due to late notice or an incomplete or erroneous submission will be the responsibility of the Student Society. OC may deduct these expenses from the fees collected.

With this Notice, the Student Society requests that the Board of Governors direct Okanagan College to collect the following fees for the **2024/25 academic year**.

Student Society Name:	Vernon Students' Association - Okanagan College, representing students on the <i>Vernon campus</i>
-----------------------	--


Student Society and Media Fees

Fee Application: <i>All Registered Students represented by the Student Society as below:</i>

Student Society Membership Fees	<p><u>Full membership fees applicable:</u></p> <p><input checked="" type="checkbox"/> (All registered students) Fees of \$ <u>91.80</u> to a maximum of \$ <u>91.80</u> per student per semester</p> <p><input checked="" type="checkbox"/> (All registered students in Trades and Vocational programs only) Pro-rated fees of \$ <u>91.80</u> per student per <u>semester</u> to a maximum of \$ <u>91.80</u></p> <p><u>Adult Basic Education membership fees applicable:</u></p> <p><input checked="" type="checkbox"/> Fees of \$ <u>10.00</u> per Adult Basic Education course</p>
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Media Fees	<p><u>Media fees applicable:</u></p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> (All registered students) \$ _____ per student per month</p> <p><input type="checkbox"/> (Pro-rated for students in Trades programs) \$ _____ per student per month</p>
-------------------	--

List of exceptions to Student Society or Media Fees: <ul style="list-style-type: none"> Membership fees: members not registered for courses in a particular College semester shall be exempt from paying all membership fees for that semester. Or delete this section and note "None" if no exceptions.

Certification by Student Society	
<i>Certification that duties, responsibilities and obligations under the BC College & Institute Act and the BC Societies Act have been met.</i>	
1. Fee Changes	<p>a) <input type="checkbox"/> Approved by referendum. <i>Please also complete Certification sections 2, 3, 4, and 5.</i></p> <p><i>*Not applicable for 2024/25</i></p> <p>b) <input type="checkbox"/> Approved as CPI increase calculated as _____ % from <u>2023/24</u> fees as eligible under the Student Society's bylaws. <i>Please also complete Certification sections 2, 4, and 5.</i></p>
2. Fee Application Changes	<p>a) <input checked="" type="checkbox"/> No changes to fee applications.</p> <p>b) <input type="checkbox"/> For proposed changes to the fee application, the Student Society consulted with:</p> <p style="margin-left: 20px;">1) The Associate Registrar, Systems, or their delegate on _____ (date)</p> <p style="margin-left: 20px;">2) Other Okanagan College Student Societies on _____ (date)</p>
3. Referendum	<p><i>As required by the College and Institute Act section 21(2), the Student Society certifies that they have obtained the necessary approvals, via referendum including student members and non-members, and in accordance with its bylaws, for any change to the fees to be collected.</i></p> <p><input type="checkbox"/> Notice of referendum was provided to eligible voters of the Student Society; and</p> <p><input type="checkbox"/> The Student Society met all voting requirements under their bylaws and a majority of members who voted were in favour of the proposed changes.</p> <p style="margin-top: 20px;">A referendum was held from: _____ to _____ (start date) (end date)</p>
4. Financial Statements and Auditor's Report	<p><i>As required by the College and Institute Act and under the requirements of the Societies Act and the Student Society's Constitution and/or Bylaws, the annual financial statements and the auditor's report on those financial statements the Student Society was made available to its members. Financial statements were provided to members on: <u>February 27, 2024</u></i></p> <p style="text-align: right;"><i>(date)</i></p> <p><input checked="" type="checkbox"/> A copy of the Student Society's Audited Financial Statements is attached with this Request for Collection of Student Society Fees.</p>
5. Certification	<p>I attest to the accuracy and completeness of the statements and attachments noted above and that all submissions are made in accordance with the College and Institute Act, the Societies Act, and the Student Society's bylaws:</p> <p>Print Name: <u>Paola Bonilla Munoz</u> <i>President</i></p> <p>Signature:  _____</p> <p>Date: <u>March 1, 2024</u></p>



BOARD OF GOVERNORS – BRIEFING NOTE

March 5, 2024

Agenda #: 4.2.1

Title	Forgiveness of Foundation Receivable		
Action and/or Recommendation	<p>For Approval</p> <p><u>Recommended motion:</u></p> <p><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors forgive the receivable of the Okanagan College Foundation for actual capital campaign expenses up to \$300,000 as recommended by the Finance, Audit and Risk Committee.”</i></p>		
Meets OC’s Inspire Plan...	<p>Values</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students First <input type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction 	<p>Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input checked="" type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input checked="" type="checkbox"/> Effective and Efficient 	<p>Commitments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

Background Statement

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 campaign for the Health Sciences Centre in Kelowna. For specific 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.

Reference Materials

- Not applicable. A presentation will be made to the Board on the return on investment.

Supporting Analysis

In the past, the College has forgiven the Foundation for the increased operating 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 2023-24 is a maximum of \$300,000 (prior year \$105,000).

Alignment to the Strategic Plan Roadmap

Financial Sustainability.

Effectiveness and Efficiency.

Risk Implication & Mitigation Steps

Reputational: The College risks an eroding reputation with donors if the Foundation receivable is not funded. Funding the Foundation receivable maximizes the amount from received donations that will go toward capital goals.

Proposed and Prepared by

Curtis Morcom, CFO & VP, Corporate Services

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Neil Fassina, President	2/27/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Finance, Audit and Risk Committee	3/5/2024
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.



BOARD OF GOVERNORS – BRIEFING NOTE

March 5, 2024
 Agenda #: 4.2

Title	Integrated Resource Plan		
Action and/or Recommendation	For Approval <u>Recommended motions:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2024/2025 Integrated Resource Plan with an operating budget of \$149,784,000 as recommended by the Finance, Audit and Risk Committee and as presented.”</i> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2024/2025 Integrated Resource Plan with a capital budget of \$37,215,000 as recommended by the Finance, Audit and Risk Committee and as presented.”</i>		
Meets OC’s Inspire Plan...	Values <input type="checkbox"/> Students First <input type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction	Responsibilities <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input checked="" type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input checked="" type="checkbox"/> Effective and Efficient	Commitments <input type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

Background Statement

The Integrated Resource Planning and Assessment (IRPA) cycle was introduced to Okanagan College in fall 2021. The system aligns with College-wide strategic, foundational and unit goals and objectives to the allocation of resources. The IRPA cycle seeks to introduce greater responsibility and accountability for Leadership Council in planning decisions. This year’s IRPA planning process invited all College departments to submit budgets and unit plan. The submissions were considered by Leadership Council across multiple planning sessions to determine budget priorities and how the budget for 2024-25 would be best allocated towards common OC goals and objectives. These priorities make up the Integrated Resource Plan for 2024-25.

Reference Materials

- Integrated Resource Planning 2024-25 presentation

Supporting Analysis

The Leadership Council was engaged directly in identifying priorities for 2024-25. Given the current fiscal climate, limited new initiatives were approved to proceed outside those that are mandatory or contractual in nature or were at minimum break-even from a cost perspective. As the year progresses, administration will continually monitor the fiscal environment and adjust the budget if revenue targets are not attained, or if additional funds become available to proceed with any prioritized new initiatives.

Alignment to the Strategic Plan Roadmap

Financial Sustainability and Accountability. The College will continue to monitor the budget and prioritize and reallocate resources where operationally possible to minimize the impacts to our budget position.

Effectiveness and Efficiency.

Risk Implication & Mitigation Steps

Financial/Revenue Risk: The most significant risk still facing the College is decreased enrolment levels. Administration will monitor the budget monthly and adjust where possible to mitigate fiscal losses.

Proposed and Prepared by

Curtis Morcom, CFO & VP, Corporate Services

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Leadership Council	1/26/2024
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Finance, Audit and Risk Committee	2/13/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Neil Fassina, President	2/28/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Education Council	2/29/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Finance, Audit and Risk Committee	3/05/2024

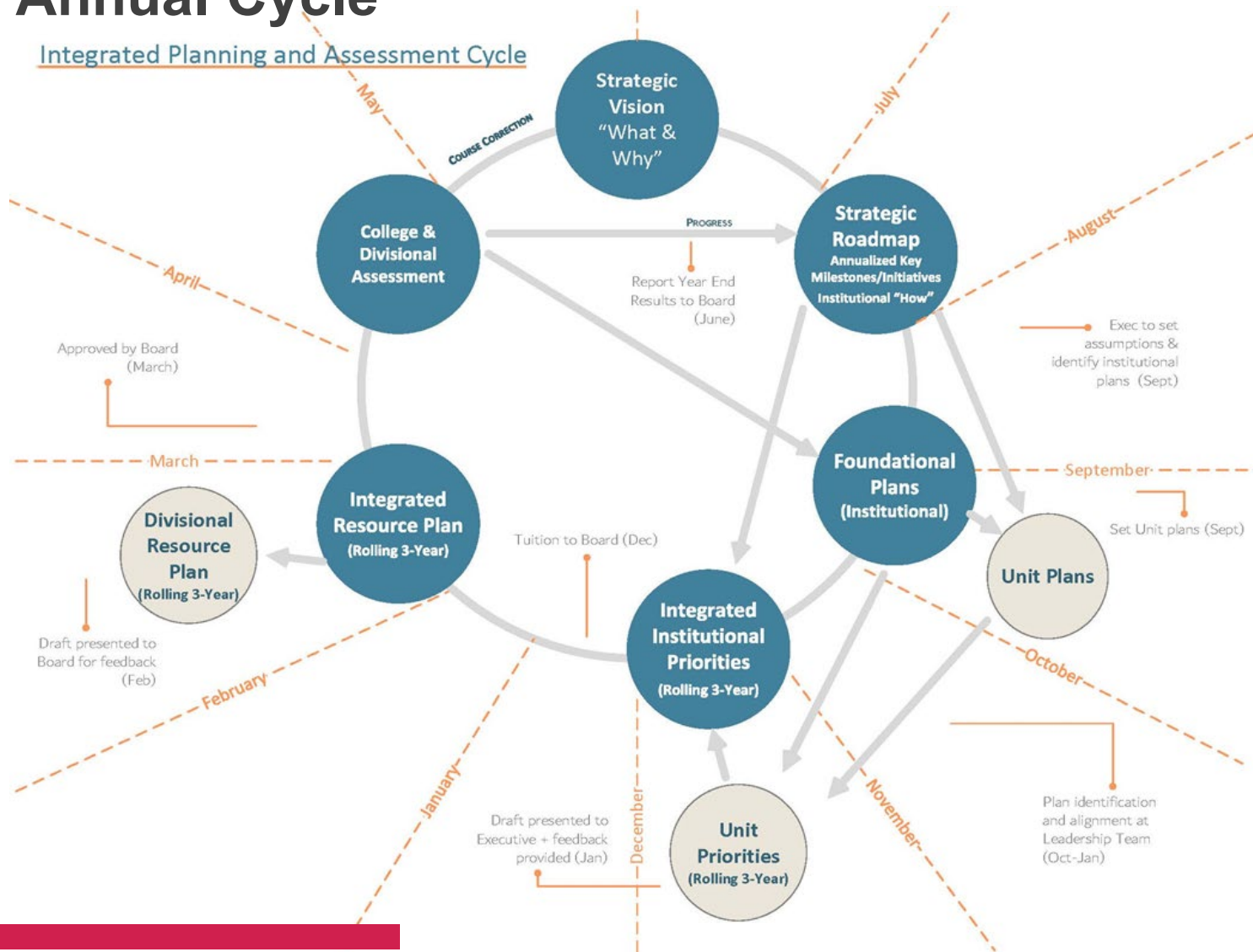
2024/25 Integrated Resource Plan

March 12, 2024



IRP Annual Cycle

Integrated Planning and Assessment Cycle



Financial Context

- **Revenue: Primary Regulated**
 - Base-grant has stagnated over time in adjusted dollars.
 - Increased reliance on “one-time” & “targeted” funding.
 - STBC specific funding is stagnant.
 - Overall grant growth has not paced inflationary & growth pressures.
 - Tuition Regulations & Guidelines (Domestic & INTL)
- **Expenses: Regulated & Market Driven**
 - Majority of salaries are driven by government mandate.
 - Non-salary expenses are market driven.
 - Higher Education Price Index vs. CPI.
- **Result: Doing the same with less (i.e., Structural Deficit)**



2024/25 Specific Budgetary Considerations

Recurring operating pressures:

- Unfunded salary increases of approximately \$1.8 million (outside of SSNM bargaining mandate)
- Benefit cost escalations
- Mandatory / contractual obligations
- General inflationary pressures on non-salary expenses (repairs / maintenance, IT, supplies)

New/Ongoing impacts:

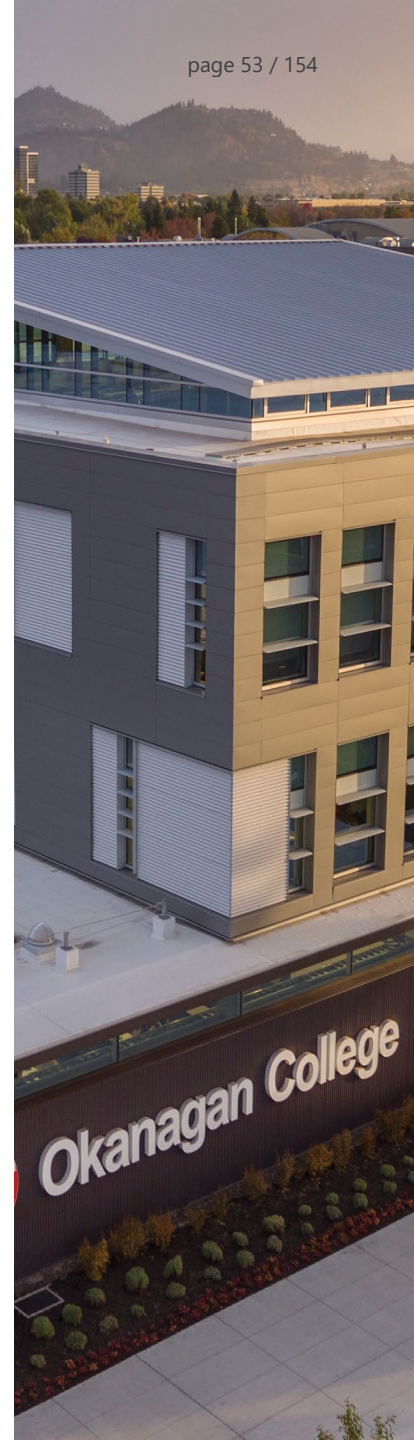
- International recruitment – Introduction of student visa caps (OC specific impact currently unknown).
- Cyber – remains a high environmental risk



Expanding Expectations for PSIs

- Student, Community, and Government expectations continue to expand. For example:
 - Mental health supports & Counselling
 - Increased demand for technology (Wi-Fi access, classroom tech)
 - Increased regulatory pressure (access, privacy, employment conditions)
 - Annual additive mandates
 - Increasing risks (Cybersecurity)

Result: Having to do more with less



2024/25 Budgetary Needs

Must have:

- Balanced Budget – no approvals from Treasury to run deficits in 2024/25
- Invest in Inspire Plan

Nice to have:

- Work towards bridging structural deficit
- Work towards building strategic risk reserve



FY25 Additional Budget Context

- Entering 3rd year of Inspire Plan
- COVID Impacts
 - Recovery in most areas
 - Domestic enrolment still soft
- Tuition approved
 - 2% domestic and 6% international increase approved for Fall 2024
- Provincial Grant
 - no new money or claw back expected
- Capital
 - Housing in Kelowna, Vernon, and Salmon Arm to be operational
 - Recreation and Wellness Centre- Construction to begin Spring 2024
 - Centre for Food, Wine & Tourism- Groundwork to begin Summer 2024



2024/25 Preliminary Budget

Comprised of:

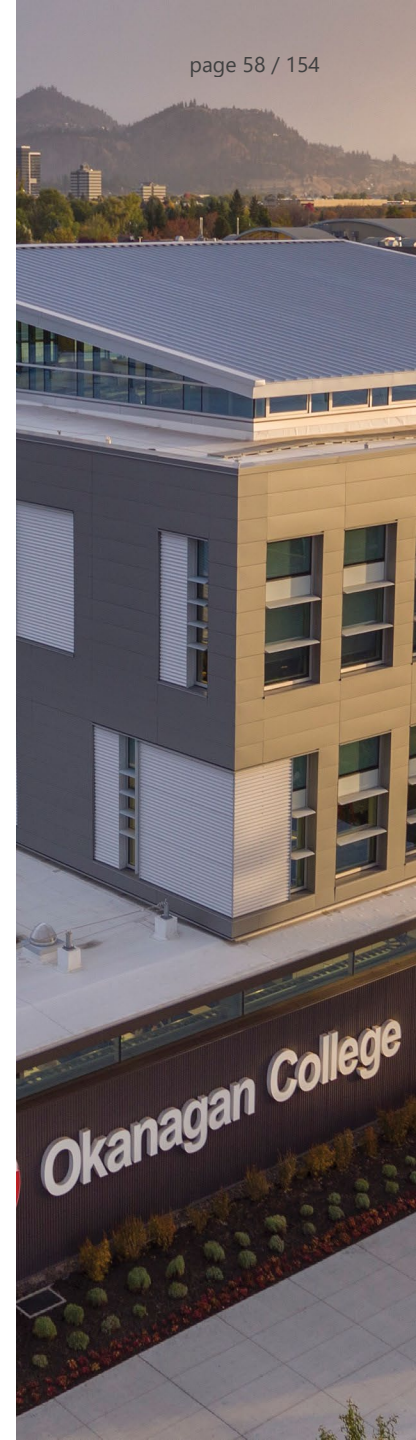
- Base Budget (Prior Year Approved Budget)
 - Vacancy Savings \$1.050M
 - Supplies and Services savings \$565K
 - Operating Contingency of \$610K
- Finance adjustments
- Removal of prior year one-time adjustments
 - Updated salary information
- Internal adjustments
- Mandatory contractual adjustments
 - One-time Professional Development Savings \$500K
 - Tuition
 - Domestic: 2% increase
 - International: 6% increase
- Targets
 - Tuition - Volume changes

Budget Process (\$)

	23/24 V2 Budget (Base Budget)	23/24 Remove "one time" items	24/25 Standard Budget (Starting Point)	24/25 Adjustments	24/25 Preliminary Budget
Revenue	140,227,763	(1,242,929)	138,984,834	9,941,823	148,926,657
Expense	137,807,220	3,767,011	141,574,231	8,636,299	150,210,530
Excess (deficiency)	2,420,543	(5,009,940)	(2,589,396)	1,305,524	(1,283,873)

Balanced Budget Recommendations

- Vacancy Savings - \$1.0m - \$1.9m
 - Based on 3-Year rolling average
 - Using \$1.3m to balance 24/25 budget
- Risk Reserves still held
 - Operating Contingency - \$500k
 - Strategic Initiative Funds - \$350k



New Initiatives from Inspire

Investments in Our Responsibilities

Reconciliation	EDISJ	Sustainability	Resilient	Effectiveness & Efficiency
<ul style="list-style-type: none"> ▪ Indigenous Roadmap ▪ Indigenous Advisory Council 	<ul style="list-style-type: none"> ▪ Accessibility Audits 	<ul style="list-style-type: none"> ▪ Campus Master Plan 	<ul style="list-style-type: none"> ▪ Recruitment and Retention Position ▪ Wellness Investment ▪ Training Investments 	<ul style="list-style-type: none"> ▪ Cybersecurity ▪ Process Transformation ▪ Data Management

Investments in Our Commitments

Inclusive & Equitable Access	Life-long Learning Partnerships	Integration & Focus
<ul style="list-style-type: none"> ▪ New Programs ▪ Mental Health 	<ul style="list-style-type: none"> ▪ Strategic Enrolment Management ▪ Student Experience 	<ul style="list-style-type: none"> ▪ Food, Wine & Tourism

Preliminary Budget with New Initiatives (NI)

	24/25 Preliminary Budget	24/25 Positive/Neutral NI	24/25 Unfunded NIs	24/25 Vacancy Savings	24/25 Draft Budget
Revenue	148,926,657	766,984	90,000	0	149,783,641
Expense	150,210,530	494,596	459,000	(1,380,485)	149,783,641
Excess(deficiency)	(1,283,873)	272,388	(369,000)	(1,380,485)	0

- Self-funded NI: Total \$860,000 funded by the Inspire Strategic Fund and Innovation Fund
- See listing of [New Initiatives](#)

2024/25 Operating Budget

REVENUE

	\$
Grants	76,969,357
Domestic tuition and mandatory fees	25,200,930
International tuition and mandatory fees	28,692,239
Contract services	4,130,767
Ancillary service sales	6,290,997
Investment income	1,090,000
Other Revenue	613,578
Post construction contributions	-
Amortization of deferred contributions	6,795,773
TOTAL REVENUE	\$149,783,641

EXPENSE

	\$
Salaries and benefits	108,915,870
Supplies and services	29,281,754
Interest on debt	1,592,962
Amortization of tangible capital assets	9,993,055
TOTAL EXPENSE	\$149,783,641
Excess (deficiency) of revenue over expense	0



2024/25 Capital Budget

	<u>\$</u>
OC Equipment Refresh	1,700,000
Housing Projects	12,951,258
Wellness Centre	8,000,000
Centre for Food, Wine & Tourism	10,562,324
RCA/CNCP	<u>4,001,450</u>
	<u>\$37,215,032</u>





BOARD OF GOVERNORS – BRIEFING NOTE

March 12, 2024

Agenda #: 4.2.3

Title	Risk Management Report and Summary		
Action and/or Recommendation	For Approval <u>Recommended motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Risk Register as recommended by the Finance, Audit and Risk Committee.”</i>		
Meets OC’s Inspire Plan...	Values <input type="checkbox"/> Students First <input type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction	Responsibilities <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input checked="" type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input checked="" type="checkbox"/> Effective and Efficient	Commitments <input type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

Background Statement

The Okanagan College risk management process was updated to develop the [Enterprise Risk Management \(ERM\) Guidelines](#). The ERM Guidelines were approved by the Board of Governors in March 2023. The process is now a key component of the Integrated Resource Planning process by using a risk-based approach to planning and embedding it into the budget planning process.

Under the ERM, the Board of Governors provides oversight of overall risk management at the College, Executive Committee approves the major risk categories and Leadership Council is responsible for identifying and scoring institutional risks. Deans and Directors are responsible for mitigation plans and embedding those risks within their unit’s resource plans.

A summary of major or severe risks, mitigation strategies, and risk treatment updates are presented in the attached Risk Register Summary and Risk Heat Map. The Board is asked to review the penultimate version of the risk register presented. As part of its oversight of risk responsibilities, the Board of Governors annually approves the Risk Register Summary and Risk Heat Map.

Reference Materials

- Risk Register
- Risk Heat Map

Supporting Analysis

The Risk Register identifies and reviews in detail the common risk themes that are a risk for the institution as a whole. Risk mitigation strategies for each risk are determined to ensure the potential impact on Okanagan College is minimized by ensuring resources are allocated to reduce these risks.

The severe to major risks of each risk category are summarized in the risk register and risk management summary.

The Risk Heat Map provides an overview of the movement of each primary risk following mitigation. Mitigation for each risk ensure the potential impact on Okanagan College is minimized by ensuring resources are allocated to reduce the risks.

The following risks are with the register approved by the Board of Governors in March 2023:

- Cyber related risk to infrastructure continues to have a high inherent risk. Through mitigation steps taken following the 2023 cyber attack, however, the residual risk is lowered to High/Normal rather than High. Additional details regarding cyber risk can be found in the President's report.
- Employee recruitment remains a major risk. Pending approval by the Board of Governors of the Fiscal Year 2024/25 budget, a direct investment will be made toward a recruitment specialist to continue mitigation of this risk.
- Financial Resources remains a major risk driven primarily by stagnation of government funding and tuition increases below inflationary pressures.
- Enrolment remains a significant risk to the organization. Actions taken during the 2023/24 year to develop role directly related to strategic enrolment should begin showing impact on enrolment numbers in the next 2-3 years.
- Achievement of the Inspire plan continues to be a significant risk driven primarily by the necessity to design, monitor, and implement change initiatives.

New to the 2023/24 Risk Register, at the request of the Board of Governors, is climate related risk as a significant risk. Members will note that the focus on the climate related risk relates primarily to climate transition risks (i.e., the risks posed to the organization by the transition toward a green economy and net-zero expectations). Transition risks include policy, legal, technological, market, and reputational risk. First evaluation of climate related risks has identified policy and reputational risks as being categorized as having Major inherent risk to the organization primarily because of the significant operational and capital financial risk to the College. Transition risks are distinct from acute and chronic physical risks related to climate. Non-inclusion of these physical risks should not be taken as signalling the absence of attention to said physical risks by the College. Rather, the acute weather risks (e.g., fire, storms, heat waves, cold snaps, etc.) are key drivers behind the business continuity planning undertaken by the College. Administration will continue to refine the work related to climate related risks during the 2024/25 year. Further amendments, as appropriate, will be identified in September 2024 or March 2025.

Alignment to the Strategic Plan Roadmap

Financial Sustainability and Accountability. Risk management is an integral part of the Integrated Planning Process by following a risk-based approach to planning and allocating funds and resources.
Effectiveness and Efficiency.

Risk Implication & Mitigation Steps







Institutional risks are identified, and mitigation steps are provided in the attached report. These risks include a wide variety of potential issues the College faces.

Proposed and Prepared by

Curtis Morcom, CFO & Vice President, Corporate Services

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Leadership Council	1/26/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OC Executive Team	2/7/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Finance, Audit and Risk Committee	2/13/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Neil Fassina, President	2/28/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Finance, Audit and Risk Committee	3/05/2024

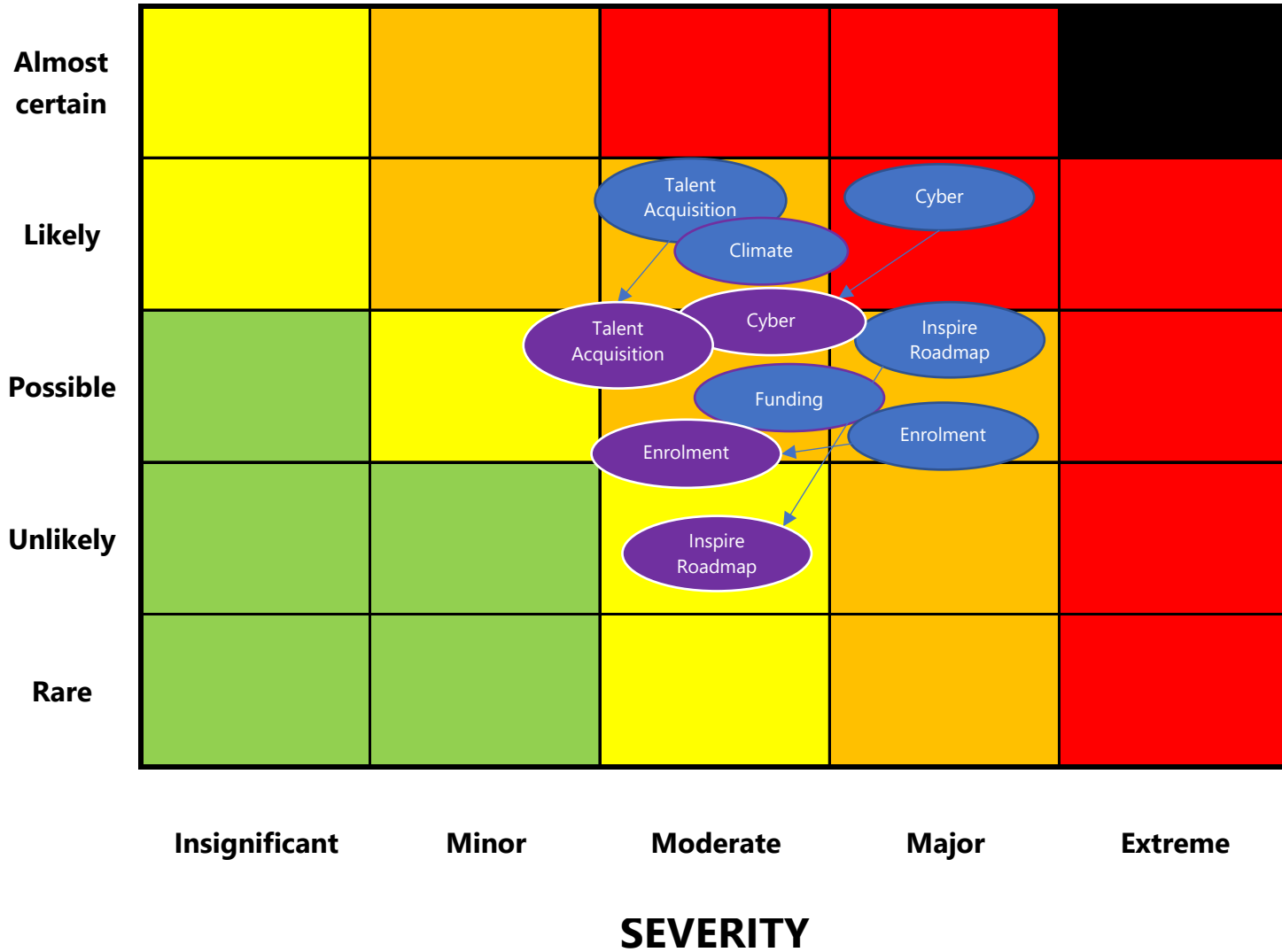
March 2024

Risk and Description			Rating	Residual Risk Ratings/Responses				March 2024	Risk Trend
Risk	Risk Category	Risk Element/Description	Inherent Risk Rating	Risk Response	Risk Response Tactics (Controls in place)	Value / effectiveness of Response	Residual Risk Rating		
Enrolment	Financial	- Declining enrolments could have a negative impact on a programs sustainability - Federal government recently announced incoming cap on new international student study visas	Major	Monitor	- promoting and actively recruiting for low enrolment programs through multi-faceted strategies - developing alternative content delivery measures, including the use of technology, to preserve and enhance programming throughout the region - several Inspire roadmap projects, such as Strategic Enrolment Management (SEM) development and program health, will further inform action on this risk	Medium	Major	- newly hired Director, Strategic Enrolment Management (SEM) started mid-January 2024, and is establishing foundational operational SEM structure - hired an AD, Recruitment and Enrolment Manager and implementation of a centralized approach to student recruitment - developing and implementing a multi-year Recruitment Marketing Plan, an IT plan to support enrolment data capture, and a Student Experience strategy - assessing and monitoring potential impact of the federal imposed cap on new international student visas, as more info becomes available to assess impact on OC	
Employee Recruitment	Human Resources	Ability to recruit needed talent is challenged to market conditions	Major	Mitigate	- be more strategic and proactive in hiring plans - advertise positions more aggressively externally	Medium	Major	- recent collective agreement settlements have seen significant increases which should help overall recruitment. Will monitor. - there was also an extension of a labour market premium to more IT positions - Current state assessment of OC's recruitment approach and recommendation of changes is planned - Updated OC Employment Opportunities website with new branding and refreshed content to attract more candidates to College	
Cyber Risk	Infrastructure	External intrusion from a cyber security breach	Severe	Mitigate/Monitor	- IT Department with latest security protocols, fully implemented multi-factor authentication (MFA), end point protection - Shared IT security knowledge within BCNet and other institutions	High	Major/Normal	- multi-factor authentication College-wide for staff and students - end user protection installed - fully implemented MS login for all major systems and services (reduces multiple points of entry) - majority of major systems now reside in cloud - completing final testing to connect to EduRoam - decommissioned several home built software systems - College-wide cyber-security awareness is available - October is cyber-awareness month with several activities planned - result - due to environment, maintain HIGH risk rating but will do more testing to verify current posture	
Financial Resources	Financial	Government funding has not kept pace with growth and inflation over a period of several years.	Major	Monitor	- actively pursuing alternate funding in contract training and research - as new student housing is completed look for opportunities to increase international enrolment in Vernon and Salmon Arm	Low/Medium	Major	- continue to pursue contract training initiatives. - new funding from government for excluded wage increases for last two years has helped - student housing to be completed Jan 2024 in Kelowna and Sept 2024 for Vernon/Salmon Arm	
Strategic Capacity	Strategic	Ability to achieve the milestones and objectives within the Inspire roadmap	Major	Monitor	- constantly monitoring of project charters by Leadership Council - involving more levels of the organization into projects to increase capacity	High	Moderate	- Leadership Council reviews and assesses project regularly, ensuring cross-portfolio connections and support, and adjusting as necessary - Executive continues to monitor project charter progress	
Climate	Financial	Transition policy and reputational risks may result in unexpected OpX or CapX expenditures	Major	Monitor / Mitigate	- monitoring of internal and external culture related to federal or provincial policy. - proactive carbon reduction activities and strategy development.	Medium	Major	- newly introduced climate risk to be further developed and matured for September 2023 and March 2024 risk register development	

Okanagan College Summary Risk Heat Map as at March 2024

Initial Risk
Mitigated Risk

LIKELIHOOD





BOARD OF GOVERNORS – BRIEFING NOTE

March 12, 2024

Agenda #: 4.3.1

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

Background Statement

On January 29, 2024, the Intimate Images Protection Act was brought into force. This legislation makes it unlawful to distribute or threatening to distribute intimate images depicting an individual, without that individual's consent; and allows for the withdrawal of consent and subsequent requirement to take reasonable efforts to make the image unavailable to others.

As a result of the new legislation, updates were made to the Sexual Violence and Misconduct Policy and Procedures as follows:

- 1) Within the definition of Sexual Violence and Misconduct, “intimate images” includes the meaning as defined in the Intimate Images Protection Act.
- 2) The Procedures will outline the new reporting option available under the Civil Resolution Tribunal. Similar to other reporting options, supports are still available from the College to complainants.

The Board receives an annual overview of reports made under this Policy. The Policy and Procedures are scheduled for a full regular review in the 2025/26 policy workplan.

Reference Materials

- Revised Sexual Violence and Misconduct Policy (redline)

Supporting Analysis

The attached revised policy reflects minor updates to the definition of Sexual Violence and Misconduct based on the legislation to include the threat of, or distribution of, intimate images as defined under the Intimate Images Protection Act. The updates to the policy and procedures were reviewed by external counsel in August 2023 before the Intimate Images Protection Act came into force.

While not included for Board approval, a reporting option through the Civil Resolution Tribunal has been added to the Procedures. Complainants may make an intimate image claim under the Civil Resolution Tribunal dating back to March 6, 2023.

Alignment to the Strategic Plan Roadmap

Policy and Procedure Renewal Plan.

Risk Implication & Mitigation Steps

Legal: Updates to this policy ensure the College is aligned with current legislation.

Proposed and Prepared by

Gillian Henderson, Associate Vice President, People Services

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Neil Fassina, President	2/28/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Human Resource & Compensation Committee	3/5/2024
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.



SEXUAL VIOLENCE AND MISCONDUCT POLICY

Policy Area:	Board
Policy Number:	SVPL_2308R_BG/PVPA
Policy Sponsor:	Associate Vice President, People Services
Policy Contact:	Dean, Students
Stakeholders:	Students, Employees, Board of Governors
Authority:	<i>College and Institute Act</i> <i>Sexual Violence and Misconduct Policy Act</i>
Approval Authority:	Board of Governors
Approval Date:	
Effective Date:	
Replaces or New:	Sexual Violence and Misconduct Policy (SVPL_2206_BG/VPS)
Last reviewed:	August 2023 Scheduled review date: June 2025

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

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

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

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

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

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

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

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

2. Purpose

- 2.1 The purpose of this policy is to clearly state the College's commitment to addressing Sexual Violence and Misconduct by:
- a) Creating a learning and working environment in which Sexual Violence and Misconduct is not tolerated;
 - b) Working with Housing staff to ensure, to the best of our abilities, that the College's Student Housing is a safe living environment;
 - c) Promoting a culture of Consent to prevent Sexual Violence and Misconduct;
 - d) Establishing a fair, supportive and effective response to Complaints and Disclosures of Sexual Violence and Misconduct;
 - e) Providing education to the College community about prevention of Sexual Violence and Misconduct;
 - f) Promoting of a culture of safety, support, and openness that diminishes sexual aggression and survivor blaming;
 - g) Assisting those who have experienced Sexual Violence and Misconduct by providing information and support, including provision of counselling and/or referral to medical care, and appropriate academic and/or other accommodations;
 - h) Defining the roles of individuals responsible for implementing and carrying out the programs and practices outlined in this policy;
 - i) Using clear, appropriate and fair processes for handling Complaints and Disclosures of Sexual Violence and Misconduct.
 - j) Advancing on-campus supports to provide psychological and emotional support, assistance with safety planning and referrals to other services, including medical services;
- 2.2 The following link provides information on the internal and external resources that can assist those who have experienced Sexual Violence and Misconduct:
<https://www.okanagan.bc.ca/sexual-violence-awareness>.
A Disclosure or a formal Complaint of Sexual Violence and Misconduct does not have to be made/filed to obtain these supports.

3. Scope and Application

- 3.1 This Policy applies to Students, Employees, members of the Board of Governors, contractors, volunteers and visitors participating in a College-Related Activity.
- 3.2 Procedures under the Student Non-Academic Misconduct Policy will govern the investigation or resolution of a Complaint under this Policy.
- 3.3 This Policy is not intended to supersede or interfere with Collective Agreement provisions or other legal processes.
- 3.4 Anyone who has experienced Sexual Violence and Misconduct has the right to pursue criminal or civil legal avenues whether or not they choose to file a Complaint or make a Disclosure under this Policy.
- 3.5 All processes under this Policy will be undertaken in compliance with principles of Procedural Fairness and will appropriately protect the rights of both the Complainant and the Respondent.
- 3.6 The College recognizes that some individuals may be hesitant to disclose or report Sexual Violence and Misconduct in cases where they have been drinking while underage or using drugs at the time that the offence took place. A Complainant or Okanagan College Community member acting in good faith, who discloses or reports Sexual Violence and Misconduct will not be subject to penalties for violation of any College policies related to drug and alcohol use at the time that the Sexual Violence and Misconduct took place.

4. Definitions Used in this Policy

Case Management Group	Means a subgroup of the designated Violent Incident Response Assessment Team (VTRA) and consists of the Dean, Students, the Manager, Security & Crisis Management, and one Campus Administrative Manager.
Coercion	Means, in the context of sexual assault/sexual violence, unreasonable and persistent pressure for sexual activity. Coercion is the use of emotional manipulation, blackmail, threats to family or friends, or the promise of rewards or special treatment, to persuade someone to do something they do not wish to do, such as being sexual or performing particular sexual acts.
College Community	Means Students, Employees, members of the Board of Governors of the College, contractors, volunteers and visitors.
College-Related Activity	Means an activity occurring on College property (including in Student housing), at College sanctioned events or conducted under the authority of the College. To be a College-Related Activity the activity must have a real and substantial connection to the College, or College-related functions, whether the activity occurred on College property, in person or online. <i>In exceptional circumstances, incidents which do not occur on College property, or at College sanctioned events and are not conducted under the authority of the College may still be found to have a substantial connection to the College where they adversely affect the complainant's course of learning, teaching, or work, and may fall within the scope of this policy.</i>

Complainant	Means a person who seeks recourse under this Policy based on a belief that they have witnessed or experienced conduct which is prohibited by this Policy. The College may act as a Complainant in appropriate circumstances.
Complaint	Means a verbal or written statement of alleged facts made by a Complainant seeking recourse under this Policy. A Complaint can be made by a person who has experienced Sexual Violence and Misconduct or who has been a witness to Sexual Violence and Misconduct. A Complainant may use the Complaint Form included with this Policy to file a Complaint. A Complaint may be made anonymously but this may impact on the College's options for addressing the Complaint.
Consent	<p>Means an agreement between individuals that is active, direct, voluntary, uncoerced, ongoing, unimpaired and based on a conscious choice to engage in sexual activity. Consent can be withdrawn at any point.</p> <p>For greater clarity:</p> <ul style="list-style-type: none">a) Consent is active, not passive or silent.b) Consent must be affirmative, ongoing, informed, respectful, and engaged. There is no Consent when a person, by words or conduct, expresses a lack of agreement to engage in the activity.c) Consent can never be assumed or implied. It is the responsibility of the person who wants to engage in physical contact or sexual activity to make sure they have Consent from the other person(s) involved.d) Consent can be withdrawn regardless of whether other sexual activities or previous agreements to sexual activity have taken place.e) Consent only applies to each specific instance of sexual activity.f) Consent to one kind of sexual activity does not mean that Consent is given for another sexual activity.g) Consent cannot be obtained through threats, coercion or other forms of control and intimidation, which includes an abuse of a position of trust, power or authority.h) Consent is not obtained if any individual is:

- i) incapacitated due to consumption of alcohol or drugs; any sexual activity involving alcohol or drug use requires the standard of affirmative Consent; the use of alcohol and/or drugs by an individual never implies Consent and should not be assumed to have played a role in causing a survivor's experience of sexual violence;
 - ii) asleep or unconscious; or
 - iii) under the legal age of Consent as defined in the Canadian *Criminal Code*.
- i) Impaired judgement on the part of the Respondent that leads them to think or believe there was Consent is not an excuse for an act of Sexual Violence or Misconduct.
 - j) A person is incapable of giving Consent to a person in a position of trust, power or authority, such as a faculty member initiating a relationship with a student who they teach, or an administrator in a relationship with anyone who reports to that position.

Disclosure	Means the act of reporting or informing the College about an incident or experience of Sexual Violence and Misconduct, whether or not that individual chooses to make a Complaint or take other action. A Disclosure can be made for the purposes of obtaining support and services and/or learning about options to make a formal Complaint.
Employee	Means any person employed by (or who has an appointment with) the College. <i>For the purposes of this policy, Employee includes members of the Board of Governors.</i>
No-Contact Directive	Means a directive from the College to a person to refrain from contacting or interacting with another person, or any other directive as may be determined by the College.
No-Contact Undertaking	Means an agreement, mutually undertaken by two or more people, to refrain from contacting or interacting with one another based on specified conditions.
Procedural Fairness	Means the fairness of the process by which a decision is made under this Policy. It includes but is not limited to the right of the Respondent: <ul style="list-style-type: none"> a) To be notified of the Complaint; b) To know the substance of the Complaint; c) To have the opportunity to respond to the Complaint; and d) To have a decision made by an impartial decision maker.
REES	Means a secure online platform for reporting sexual harassment, misconduct and assault and is located at www.reescommunity.com .

Representative	Means an appropriate person whom Complainants and Respondents may engage to assist them throughout the process of filing or responding to a complaint. An appropriate Representative may be a student representative from the OCSU or VSAOC, an Employee of the institution, a union steward for Employees, or an outside Representative of the individual's choice.
Respondent	Means the person accused of Sexual Violence or Misconduct.
Retaliation	Means any adverse action or threatened action taken, or made, through any means, including through social or other electronic media, against a person who engages with this policy or against a person associated with anyone who engages with this policy. Retaliation includes but is not limited to threatening, intimidating, or harassing conduct that could discourage a person from seeking support or other services, disclosing or reporting Sexual Violence or Misconduct, participating in an investigation, or otherwise engaging with this policy.
Sexual Violence and Misconduct	<p>Means any contact or conduct of a sexual nature or act targeting a person's sexuality, gender identity or gender expression whether the act or contact/conduct is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's Consent, and includes without limitation:</p> <ul style="list-style-type: none"> a) Sexual Assault; b) Sexual Harassment; c) Stalking; d) indecent exposure; e) voyeurism; f) sexual exploitation; and g) non-consensual distribution/posting of sexually explicit images of a person to one or more persons. g) <u>the distribution of an intimate image, within the meaning of the <i>Intimate Images Protection Act</i>, without the consent of the individual(s) depicted in the image; and</u> h) <u>threatening to distribute an intimate image depicting an individual.</u>
Sexual Assault	<p>Means any contact of a sexual nature undertaken without Consent from all participants. Sexual assault can be committed by a partner, friend or acquaintance, a person in a position of authority or a stranger. It may occur between individuals regardless of sexual orientation, gender, gender identity or relationship. Sexual assault can include:</p> <ul style="list-style-type: none"> a) a range of non-consensual sexual activities, including sexual touching, kissing, oral sex, or vaginal/anal penetration; b) sexual contact that is forced, manipulated or coerced.

- c) when an individual engages in sexual activity with another person they know or ought reasonably to have known is mentally or physically incapable of giving or refusing Consent, such as when a person is unconscious, blacked out, intoxicated through the use of alcohol or drugs or otherwise incapable due to a mental or physical disability;
- d) drug-facilitated sexual assault where the use of alcohol and/or drugs by a person to control, overpower, or subdue a person for sexual purposes; and,
- e) stealthing, which is the act of removing any protective barrier (i.e. condom, latex dam) during sex without the Consent of the partner.

Sexual Harassment

Means unwelcome conduct of a sexual nature, including conduct of a verbal, physical or non-verbal nature, based on sex, sexual orientation, gender identity, or gender expression, where the person responsible for the remarks, behaviours or communications knows or ought reasonably to know that such conduct is unwelcome and the conduct has the effect of creating an intimidating, hostile or offensive learning or working environment or otherwise interferes with a person's educational or work performance . It includes, but is not limited to:

- a) when submission to, or tolerance of, sexualized conduct is made as a term or condition of educational or employment progress; or as the basis for an educational decision or an employment decision;
- b) sexual solicitations, advances, remarks, suggestive comments and gestures (including songs and chants);
- c) the inappropriate display of sexually suggestive pictures, posters, objects or graffiti;
- d) non-consensual distribution/posting of sexually explicit images of a person to one or more persons;
- e) aggressive comments and slurs on any form of social media;
- f) physical contact of a sexual nature; and
- g) sexual conduct that interferes with an individual's dignity or privacy such as voyeurism and exhibitionism.

Stalking

Means conduct that causes an individual to reasonably fear for their physical or mental safety. Stalking behaviours may include, but are not limited to: non-consensual communications (face to face, phone, email, social media), threatening and obscene gestures, surveillance, sending repetitive unwanted gifts and uttering threats. Examples of stalking include:

- a) repeatedly following a person or someone known to them;
- b) repeatedly communicating with a person or someone known to them;
- c) besetting or watching a person's home, or place where the person, or someone known to them, resides, works, carries on business or happens to be; or

- d) engaging in threatening conduct toward another person or a member of their family.

Student Means any person enrolled as a Student at Okanagan College.

Trauma Informed Approach Means understanding the impacts of sexual misconduct and sexualized violence on individuals and responding in a manner that promotes empowerment and recovery and minimizes re-traumatization.

5. Confidentiality

- 5.1 Personal information, whether oral or written, which is collected, received, or compiled from a Complaint and through the course of an investigation and resolution process will be treated as confidential by the College in accordance with privacy legislation.
- 5.2 All individuals involved in the Complaint resolution and investigation process must keep confidential all information received about the Complaint, except as expressly set out in this Policy, or as required by law.
- 5.3 Where reasonably necessary and as applicable, the Associate Vice President, People Services, Dean of Students, or investigator may disclose such information to the appropriate individuals in order to:
 - a) protect health and safety;
 - b) administer the Policy and appropriately address the Complaint in accordance with the Policy;
 - c) ensure a full and fair investigation into the Complaint;
 - d) implement corrective measures;
 - e) obtain legal advice; or
 - f) inform law enforcement of reasonably suspected criminal activity or serious risk of bodily harm to an individual in keeping with privacy legislation.

6. Prohibited Conduct

- 6.1 Sexual Violence, Sexual Harassment, and Sexual Assault within the scope of this Policy are strictly prohibited.
- 6.2 It is contrary to this Policy for anyone to retaliate, engage in reprisals, or threaten to retaliate against a person in connection with:
 - a) making a report of Sexual Violence and Misconduct;
 - b) filing a Complaint;
 - c) making a Disclosure;
 - d) participating in an investigation or resolution process under this Policy; or
 - e) accessing any other remedy available under this Policy.

7. Roles and Responsibilities of the College Community

- 7.1 While everyone on campus has a role to play in responding to incidents of Sexual Violence and Misconduct, some campus members will have specific responsibilities which might include:
- a) Provision of awareness and prevention strategies related to Sexual Assault/Sexual Violence and promotion of a culture of safety, support and openness that diminishes sexual aggression and survivor blaming;
 - b) On-campus supports to provide psychological and emotional support, assistance with safety planning and referrals to other services, including medical services;
 - c) Interim Measures (temporary measures or restrictions before an investigation or resolution process is commenced or concluded) implemented by the College, as may be appropriate for safety of the individuals involved and the College community – see *Procedures for Student Non-Academic Conduct Investigations: Initial Review of Complaint (section 3.5)*.
 - d) The responsibility of faculty, staff and administrators to facilitate academic accommodations and other needs of those who have been affected by Sexual Violence and Misconduct, e.g., extensions on assignments, continuing studies from home, and dropping courses;
 - e) The responsibility of student housing staff to facilitate safe living arrangements to the best of our abilities;
 - f) The responsibility of People Services to assist with investigations and gathering of evidence with any incidents of allegations of sexual misconduct involving Employees; and,
 - g) The responsibility of Student Services to assist with investigations and gathering evidence, to implement measures to reduce sexual assault/sexual violence on campus, and to collaborate with local police where appropriate.

8. Academic Accommodations

- 8.3 A Student who has experienced Sexual Violence and Misconduct may require an academic accommodation (for example, exam deferral, an extension on an assignment, withdrawal from a class, relocation of studies to another campus or from home, etc.).
- 8.4 Accommodations will be supported by a student services professional in consultation with the student, with the student's consent and whenever possible by the individual who receives the disclosure. Accommodations are individual and determined by the student's specific needs. Students are not required to file a Complaint of Sexual Violence and Misconduct to be considered for an academic accommodation.

9. Procedure

Disclosures or Complaints – how to report an incident

- 9.1 The College encourages all Students and Employees to report Sexual Violence and Misconduct so that it can be addressed.
- 9.2 Click [here](#) for the reporting options available to anyone who has experienced or witnessed sexual violence.

Investigations – how the College will respond to a complaint

- 9.3 The College will investigate all Complaints through a neutral impartial process.
- 9.4 When the Respondent is an employee, the procedures under the College's *Employee Discrimination, Bullying and Harassment Policy* will govern the investigation and/or resolution process. The College will ensure that the investigator appointed is familiar with this policy.
- 9.5 When the Respondent is a student, the procedures under the College's *Procedures for Student Non-Academic Conduct Investigations: Process for a Major Infraction (section 3.10)* will govern the investigation and/or resolution process. The College will ensure that the investigator appointed is familiar with this policy.
- 9.6 The College reserves the right to specify alternate processes for the handling of a complaint lodged by a member of the College Community who is not a Student, Employee or member of the Board of Governors.
- 9.7 The College may implement temporary measures or restrictions before an investigation or resolution process is commenced or concluded as may be appropriate for safety of the individuals involved and the College community (see *Procedures for Student Non-Academic Conduct Investigations: Initial Review of Complaint (section 3.5)*).

10. Review and Reporting

- 10.1 This Policy will be reviewed at least once every three years.
- 10.2 On an annual basis the President will report to the Board on the implementation of this Policy.
- 10.3 The College reserves the right to determine the appropriate College policy, processes and procedures to follow to address a Complaint or initiate an investigation.

11. Related Acts and Regulations

Intimate Images Protection Act
Workers Compensation Act (BC)
Occupational Health and Safety Regulations

12. Supporting References, Policies, Procedures and Forms

Code of Ethical Practices Policy
Employee Discrimination, Bullying and Harassment Policy
Health and Safety Policy
Safe Disclosure Policy
Social Media Policy and *Guidelines for Use of Social Media*
Student Non-Academic Misconduct Policy
Use of Information Technology Resources Policy
Violent and Threatening Behaviour Policy

History / Revisions

Date *Action*

2022-06-22 *Approved by the Board of Governors:*
Sexual Violence and Misconduct Policy



BOARD OF GOVERNORS – BRIEFING NOTE

March 12, 2024

Agenda #: 4.4.1

Title	Transfer Credit Policy		
Action and/or Recommendation	<p>For Approval</p> <p><u>Recommended Motions:</u></p> <p><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors rescinding the following policies as recommended by the Governance Committee:</i></p> <ul style="list-style-type: none"> • <i>Transfer Credit Policy (2010);</i> • <i>ABE Transfer Credit Policy (2010);</i> • <i>General Certificate of Secondary Education (GCSE) A-Level Courses Transfer Credit Policy (2011);</i> • <i>OC Calendar - Academic Requirements for Program Completion and Graduation section 5. Transfer Credits Towards a Degree, Diploma or Certificate Program.”</i> <p><i>“BE IT RESOLVED that the Okanagan College Board of Governors approve the Transfer Credit Policy as recommended by the Governance Committee.”</i></p>		
Meets OC’s Inspire Plan...	<p>Values</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students First <input type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction 	<p>Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input checked="" type="checkbox"/> Effective and Efficient 	<p>Commitments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

Background Statement

As we continue the work to update College policies it is being recommended that we combine into one clear policy principles found in several policies and within the College Academic Calendar regarding transfer credit. These previous policies and statements include:

- Transfer Credit Policy (approved 2010)
- Adult Basic Education (ABE) Transfer Credit Policy (approved 2010)
- General Certificate of Secondary Education (GCSE) A-Level Courses Transfer Credit Policy (approved 2011)
- Academic Requirements for Program Completion and Graduation - section 5. Transfer Credits Towards a degree, Diploma or Certificate Program.

The new Transfer Credit policy supports student access and mobility, individual learning and assists student to avoid repeat learning. As we are combining several documents into one policy it is not possible to provide the Board with a track changes version however some of the highlights include:

- Adding clear and concise principles to provide clarity to students and employees on specific standards applicable to transfer credit.

- Including principles for articulation.
- Including principles for course equivalency.
- Separating policy from procedures.

Reference Materials

- Transfer Credit Policy - draft
- *While not included in the Governance package the old policies may be found at the following links:*
 - [Transfer Credit Policy](#)
 - [ABE Transfer Credit Policy](#)
 - [General Certificate of Secondary Education A-Level Courses Transfer Credit Policy](#)
 - [OC Calendar - Academic Requirements for Program Completion and Graduation \(Section 5 only\)](#)

Supporting Analysis

Consultations regarding the proposed revisions to the policy included the Registrar's Office, OC's Provost Council, Education Council, and Executive Team.

Education Council Analysis:

This policy falls within the items listed in [Article 25 of the College and Institute Act](#) which requires that "To be implemented, decisions concerning the following matters must have joint [Board and Education Council] approval...

- (a) *curriculum evaluation for determining whether*
 - (i) *courses or programs, or course credit, from another institution, university or other body are equivalent to courses or programs, or course credit, at the institution, or*
 - (ii) *courses or programs, or course credit, from one part of the institution are equivalent to courses or programs, or course credit, in another part of the institution;"*

The following information and advice is provided by Education Council for consideration of the Governance Committee:

Draft policy reviewed by Education Council on 1/11/2024.

Education Council supports approval of the policy with no changes suggested.

Alignment to the Strategic Plan Roadmap

Effectiveness and Efficiency: Reviewing this policy aligns it with the Policy Framework and meets our responsibility to reimagine policy and procedure renewals. The review will allow Administration to be more efficient in managing the procedures of these policies.

Students first. Students will benefit from the clarity of the updated policies and procedures, which have been drafted to demonstrate compassion for the holistic wellbeing of students.

Risk Implication & Mitigation Steps

Operational. Regular reviews of policy and procedures are necessary to ensure that students are able to navigate the College's policies and procedures that pertain to them. Separation of policy and

procedure under the new Policy Framework will allow Administration to more quickly respond to process changes required to meet the operational requirements of these policies.

Proposed and Prepared by

Dr. Samantha Lenci, Provost & Vice President Academic

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OC Associate Deans	9/20/2023
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Transfer Credit Committee	10/5/2023
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OC Deans Forum	11/9/2023
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Education Council	1/11/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OC Executive Team	2/21/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Neil Fassina, President	2/28/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Governance Committee	3/05/2024



TRANSFER CREDIT POLICY

Policy Area:	Board and Academic
Policy Number:	
Policy Sponsor:	Provost and Vice President Academic
Policy Contact:	Registrar
Stakeholders:	Student and Employees
Authority:	<i>College and Institute Act</i>
Approval Authority:	Board of Governors and Education Council
Approval Date:	
Effective Date:	
Replaces or New:	Transfer Credit Policy (2010); ABE Transfer Credit Policy (2010); General Certificate of Secondary Education (GCSE) A-Level Courses Transfer Credit Policy (2011); OC Calendar - Academic Requirements for Program Completion and Graduation section 5. Transfer Credits Towards a Degree, Diploma or Certificate Program
Last reviewed:	January 2024 Scheduled review date: January 2029

Procedures: *Procedures for Transfer Credit*

1. Policy Statement

Okanagan College recognizes transfer of credit from other domestic and foreign accredited post-secondary institutions. Course equivalency assists students within Okanagan College to attain credit for courses/work already completed at Okanagan College. Together transfer credit and course equivalency affect how students move through their education journey.

2. Purpose

The primary purpose of the transfer of credits is to increase students' access to post-secondary education by facilitating mobility between other institutions and Okanagan College. Course equivalency allows students to attain credits without having to repeat learning. This policy outlines the parameters for transfer credits and course equivalency within Okanagan College.

3. Scope and Application

- 3.1 This policy is applicable to all students who request to transfer credits earned at other institutions and to students who have completed courses at Okanagan College and seek course equivalency in a subsequent credential.
- 3.2 This policy is applicable to all employees involved in the transfer credit and/or course equivalency procedures.

4. Definitions

Advanced Standing	Means placement at a certain level of study when entering a program or course based on assessment of previous work or on achievement in a placement test.
Articulation	Means the process whereby institutions assess courses offered at other institutions to determine whether to grant course credit toward their own programs or credentials. Articulation is therefore the process, while transfer credit is the end result.
Assigned Credit	Means the credit value that is 'assigned' to a course at a sending institution, is assessed as being equivalent to a specific course at a receiving institution. The receiving institution (Okanagan College) makes the determination of the credit value.
BC Transfer Guide	Means the list of transfer agreements between BC Transfer System members. The BC Transfer Guide includes listings for course-to-course transfer, block transfer, degree partnerships, and program-specific transfer guides.
Block Transfer	Means a transfer agreement in which a predetermined number of transfer credits is granted to transferring students who have successfully completed a certificate, diploma, or cluster of courses at another institution.
Cluster Credit	Means the credit awarded when two or more courses must be combined, at either the sending or the receiving institution, for a student to obtain credit for equivalent courses at the receiving institution. For example, UBC BIOL 112/114 = OC BIOL 131/132.
Course Outline / Syllabus	Means a description of the main content, organization, and expected learning outcomes of a course. A course outline/syllabus normally includes such information as the number of credits awarded for successful completion of the course, hours of class time required, evaluation procedures, assignments, texts, and readings.
Course Equivalency	Means the granting of equivalency for courses taken at Okanagan College.
Credential	Means a qualification awarded by an accredited post-secondary institution to recognize successful completion of a program of study.
Exemption	Means the waiving of a program or course requirement.
Substitution	Means a course that takes the place of a required course in a program provided the course substitution meets the program requirement content.
Residency Requirement	Means a specific number of courses that must be taken at Okanagan College to complete a credential.

Transfer Credit	Means the granting of credit toward a credential by one institution for programs or courses completed at another institution.
Transfer Credit System	Means the electronic system operated by BC Council on Admissions and Transfer that allows institutions to request transfer credit and to submit evaluations of transfer credit agreements.
Unspecified/ Unassigned Credit	Means where an exact OC equivalent does not exist, general or unassigned transfer credit may be granted as closely as possible to the originating course.

5. Transfer Credit Principles

- 5.1 Transfer Credit will normally be considered from accredited post-secondary institutions. As much as possible, the granting of Transfer Credit will allow for maximum recognition of courses completed at another institution.
- 5.2 Transfer Credit will only be assessed once a student has been accepted into a program.
- 5.3 Transfer Credit will be granted for recognized transfer courses provided that the course grade is at least 50%. For vocational health and social development program courses, Transfer Credit will be granted provided the course grade meets the minimum passing standard.
- 5.4 Grades from transferred courses are not recorded and therefore not included in a student's grade point average calculation.
- 5.5 Credits from transferred courses are not considered in a course load calculation.
- 5.6 Graduate course work will not be considered for Okanagan College Transfer Credit.
- 5.7 Credits from a higher awarded credential in the same discipline are not normally eligible for transfer to a lower credential.
- 5.8 Recognition of Transfer Credit by Okanagan College does not imply or guarantee that the transferred credits will be recognized by another institution.
- 5.9 The granting of credit for a transferred course does not guarantee that the transferred course will meet a particular program requirement. Students need to consult with the Department Chair to determine if their Transfer Credits are applicable to their new program requirements.
- 5.10 Transfer Credit may not be given for courses in credentials not declared at the time of admission.
- 5.11 Residency Requirements in some programs may limit the number of transfer credits to a particular program. Residency Requirements can be viewed in specific Program Descriptions in the College calendar.
- 5.12 Some programs have 100% Residency Requirement and may not accept any Transfer Credits or may require the student to enroll in Substitution courses for any exempted courses.
- 5.13 Transfer Credit requests from international institutions will be evaluated by the same process as domestic institutions. All international institutions from which Transfer Credit is requested must be accredited.
- 5.14 Students with out-of-country transcripts are required to submit detailed course outlines before credit will be assessed. Transcripts and course outlines in languages other than English must be submitted with official translations into English.

6. Articulation of Courses

- 6.1 Transfer Credit will be granted in accordance with established Articulation agreements and/or affiliation agreements. The BC Transfer Guide outlines the direct assigned courses between BC post-secondary institutions, and some Canadian university/college equivalencies.
- 6.2 Transfer Credit information for Adult Upgrading can be found at the *BC Transfer Guide – Adult Basic Education Handbook*.
- 6.3 Transfer Credit information for Advanced Placement can be found at *BC Transfer Guide – Advanced Placement*.
- 6.4 Transfer Credits for International Baccalaureate courses are assessed on an individual basis by the applicable Department Chair.
- 6.5 Articulation decisions can be precedent setting. The Office of the Registrar has the responsibility to maintain a record of precedent-setting decisions.
- 6.6 Transfer Credit will be, and should be awarded, even if the student cannot use it for their current program. The student has the right to transfer credits even if the transfer results in excess credit they cannot use.
- 6.7 The transfer of credit becomes part of the student's permanent academic record at OC. Once Transfer Credit has been awarded and posted to the student's academic record, OC will not amend/change the Transfer Credit that has been awarded, with the exception of documentation error.

7. Course Equivalency

- 7.1 For Continuing Studies and Vocational Programs, students who have attended Okanagan College in the past may request Course Equivalency once they have accepted their offer of admission to a subsequent program.
- 7.2 Courses that have been successfully completed and determined to be equivalent will be considered for Exemption or Substitution.
- 7.3 Okanagan College reserves the right to deny Course Equivalency for courses completed ten or more years before the date of program application. To meet industry or accreditation standards, in some programs students are required to have completed courses within a specific time frame that is less than ten years to apply for Course Equivalency.

8. Related Acts and Regulations

None.

9. Supporting References, Policies, Procedures and Forms

BC Transfer Guide – Adult Basic Education Handbook.

British Columbia Council on Admissions and Transfer (BCCAT)

Procedures for Transfer Credit

BC Transfer Guide

Admissions Policy ([under review](#))

Prior Learning and Recognition Policy ([under review](#))

History / Revisions

Date	Action
YYYY-MM-DD	Revision Approved by Board of Governors: <i>Transfer Credit Policy</i>
2024-01-04	Revision Approved by Education Council: <i>Transfer Credit Policy</i> Combines Transfer Credit Policy (2010); ABE Transfer Credit Policy (2010); General Certificate of Secondary Education (GCSE) A-Level Courses Transfer Credit Policy (2011); and OC Calendar: Academic Requirements for Program Completion and Graduation section 5. Transfer Credits Towards a Degree, Diploma or Certificate Program



BOARD OF GOVERNORS – BRIEFING NOTE

March 12, 2024

Agenda #: 4.4.2

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

Background Statement

As part of the redevelopment of College’s policies and procedures, required in the Inspire Roadmap, a review of all current policies is ongoing. As a result of this review and following the analysis outlined below it is recommended that the Employee Members of the Board Policy be rescinded.

Over the past twelve months work have been done to update election rules, processes and the recruitment material provided to candidates. Some of the information previously found in this policy, including a statement that candidates seeking election should have a discussion with their supervisor has been moved more appropriately to those documents.

At the request of the Governance Committee the Board Election Rules have been attached. The Registrar is responsible for conducting the elections for Board positions under [section 12](#) of the College and Institute Act in accordance with the [Board Election Rules](#) which are also set by the Registrar. The recruitment materials for elected employee and student Board members reviewed by the Governance Committee in December 2023 are also linked for the Board’s reference.

Reference Materials

- Board of Governors – Employee Members Policy
- [Board Election Rules](#)
- Recruitment materials for [Elected Board Members](#)

Supporting Analysis

The Policy appears in the 1995 Okanagan University College Policy Manual and as policies were moved from a combined manual in 2007 to separate documents this Policy was presented to the Board for approval. The changes made in 2007 were non-substantive and the Policy has remained largely unchanged for 30 years.

A recent review of the policy highlighted that most items covered in the policy are now addressed in other documents or have become standard practice. For example, the Faculty Collective Agreement now notes¹, *"An employee whose assigned work schedule would prevent her or him from attending meetings of an OC committee to which she or he has been elected or appointed by OC, shall be granted a leave of absence from her or his regular duties without loss of pay or other entitlements to attend such meetings."*

Under the BC Treasury Board Directive, *"employees who are appointed to a ministry or Crown agency board as part of their employment will not receive any additional remuneration"*. As a result of this language some items in the policy are out of line with current government regulations.

Research was conducted to ascertain if similar policies existed at other institutions in BC. None were identified.

Alignment to the Strategic Plan Roadmap

Ongoing outcome of the 2021/2022 Achievement to reimagine the policy and procedure framework and policy and procedure renewal plan.

Risk Implication & Mitigation Steps

Governance Risk and Operational Risk associated with an outdated policy that contains incorrect or old information.

Proposed and Prepared by		Neil Fassina, President		
Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Governance Committee	3/5/2024
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.

¹ Similar language appears in Vocational and Support Staff agreements.



Title	BOARD OF GOVERNORS – Employee Members
Policy Area	Governance, Board Governance
Policy Number <i>(to be assigned by Information Services)</i>	C.2.4
See also <i>(related policies)</i>	Board of Governors Bylaws

Effective Date of Policy:	June 27, 2007
Approval Date:	June 26, 2007
Applies to:	Board of Governors and Employees
Approving Body:	Board of Governors
Supersedes:	OUC Policy Manual dated October 20, 1995; OC Board of Governors June 28, 2005;
Authority	<i>College and Institute Act</i>

The following are responsible for the administration of this policy,

Primary Office	Contact
Board of Governors	Secretary, Board of Governors

Policy Statement

- 1.0 Participation as a member of the Board is a voluntary activity. Board members, including those who are employees, are expected to contribute personal time for this purpose.

Note to Board:
#1. This is highlighted in promotional (recruitment) materials.
- 2.0 The College will use reasonable efforts to accommodate an Okanagan College employee's work schedule and the Board's meeting schedule to allow the employee members to attend Board meetings.

Note to Board:
#2. This is standard practice and covered in collective agreement language.

Policy Details and Procedures

3.0 **Employee Board Members:**

Note to Board:

#3. The Board is unable to make this commitment.

#4. Flexible work policies are in place and employees are accommodated when possible.

#5. BC Treasury Board Directive does not allow employees to be paid.

#6. These are optional events and employee members are accommodated where possible without loss of pay.

3.1 **Support Staff Member**

- a. The Board will endeavor to arrange the time of its meetings such that the member can attend with minimal effect on her or his work-related duties.
- b. The administration will endeavor to accommodate the member's attendance at Board meetings by permitting flexible arrangements with respect to the member's work-related duties where possible.
 - c. The member will make up missed work time where this is deemed necessary by the supervisor. Additional salary, at the discretion of the employee's supervisor in consultation with the Manager, Employee and Labour Relations, may be paid to the member under such circumstances. The supervisor shall discuss the specific arrangements with the member in advance.
- d. Board members occasionally attend meetings of organizations to which OC belongs, such as CIG (College and Institutes Canada), or participate in developmental activities for Board members which would require the member to be absent from her or his work-related duties.
 - e. The decision as to whether the member can be absent for such purposes will be made by the member's supervisor. The supervisor will endeavor to be as accommodating as possible. In some circumstances, it may be necessary to make up some or all of the work time which is lost. Additional salary may be paid to the member under such circumstances. The supervisor shall discuss the specific arrangement with the member in advance.
- f. Additional salary paid to the member as a consequence of items 3 and/or 4 shall not exceed a total on an annual basis of the amount of the honorarium paid to appointed members. No additional salary will be paid to the member for time worked beyond the cumulative amount that is equivalent to the honorarium.
- g. There may be occasions where the nature of an employee's work-related duties would make it impossible or very difficult for the employee to be absent during regular working hours to attend Board meetings. Any person contemplating running for election to the Board should discuss the arrangements that may be necessary with her or his supervisor prior to seeking or agreeing to being nominated. The supervisor will endeavor to be as accommodating as possible without compromising the work done by the unit to which the employee belongs.

See note #5 above

See note #1 above

3.2 **Member of Instructional Staff**

- a. The Board will endeavor to arrange the time of its meetings such that the member can attend with minimal effects on her or his teaching duties.

See note #3 above

BOARD OF GOVERNORS – Employee Members
Policy Number C.2.4
page 3 of 3

Note to Board:

#7. Employees will be encouraged to discuss running for election with their supervisor.

See notes #5 & #7 above

See note #6 above

See note #5 & #6 above

- b. The administration will endeavor to accommodate the member's attendance at Board meetings by arranging the member's teaching schedule to accommodate the Board's meeting schedule where possible.
- c. The member will make up missed classes where this is deemed necessary by the supervisor. Additional salary may be paid to the member under such circumstances. The supervisor shall discuss the specific arrangements with the member in advance.
- d. Board members occasionally attend meetings of organizations to which the College belongs, such as CIGCan (College and Institutes Canada), or participate in development activities for Board members which would require the member to be absent from her or his classes.
- e. The decision as to whether the member can be absent for such purposes will be made by the member's supervisor. The supervisor will endeavor to be as accommodating as possible. In some circumstances, it may be necessary to make up some or all of the class time which is lost. Additional salary may be paid to the member under such circumstances. The supervisor shall discuss the specific arrangements with the member in advance.

5.0 Additional salary paid to the member as a consequence of items 1 and/or 2 shall not exceed a total on an annual basis of the amount of the honourarium paid to appointed members. No additional salary will be paid to the member for time worked beyond the cumulative amount that is equivalent to the honourarium.

See note #5 above

5.1 There may be occasions where the nature of the member's teaching duties would make it impossible or very difficult for the faculty member to be absent during regular teaching hours to attend Board meetings. Any person contemplating running for election to the Board should discuss the arrangements that may be necessary with her or his supervisor prior to seeking or agreeing to being nominated. The supervisor will endeavor to be as accommodating as possible without compromising the instructional requirements of the unit to which the faculty member belongs.

See note #7 above



BOARD OF GOVERNORS – BRIEFING NOTE

March 5, 2024
Agenda #: 4.4.3

Title	Program Quality Review and Renewal Policy		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Program Quality Review and Renewal Policy and as a result negate statements related to program reviews in the Program and Service Standards Policy as recommended by the Governance Committee.”</i>		
Meets OC’s Inspire Plan...	Values <input checked="" type="checkbox"/> Students First <input type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction	Responsibilities <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input checked="" type="checkbox"/> Effective and Efficient	Commitments <input type="checkbox"/> Inclusive & Equitable Access <input checked="" type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

Background Statement

In 2007, the Board of Governors approved the Program and Service Standards Policy. The draft Program Quality Review and Renewal (PQRR) Policy provided to the Committee for approval seeks to clarify the framework used to review and evaluate programs. We are not recommending at this time that the Program and Service Standard Policy be rescinded as there are still aspects relating to services that are not addressed in the new PQRR Policy. However, we are recommending that the Governance Committee note in their motion that the new policy supersedes the statements in the older policy. Administration intends to draft a policy to cover a review of service areas that will be presented to the Board at a later date.

The new PQRR policy establishes principles and accountabilities that need to be met when reviewing programs. It also describes the three-tier program review process often requested by articulation committees.

Reference Materials

- Program Quality Review and Renewal Policy
- *While not included in the package for reference the Program and Service Standards Policy can be found at this [link](#).*

Supporting Analysis

Policy consultations included OC’s Provost Council (formerly Dean’s Forum), Education Council, and the OC Executive Team.

Education Council Analysis:

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

Draft policy reviewed by Education Council 2/1/2024

Education Council supports approval of the policy but wishes to note the following:

Comments from the Chair of Education Council

- Discussion at Education Council primarily focused on how Indigenous communities will be engaged in the process of program quality review and renewal; and suggested this as a topic that college administration should address and clarify in the procedures document.

As is noted in the motion, approval of this policy will negate any reference to program quality review in the Program and Service Standards Policy. Pending the development of a Service Quality Review policy, a formal recommendation will be forthcoming to rescind the Program and Service Quality Review Policy.

Alignment to the Strategic Plan Roadmap

Effectiveness and Efficiency: Reviewing this policy aligns it with the Policy Framework and meets our responsibility to reimagine policy and procedure renewals. The review will allow Administration to be more efficient in managing the procedures of these policies.

Students first. Students will benefit from the clarity of the updated policies and procedures, which have been drafted to demonstrate compassion for the holistic wellbeing of students.

Risk Implication & Mitigation Steps

Operational. Separation of policy and procedure under the new Policy Framework will allow Administration to more quickly respond to process changes to meet the operational requirements of this policy.

Proposed and Prepared by

Dr. Samantha Lenci, Provost & VP Academic

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OC Dean's Forum	9/14/2023
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Program Development, Renewal and Retirement Lead	11/1/2023
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OC Dean's Forum	12/7/2023
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Education Council	2/1/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OC Executive Team	2/21/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Neil Fassina, President	2/28/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Governance Committee	3/05/2024



PROGRAM QUALITY REVIEW AND RENEWAL POLICY

Policy Area:	Board
Policy Number:	To be assigned by Office of Policy Coordination
Policy Sponsor:	Provost and Vice President, Academic
Policy Contact:	Provost and Vice President, Academic
Stakeholders:	Employees
Authority:	<i>College and Institute Act</i>
Approval Authority:	Board of Governors on advice of Education Council
Approval Date:	
Effective Date:	
Replaces:	Program and Service Standards Policy (2007)
Last reviewed:	Month Year Scheduled review date: Month Year
Procedures:	<i>Program Quality Review and Renewal Process Guide</i>

1. Policy Statement

- 1.1 Okanagan College ensures the effectiveness and quality of its educational programs and services through its program review and renewal quality assurance framework consisting of progressive review/evaluation system of programs. The intent of the Program Review and Renewal process is to ensure continuous quality assurance and improvement of all credential programs offered at Okanagan College.

2. Purpose

- 2.1 Program review and renewal accountability is embedded in the Board of Governors' approval of the Strategic Plan, Annual Programming Plans, and Annual Skilled Trades BC Programming Plan; Education Council reviews, Provost Council's annual review of Tier I, II, and III program reviews; External Accreditation audits on specific programs, and Program Advisory Committee reports.
- 2.2 Program Renewals are comprehensive, forward-looking and formative, building from the findings and action plans developed during the annual Program Reviews. The process is a transparent, collaborative, inclusive, and provides the opportunity for consultation with stakeholders, such as faculty/instructors, support staff, administrators, current students, past students and graduates, industry and community representatives, and employers.

- 2.3 The Program Review and Renewal process provides programs with opportunities to review current practices in equity, diversity, inclusion and social justice (EDISJ) and Indigenization, examine best practices in the sector, and consider how EDISJ and Indigenization practices can be included in programming.

3. Scope and Application

- 3.1 This policy applies to all College programs that lead to a credential approved by the Board of Governors.
- 3.2 Program quality may include applicable national, provincial or discipline standards. The Program Review and Renewal process aligns with the Quality Assurance Process Audit standards established by the Provincial government.
- 3.3 Some programs are required to conduct reviews by external accrediting bodies. Where elements of the external review are consistent with College requirements for Program Renewal, the external Accreditation process can be used to complement a Program Renewal, either fully or in part. Results from Accreditation processes are reported in the same manner as internal Program Renewals.
- 3.4 Program Review and Renewal does not address the performance evaluation of personnel, which is appropriately carried out through the established College procedures.

1. Definitions

Accreditation	Means the process whereby the College demonstrates to an external regulatory body that a set of professional criteria have been met.
Program Review (Tier I and II)	Means an annual assessment of select key performance indicators that assists a program in monitoring the state of teaching and learning and addressing issues and opportunities in a continual and timely manner. This is accomplished through the Tier I and II reviews.
Program Renewal (Tier III)	Means a reflective, in-depth formative assessment of a program, with input from internal and external reviewers, for the purpose of identifying program strengths and opportunities for improving educational quality and the student experience.
Quality Assurance	Means a framework of processes and activities designed to strengthen and maintain program excellence and the student experience.

5. Policy Principles

- 5.1 The Program Review and Renewal policy and procedures works within the context of the Provincial Ministry requirements and legislation for BC post-secondary institutions including the Accountability Framework, Quality Assurance Process Audit, Degree Quality Assessment Board (DQAB), and BC Council on Admissions and Transfer (BCCAT).
- 5.2 To meet the requirements of accountability, reports are submitted as required to the Okanagan College Board of Governors, and where applicable, to the Provincial Ministry.
- College Strategic Plan – approved by Board of Governors
 - Accountability Plan and Report – submitted to the Ministry
 - Annual Programming Plan – approved by the Board of Governors
 - Annual Skilled Trades BC Plan – approved by the Board of Governors
 - Tier I, II and III Reviews – reviewed by Provost Council

- 5.3 The three-tiered Program Review and Renewal Process ensures that the knowledge, education and training students and graduates obtain from Okanagan College positions them to excel in the workplace, succeed in further education and flourish as lifelong learners. Reviewing the program performance measures annually also confirms that the portfolio of programs offered at Okanagan College exceeds, meets or requires further development to reflect the education and labour market needs of our communities. This process utilizes the provincial reports that highlight Okanagan College performance measures as well as comparators with other public BC post-secondary institutions.
- 5.4 The three tier Program Review and Renewal Process includes:
- Tier I – an annual quantitative review;
 - Tier II – a further in-depth of quantitative and qualitative results;
 - Tier III – a comprehensive and detailed review by internal and external stakeholders conducted every five to seven years or as deemed necessary by the results of the annual reviews or program requests.
- 5.5 The Program Review and Renewal Guide provides the procedures and guidelines for senior administrators, Deans, the Review Committees, and external reviewers to follow.
- 5.6 The Tier I is conducted annually and may identify the need for a Tier II. The three-year schedule for the Tier III reviews is reviewed annually.
- 5.7 Program Reviews and Renewals are evidence-informed and address a wide range of criteria encompassing all aspects of the learning environment. Program Review and Renewal projects are led and completed by respective departments.
- 5.8 Further to the Program Review and Renewal process, Okanagan College regularly engages in formative and summative evaluations of courses and instructors to ensure quality of its programs.

6. Related Acts and Regulations

None.

7. Supporting References, Policies, Procedures and Forms

Program Review and Renewal Guide
Ministry of Post-Secondary Education and Future Skills– Accountability Framework
Degree Program Review – Criteria and Guidelines
Education Quality Assurance – Policies and Procedures Manual
Okanagan College - Learning Framework

History / Revisions

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



BOARD OF GOVERNORS – BRIEFING NOTE

March 12, 2024

Agenda #: 4.4.4

Title	Indigenous Access Policy		
Action and/or Recommendation	<p>For Approval</p> <p><u>Recommended Motion:</u></p> <p><i>“BE IT RESOLVED that the Okanagan College Board of Governors approve the Indigenous Access Policy as presented and rescind the policy statement made in the OC Calendar section 6 - Aboriginal Admission as recommended by the Governance Committee.”</i></p>		
Meets OC’s Inspire Plan...	<p>Values</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students First <input type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction 	<p>Responsibilities</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reconciliation <input checked="" type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input type="checkbox"/> Effective and Efficient 	<p>Commitments</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

Background Statement

As we continue the work to update College policies it is being recommended that we move a statement currently found in the College Academic Calendar regarding “Aboriginal Admission” to a policy regarding Indigenous access.

The new stand-alone policy has been drafted as per the directives of the Policy and Procedure Framework Governing Policy. The changes from existing Calendar statement include:

- Increased the percentage of seats reserved for Indigenous applicants from six to ten percent.
- Added a 90-day time frame prior to the start of classes for release of reserved seats.
- Added a waitlist process to put Indigenous students (up to the number of unclaimed seats) at the top of the waitlist if no Indigenous seats are claimed by the release date.
- Added flexible admissions opportunities for Indigenous students with prior learning/experience.

Reference Materials

- Indigenous Access Policy
- Previous Academic Calendar statement

Supporting Analysis

The Director of Indigenous Relations & Reconciliation, OC’s Provost Council, Education Council, and Executive Team were consulted regarding the proposed revisions to the policy.

Education Council Analysis:

This policy falls within the items listed in [Article 23 of the College and Institute Act](#) which requires that *“An education council must advise the board, and the board must seek advice from the education council,*

on the development of educational policy ...". The following information and advice is provided by Education Council for consideration of the Governance Committee;

Draft policy reviewed by Education Council 2/1/2024

Education Council supports approval of the policy but wishes to note the following:

Comments from the Chair of Education Council

- Regarding the policy statement: *"While the number may vary from program to program, it will normally be ten percent of the intake capacity for any given program in a particular year."* Education Council recommended changing this wording to foreground the flexibility of the policy rather than the "normally ten percent," as discussion at Education Council suggested that there will be variance of the number of held seats across a significant number of the programs offered at the college.
- Regarding the policy statement: *"If applicable, applicants will be provided with an assessment to determine if admission requirements have been met."* Education Council discussion focused on the word "assessment," which may commonly be interpreted as a requirement to write a formal exam. While this may, in fact, be the case in some programs, it will not be the case for all programs; therefore, Education Council recommends changing this wording to reduce confusion for students.

Alignment to the Strategic Plan Roadmap

Students first. Students will benefit from the clarity of the updated policies and procedures, which have been drafted to demonstrate compassion for the holistic wellbeing of students.

Inclusive and equitable access. The updated language and structure will increase access to students by making it easier to navigate these policies and procedures.

Risk Implication & Mitigation Steps

Operational: Regular reviews of policy and procedures are necessary to ensure that students are able to navigate the College's policies and procedures that pertain to them. Separation of policy and procedure under the new Policy Framework will allow Administration to more quickly respond to process changes to meet the operational requirements of these policies.

Proposed and Prepared by

Dr. Samantha Lenci, Provost & Vice President, Academic

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Director, Indigenous Relations and Reconciliation	11/23/2023
	☒	☒	OC Deans Forum	11/23/2023 12/6/2023
	☒	☒	Education Council	2/1/2024
	☒	☒	OC Executive Team	2/21/2024
	☒	☒	Neil Fassina, President	2/28/2024
	☒	☒	Governance Committee	3/05/2024



INDIGENOUS ACCESS POLICY

Policy Area:	Board
Policy Number:	To be assigned by Office of Policy Coordination
Policy Sponsor:	Provost and Vice President Academic
Policy Contact:	Registrar
Stakeholders:	Students and Employees
Authority:	<i>College and Institute Act</i>
Approval Authority:	Board of Governors on advice of Education Council
Approval Date:	
Effective Date:	
Replaces or New:	OC Calendar Admission Policies: Section 6 - Aboriginal Admission
Last reviewed:	Month Year Scheduled review date: Month Year
Procedures:	<i>None</i>

1. Policy Statement

The College has committed to Reconciliation and to ensuring that our structures, policies, and practices support Indigenous Students

The College is dedicated to enhancing the participation rate of Indigenous peoples in post-secondary education by providing enhanced access and dedicated program seats to a level which is representative of the Indigenous population of the College.

2. Purpose

The purpose of this policy is to increase access and decrease barriers to the College's programs for Indigenous applicants, future students, and communities.

3. Scope and Application

This policy provides guidance to Indigenous applicants and relevant employees concerning specific admissions opportunities.

4. Definitions

- Flexible Admissions** Means an alternative admissions process that are based on identifying, assessing and recognizing skills, knowledge, or competencies that have been acquired through previous education, work experience, non-credentialed training, independent study, volunteer activities, etc.
- Indigenous Student** Means a self-declared person of Indigenous ancestry who is one of the Aboriginal Peoples of Canada defined by the Constitution Act of 1982 and refers inclusively to members of First Nations, status and non-status, treaty and non-treaty Indians, Métis, and Inuit peoples in Canada.

5. Principles

- 5.1 The College will annually set aside a predetermined number of seats specifically for Indigenous Students in all credential programs. While the number may vary from program to program, it will normally be ten percent of the intake capacity for any given program in a particular year.
- 5.2 Indigenous applicants will have access to the predetermined number of reserved seats specific to each program during the period from the first allowable application submission date to ninety (90) days prior to the start date of the program.
- 5.3 In programs where the reserved seats for Indigenous applicants are not filled ninety (90) days prior to the start date, the program will be filled with other students who have applied. In circumstances where reserve seats have not been filled with Indigenous Students, subsequent Indigenous applicants up to the number of unfilled reserved seats will be placed at the top of the Program's wait list.
- 5.4 Okanagan College invites applications from Indigenous applicants who can demonstrate they meet admissions requirements through a range of achievements and life experience, including previous coursework. Indigenous Students are encouraged to contact Indigenous Student Services who can provide information and support and will assist applicants to contact the appropriate Program Dean/Director to discuss this Flexible Admissions option. If applicable, applicants will be provided with an assessment to determine if admission requirements have been met. Students may be asked to submit additional documentation. Okanagan College reserves the right to determine program admissions eligibility to support student success in the program.

6. Related Acts and Regulations

None.

7. Supporting References, Policies, Procedures and Forms

Indigenous OC Plan

History / Revisions

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

Okanagan College -Admission Policies

6. Aboriginal Admission

An Aboriginal applicant is a person of Native ancestry who is one of the Aboriginal peoples of Canada defined by the Constitution Act of 1982 to include the Indian, Inuit and Metis peoples of Canada.

The College is committed to enhancing the participation rate of Aboriginal peoples in post-secondary education to a level which is representative of the Aboriginal population of the region served by the College. It will strive to increase and maintain its Aboriginal student population to a level reflective of this ratio. The College, in collaboration with departments, will annually set aside a predetermined number of places specifically for Aboriginal students, the number being commensurate with student interest, available teaching and learning support resources. While the number may vary from program to program, it will not normally exceed six percent of the intake capacity for any given program in a particular year.

Pursuant to College policy, qualified Aboriginal applicants will have access to the predetermined number of reserved places specific to each program during the period from November (first allowable application submission date) to March 15 (or the last day applications are being accepted) each year for programs commencing the immediately following September and up to eight weeks before commencement of classes for multiple-intake programs. Any remaining, unused reserved space will revert to the general application pool.

Qualified Aboriginal students who apply beyond the time limit or who apply within the time limit but after the predetermined number of reserved seats for a given program have been filled, will be admitted in accordance with the general admission policies of the College, subject to the availability of space.



BOARD OF GOVERNORS – BRIEFING NOTE

March 12, 2024

Agenda #: 4.4.5

Title	Use of Indigenous Language on College Property Policy		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>“BE IT RESOLVED that the Okanagan College Board of Governors approve the Indigenous Language Policy as recommended by the Governance Committee.”</i>		
Meets OC’s Inspire Plan...	Values <input checked="" type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Respect <input checked="" type="checkbox"/> Courage <input checked="" type="checkbox"/> Relationships <input checked="" type="checkbox"/> Distinction	Responsibilities <input checked="" type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input checked="" type="checkbox"/> Effective and Efficient	Commitments <input checked="" type="checkbox"/> Inclusive & Equitable Access <input checked="" type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

Background Statement

Indigenous languages are a fundamental and valued element of our culture. The Use of Indigenous Language on College Property Policy aims to support our use of those languages as we work to support the revitalization of Indigenous languages throughout our region.

Having this Policy in place will also move us forward in fulfilling our pledge in the Inspire plan to weave Indigenous world views into all aspects of college life as part of our journey toward reconciliation.

This is a new policy.

Reference Materials

- Use of Indigenous Language on College Property Policy - Draft

Supporting Analysis

A review of other institutions was conducted. No similar policies were found.

Procedures outlining how consultations will be conducted, to ensure that written forms of nsyilxcən and Secwepemctsin are appropriate, will be developed following approval of this policy.

Alignment to the Strategic Plan Roadmap

This policy is aligned with and will support almost all aspects of the Strategic Plan.

Risk Implication & Mitigation Steps

Reputational: The risk is to our reputation if we do not have policies such as this one in place.

Proposed and Prepared by

Neil Fassina, President

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OC Executive Team	2/7/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Governance Committee	3/12/2024
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.



USE OF INDIGENOUS LANGUAGE ON COLLEGE PROPERTY

Policy Area:

Policy Number:

Policy Sponsor: President

Policy Contact: Director of Indigenous Relations & Reconciliation

Stakeholders: Employees, Students, Board of Governors

Authority: *College and Institute Act*

Approval Authority: Board of Governors

Approval Date:

Effective Date:

Replaces or New: New

Last reviewed: Month Year Scheduled review date: Month Year

Procedures: *Link to Procedures approved in relation to this policy; if not applicable, enter "None"*

1. Policy Statement

Okanagan College has a stated strategic responsibility to weave Indigenous world views into all aspects of college life as part of our journey toward reconciliation. This includes our materials and physical and social spaces.

We acknowledge the cultural significance and importance of the nsyilxcən and Secwepemctsin, languages in our local communities.

We recognize that the learning environment is enriched by diversity and aim to develop Indigenous policies to promote the visibility and appreciation of Indigenous culture.

2. Purpose

To provide principles for the use of the nsyilxcən and Secwepemctsin languages as a medium of communication in a wide range of contexts so that Indigenous languages become relevant, revitalized and used as part of ordinary practice.

3. Scope and Application

This policy applies to all Real Property managed by Okanagan College and Personal Property owned or created by Okanagan College.

4. Definitions

Indigenous	Means First Nations, Métis and Inuit Peoples.
nsyilxcən	Means the language spoken by the Syilx Okanagan people.
Personal Property	Means movable assets of Okanagan College that are not permanently attached to Real Property such as vehicles, furniture, tangible possessions including items and material created by the College.
Real Property	Means land and permanent structures managed by Okanagan College including signs and items attached to Real Property.
Secwépemc	Means the Shuswap or Secwépemc people who occupy traditional territory from the Columbia River valley along the Rocky Mountains, west to the Fraser River and south to the Arrow Lakes.
Secwepemctsin	Means the language spoken by the Secwépemc people.
Syilx Okanagan	Means people who are members of the seven Indigenous communities in the Southern Interior of British Columbia: Okanagan Indian Band, Osoyoos Indian Band, Penticton Indian Band, Upper Nicola Band, Upper and Lower Similkameen Indian Bands, and Westbank First Nation; and in Northern Washington State, the Colville Confederated Tribes.

5. Principles

- 5.1 When using Indigenous languages to label, name or describe Real Property the College will use the language of the most proximal Indigenous peoples.
- 5.2 When using Indigenous languages to label, name, describe or decorate Personal Property the College will use both the nsyilxcən and Secwepemctsin languages.
- 5.3 The College will work with Indigenous Knowledge Keepers, Elders, or language speakers from the Syilx Okanagan and Secwépemc Nations to ensure that written forms of nsyilxcən and Secwepemctsin are appropriate and of a consistently high standard.

6. Related Acts and Regulations

Canadian Indigenous Languages Act

7. Supporting References, Policies, Procedures and Forms

Naming Policy – Building Facilities and Other Physical Assets

History / Revisions

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



Okanagan College Board of Governors President's Report

March 2024

INTRODUCTION

My March report addresses matters that have taken place between December 2023 and March 2024.

Executive Summary: The March meeting cycle of the Board of Governors involves a series of annual approval motions directed at the 2024/25 year because the College's fiscal year is April 1 through March 31. Member may want to pay particular attention to [Agenda Item 4.2.2](#) which outlines the college's Integrated Resource Plan (IRP) for the 2023/24 year along with the college's capital expenditure plan as Board approval is required before details can be submitted to the Ministry. Also included in the annual agenda items is [4.2.3](#) which outlines the College's enterprise risk summary for the 2024/25 year, which serves as a guidepost for the Board's overall fiduciary responsibility against risk. This summary identifies the organization's key risks and mitigation strategies.

There are several policies coming forward for approval at the March meeting. A number of these policies (e.g., agenda items [4.4.1](#) – Transfer Credit, [4.4.3](#) – Program Review and Renewal, and [4.4.4](#) – Indigenous Access Policy represent early examples of academic policy renewal.

The briefing note for each agenda item identifies how it aligns to the [Inspire Strategic Plan](#).

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

Part 1: Strategic Highlights and Questions

Appointment of New Minister and Parliamentary Secretary: On February 20, 2024, [Lisa Beare was appointed](#) as Minister of Post Secondary and Future Skills. Although Okanagan College has not received an updated mandate letter from the new Minister, the Minister's mandate letter can be found [here](#). Relevant to the College, Minister Beare's mandate letter includes reference to continuing the work to deliver the [StrongerBC Future Ready Action Plan](#) with particular attention to creating affordable, accessible, and relevant training for jobs of the future. There is also direct reference to the [Homes for BC Plan](#) target of 8,000 new student housing units and the implementation of Skilled Trades Certification (i.e., compulsory trades). Also on February 20, Ravi Parmar was appointed as Parliamentary Secretary for International Credentials. There are three statements in Minister Beare's Mandate letter that speak directly to international students and international credentials.

Speech from the Throne: I had the opportunity to attend the [Speech from the Throne](#) on February 20, 2024. The primary reference to post-secondary education in the speech was to the Future Ready Action Plan with specific reference to training people for the jobs of the future. This reference was made in comparison to the potential 1M+ job openings identified through the BC Labour Market Outlook. The speech referred to creating protections for international students – primarily in the private sector. This commitment was also reference in Minister Beare's mandate letter. Finally, the speech referred to better support for First Nations-mandated post-secondary institutions.

Budget 2024: [Budget 2024](#) was released on February 22, 2024. The budget is primarily a “continuity” budget for BC’s post-secondary education system. That is, monies directed into PSFS were those that were anticipated by the Future Ready Action Plan, the SFU medical school announcement, and operating expenses associated with BC’s [Shared Recovery Mandate](#).

International Students: On Friday March 1, 2024 the Ministry of Post Secondary and Future Skills released information about [student attestation letters](#) in compliance with Ottawa’s two-year cap on the processing of international student visas. For BC overall, there are 83,000 available undergraduate student study permits, down from 97,000 in 2023. Having received details regarding Okanagan College’s specific allocation following the provincial announcement, further details will be provided during the meeting. Overall, however, the limits placed on study visas does not create a significant risk for Okanagan College.

Earlier in 2024, the Ministry of Post Secondary and Future Skills released a series of safeguards to support international students. Although four of the five are directed specifically private institutions, the fifth is applicable to the College. Specifically, the need to post tuition levels for students for the entire time they are studying to ensure that incoming students know the entire cost of education before they begin their studies. Anticipating that this requirement will take effect later this year, administration has begun the work toward modelling what this may look like for the College going forward. Further information will be forthcoming once we have greater clarity on timelines and details of the reporting requirements.

Advocacy Statements: As a follow up to the Board’s professional development regarding advocacy and ambassadorship, key messages are provided in [agenda item 4.5.1](#). As members will note, efforts have been taken to focus on key advocacy and ambassadorship messages. Provided members are comfortable with this summary, future efforts will be made to include these messages in a single short-form document.

Indigenous OC Plan: Following the presentation of the Indigenous OC plan at the December 2023 meeting of the Board of Governors, I am pleased to provide the visual representation of the plan in [agenda item 4.5.2](#). In accordance with the Inspire Roadmap, development work is now concentrated on the development of the Indigenous OC roadmap.

Student Motivations: A conference recently attended by college team members on strategic enrolment management provided external validation of anticipated trends in student motivations for attending a college and why they choose their institution. The top two reasons that were identified by student respondents behind the choice to attend a university or college were to prepare for a job or a career and to increase their earning potential. When responding to why they chose their school, the top reason was to live close to home. Surprisingly, lower tuition fees and financial support landed number six and eight, respectively, in student priorities.

Cyber Risk Readiness: Resolution of the January 9, 2023, cyber incident is substantially complete. The College has turned its attention to maintaining a strong cyber posture as well as implementation of go forward plans relative to a risk analysis and mitigation plan for College Information Technology and Enterprise Information and Data infrastructure, policies, and practices to strengthen operational effectiveness, digital security, and the college’s data analytics posture. An outline of this plan will be presented during the May cycle of the Board of Governors. A subsection of this readiness is described below in operational highlights.

Part 2: Operational Highlights

2023/24 Achievements

President’s Advisory Council: To fully enable the College to have meaningful relationships and engagement with Indigenous communities throughout the region, the College has developed and is currently seeking consultation and feedback on a Regional Indigenous Partnership Councils framework. Learning from work initially undertaken out of the Salmon Arm campus, this framework seeks to create local Indigenous Partnership Community for Shuswap/Revelstoke, North Okanagan, Central Okanagan, and South Okanagan. Each of these regional Partnership Communities would then have a connection to the President’s Advisory Council. Following feedback and

consultation, efforts will be directed toward formalizing the framework and initiating the President's Advisory Council.

10-year financial sustainability model: Analysis is nearly complete. Findings will be validated within administration shortly. It is anticipated that this modelling will be complete before the May meeting of the Board of Governors.

Business continuity plan for OC education, research, operation, and technical environment: OC is advancing in its maturity regarding business continuity and enterprise risk management. [Agenda item 4.2.3](#) provides an updated enterprise risk register for consideration by the Board of Governors for the 2024/2025 year. As noted in the briefing note, new to the 2024/25 risk register is climate related risk. In accordance with the [Task Force on Climate-related Financial Disclosure](#), a differentiation has been made between climate transition risk and climate physical risk. Whereas the enterprise risk register focuses primarily on climate transition risk, the business continuity environment at OC will focus on acute and chronic physical risks facing the college. To support the development of renewed business continuity plans, Leadership Council has recently begun work on a Risk Management and Business Continuity Program. Both programs will be guided by ISO 31000 and Disaster Recovery Institute standards. Risk and safety services at the College will lead the development of this initiative.

Leadership Development and Competency Framework: People Services has recently completed work on the preliminary Employee Professional Development Framework. Prior to being discussed college wide, consultations are currently underway to confirm and validate the framework.

Talent Acquisition Strategy: As noted in [Agenda item 4.2.2](#), annual vacancy savings are proposed to offset expenses related to investing in the Inspire Plan for 2024/25. Ideally speaking, vacancy savings should only be at a level that is naturally affiliated with employee turnover as compared to elongated or delayed hiring. Moreover, internal data points to People Services and hiring managers at OC having conducted nearly 500 searches over the last year. Together, it is important that the College take a strategic approach to talent acquisition. As a result, one of the new initiatives supported in the 2024/25 Integrated Resource Plan is the hiring of a talent acquisition specialist. This lead will take primary responsibility for the overall talent acquisition strategy for the college.

Data and Analytics Governance Framework: A data and analytics governance sub-committee is meeting regularly. Current focus is on reviewing a draft governance framework. The implementation of the framework may be delayed somewhat based on a frustrated search for a new manager of institutional research.

Renewed Information Management and Cyber Security Policies: A key consideration following the 2023 cyber-incident at the College is how to ensure that through and following recovery, the College continues to review, monitor, and strengthen the protocols surrounding cyber security. The renewal of information management and cyber security policies is a key element of those efforts. To date, 23 policies, procedures, and standards have been identified for renewal or development.

Educational Policies Fit/Gap Analysis and Development of Prioritization List: Work is well underway for the development and delivery of a prioritized renewal of academic and academic related policies. It is important to recall that under the [College and Institute Act](#), powers for the Board of Governors as it relates to academic policies will depend on whether the policy fits within sections 19, 23, 24, or 25 of the Act. The only academic policies that will not come before the Board are those contained within section 24 of the Act which are the sole discretion of Education Council. Consistent with section 23 of the Act, agenda items [4.4.1](#), [4.4.3](#), and [4.4.4](#) contain academic policies for review, consideration, and ideally approval by the Board of Governors. All three policies have been supported by the Governance Committee. These three policy changes represent the beginning of a holistic review of the academic policy environment as it pertains to the Board of Governors.

Campus Master Plan: An RFP has been completed for tenders to complete the campus master plan. The vendor should be chosen by the end of March. It is anticipated that the work will be complete before September 2024.

Other Operational Highlights

Reconciliation and Indigenous Relations: A summary of the College's progress toward reconciliation and Indigenous relations to date is provided in [agenda item 4.5.3](#). This summary was generated by Rhea Dupuis, the Director of Reconciliation and Indigenous Relations. For this report, achievements are aligned to the four pillars of the

Indigenous OC plan. Once the Indigenous OC roadmap is finalized, updates will reference both the pillar and roadmap deliverable. This update is intended to provide a “level-set” and as a result is longer than future updates will be. Consistent with other aspects of the College’s operations, future updates will be embedded within my President’s Report.

Included in the Board package for March 12, 2024 are two significant points of progress toward weaving Indigenous world views into all aspects of College life. [Agenda item 4.4.4](#) is a proposed Indigenous Access policy. This policy serves as a refinement to the College’s practices and procedures related to recruiting and accepting Indigenous students. Although recruitment targets have been part of the College’s activities for some time, the significant change in this policy is the inclusion of Indigenous knowledge and ways of knowing as a potential contributor to acceptance and prior learning assessments. This policy is contributing directly to the Truth and Reconciliation Report stated goal of “Improving education attainment levels and success rates.” [Agenda item 4.4.5](#) is a proposed Indigenous Language policy. This policy codifies the College’s commitment toward language revitalization and preservation.

Collaborative work is advancing on the development of a guideline for Indigenous Community Involvement in employee recruitment.

Equity, Diversity, Inclusion and Social Justice (EDISJ): There are three primary initiatives underway. First, an EDISJ Steering committee has been formed, and it is currently establishing a series of EDISJ Employee Resource Groups to develop and support the work in EDISJ strategy, policy and procedures, recruitment, learning and development, anti-racism, and 2SLGBTQQAI+. The role of Associate Director, EDI has been filled and the successful candidate began work with the College on March 5. Accessibility audits for Penticton, Oliver, Vernon, Salmon Arm, and Revelstoke will be complete before the end of March. Kelowna will be complete by the end of June.

New Dean, OC School of Business: OC welcomed its new Dean of Business in February. Joe Baker is a passionate academic leader and entrepreneur within Canada’s education, tourism and hospitality sectors. Baker spent nearly 15 years in academic leadership roles at George Brown College and Centennial College. Over the last several years he has led his own consulting business, providing leadership and support to several workforce development initiatives, with a focus on the public sector.

Convocation – January 27, 2024: Nearly 300 students crossed the stage at two Convocation and Commencement ceremonies in January. Students graduated from programs in Arts and Foundational Studies, the OC School of Business, Health and Social Development, Science and Technology, Trades, and Continuing Studies. The next ceremonies are scheduled for June 15 – 19 and will be held across all campuses. Members are encouraged to highlight these dates in your respective calendars.

BC Beverage Technology Access Centre Renewal Submission: Okanagan College submitted its application to renew for the BC Beverage Technology Access Centre (BC BTAC), which is currently situated at OC’s Penticton campus. The BTAC is funded through the federal Natural Sciences and Engineering Research Council (NSERC), which administers TAC funding nationally. The BTAC was first funded in 2019 for five years; this application would extend an additional five years. Okanagan College, the Ministry of Post-Secondary Education and Future Skills have already committed to continuing annual financial support assuming the NSERC grant is renewed. The written application was submitted in January, and a virtual presentation with evaluators occurred February 20. OC anticipates hearing whether the renewal is approved in March.

Careers Expo: Okanagan College held its annual Careers Expo on Feb. 7, welcoming nearly 300 external partners and over 1,000 students to the Kelowna campus to promote employment and work experience opportunities to OC learners. The Expo was run for the first time this year by the OC Careers Hub team, which helps students across all programs and campuses to find co-op, part/full time, seasonal, and new grads employment opportunities.

Domestic Recruitment: Okanagan College is holding [Open House events](#) at each campus between March 5 and April 12, welcoming hundreds of prospective students, and their families, and providing them with information and resources they need to apply. Work continues on a multi-year tactical workplan following the centralization of recruitment staff resources into a new department earlier this year.

Financial Position: As detailed in [agenda item 4.5.4](#), OC is expected to end the 2023/24 fiscal year with a significant surplus. The primary drivers include significant growth in grants received by the College and unanticipated growth in International student registration. On the negative variance side, domestic tuition was down along with contract services revenue.

Part 3: Communication and Advocacy Highlights

OKGo Video – Post-Secondary Launch: As part of its OKGo campaign to promote the Okanagan to potential investors and businesses, the Central Okanagan Economic Development Corporation launched a [new video](#) featuring Okanagan College and UBC Okanagan. The video was unveiled at a Kelowna Chamber of Commerce lunch on Feb. 15, and will be used in national marketing campaigns beginning in April. The key messages within the video advocate and promote OC's commitment to delivering programming that is aligned to labour market needs, and supporting employers in innovation and business development.

Municipal Councils: I presented to West Kelowna Council (March 5), providing locally elected officials with updates from OC about current programming and alignment to regional workforce labour market needs. At the meeting, councillors voiced their appreciation for the College and support for continued partnerships.

BC Top Employer: Okanagan College was named a [B.C. Top Employer](#) for the first time this year, through a competition organized by the Vancouver Sun and Mediacorp Canada. The project looks for employers with "innovative programs to attract and retain talented employees." As a recipient, OC can use the B.C. Top Employer logo on its social media channels and in staff recruitment campaigns. Within the College, staff contributed their support to the recognition in a new video. <https://youtu.be/NvzGxNb7TSM>

Spaghetti Bridge & Skills Regional Competition: Nearly 200 students from across the region attended the annual OC Spaghetti Bridge event on Feb. 23, this year held on the same day as Kills Regional 2024 at OC. The day features challenges across many areas, including: carpentry, welding, culinary, engineering and architecture, and offers elementary and secondary students an opportunity to experience OC.

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

- February 20: [Empowering Diversity: Celebrating Student Voices on Campus](#)
- February 20: [OC students arrive in Indonesia for one-week exchange](#)
- February 13: [OC Students Leading Innovation in Okanagan Tech Industry](#)
- February 13: [Okanagan College \(OC\) recognized as a 'BC Top Employer'](#)
- February 12: [OC to celebrate Spring Festival with Dragon Dance](#)
- February 7: [Serwa Spirit Match to raise \\$1M for Thrive Here campaign for a Recreation and Wellness Centre](#)
- January 29: [Students celebrate Convocation and Commencement in emotional ceremonies](#)
- January 29: [Statement attributed to Dr. Neil Fassina, President, Okanagan College](#)
- January 18: [New Touch Coffee machine brings Ukrainian coffee experience to OC's Kelowna campus](#)
- January 15: [Caring Canines to visit OC to boost student mental health](#)
- January 11: [OC business students ready to showcase their skills at international business competition](#)
- January 2: [Free Early Childhood Education program offered in Salmon Arm](#)
- December 20: [Okanagan College provides golden opportunity for local seniors](#)
- December 19: [Okanagan College announces new chair, vice chair](#)
- December 13: [Celebrating the OC career of Dr. Bill Gillett | Okanagan College](#)
- December 8: [New Dean to join Okanagan College's School of Business](#)
- December 8: [Meet Jessica Skerlec](#)
- November 27: [Horticulture pilot project providing new skills to Okanagan farm workers](#)
- November 24: [Mural at Okanagan College honours residential school survivors](#)

Upcoming College Events:

Date	Activity	Location
March - TBD	Indigenous Student Recognition	Kelowna
March - TBD	OCF Staff Giving "Pit Stop"	Kelowna
March - TBD	Women in Tech panel	Kelowna
March - TBD	Oliver Work BC Career Fair	Penticton
March 12	Spring Open House	Vernon
March 14	Spring Open House	Penticton
April 11	Spring Open House	Salmon Arm
April 26	Robocup	Kelowna
May - TBD	SD 67 Indigenous Graduation at OC	Penticton
May 2	Experience OC	Kelowna
May 3	Experience OC	Salmon Arm
May 8	Experience OC	Vernon
May 9	Experience OC	Penticton
May 15	Jill of All Trades	Kelowna
June 15	Convocation	Kelowna
June 17	Convocation	Vernon
June 18	Convocation + Student Awards	Salmon Arm
June 19	Convocation	Penticton

Key Messages for Board of Governors / March 2024

About OC:

Okanagan College is the College of choice for students from across the B.C. Interior:

- 17,000 students annually
- Four campuses (Kelowna, Penticton, Vernon, Salmon Arm) and centres in Revelstoke, Oliver
- Largest college in B.C. outside of the Lower Mainland (number of sites, students)
- Largest Trades training institute after BCIT
- Majority of our students are local (from the Thompson Okanagan region)
- Average age of our students is between 26 to 28

About our role as a College:

At OC, we're focused on being the **educational partner to employers and communities** that helps them identify labour market needs, so we can develop programming and provide students with relevant, meaningful instruction and training that helps them progress in their careers.

- OC's Careers Hub is a platform where students and alumni are able to connect with local and regional employers offering co-op, work integrated learning, and employment. <https://www.okanagan.bc.ca/careers-hub>

As a Board, our strategic direction is to lead OC to a place where we are not just a "modern" community college, but a college of the future.

About current capital projects:

Okanagan College will be breaking ground this summer on a new Centre for Food, Wine and Tourism at our Kelowna campus.

- The provincial government has invested \$44.8 million in this project, making it the biggest capital project in OC's history.
- OC is working with B.C. food and beverage producers (including wineries, breweries, distilleries, growers and farmers, restaurateurs, etc.) to understand their needs, and to develop programming in this space.
- We anticipate opening the doors of the new Centre in 2026.

New student housing is being built on three of our campuses at Okanagan College, including: Kelowna (216), Salmon Arm (60) and Vernon (100).

- The Vernon student housing will include a childcare centre (for up to 44 children).
- Rooms will provide students with flexible, affordable accommodation.
- Like OC's current student housing (Skaha Building) at the Kelowna campus, units will be available to both domestic and international students.

About community engagement:

Okanagan College is actively involved in our region, including:

- Over 60,000 alumni since the College opened in 1963 - working across all sectors and throughout the region, province and around the globe.
- The College works with municipalities on a range of collaborative initiatives, including those that support health and wellness for students, and local economic development.
- CampOC: runs every summer at our campuses, for kids in K-12.

The Okanagan College Foundation raises money throughout the community to invest in OC's campuses, learning spaces, equipment and programs.

Contacts:

For prospective students:

E: askOC@okanagan.bc.ca

P: 250-862-5656

W: <https://www.okanagan.bc.ca/visit/meet-the-recruitment-team>

For questions related to a specific student or former student (e.g. records, schedule):

E: Registrar@okanagan.bc.ca

For questions from employers/organizations about partnering with OC, sponsorship or marketing:

E: jcampbell@okanagan.bc.ca (President's office)

E: agrzegorzewski@okanagan.bc.ca (VP, Enrolment & College Relations)

For questions related to fundraising, donor relations, Foundation:

E: foundation@okanagan.bc.ca

P: 250-762-5445

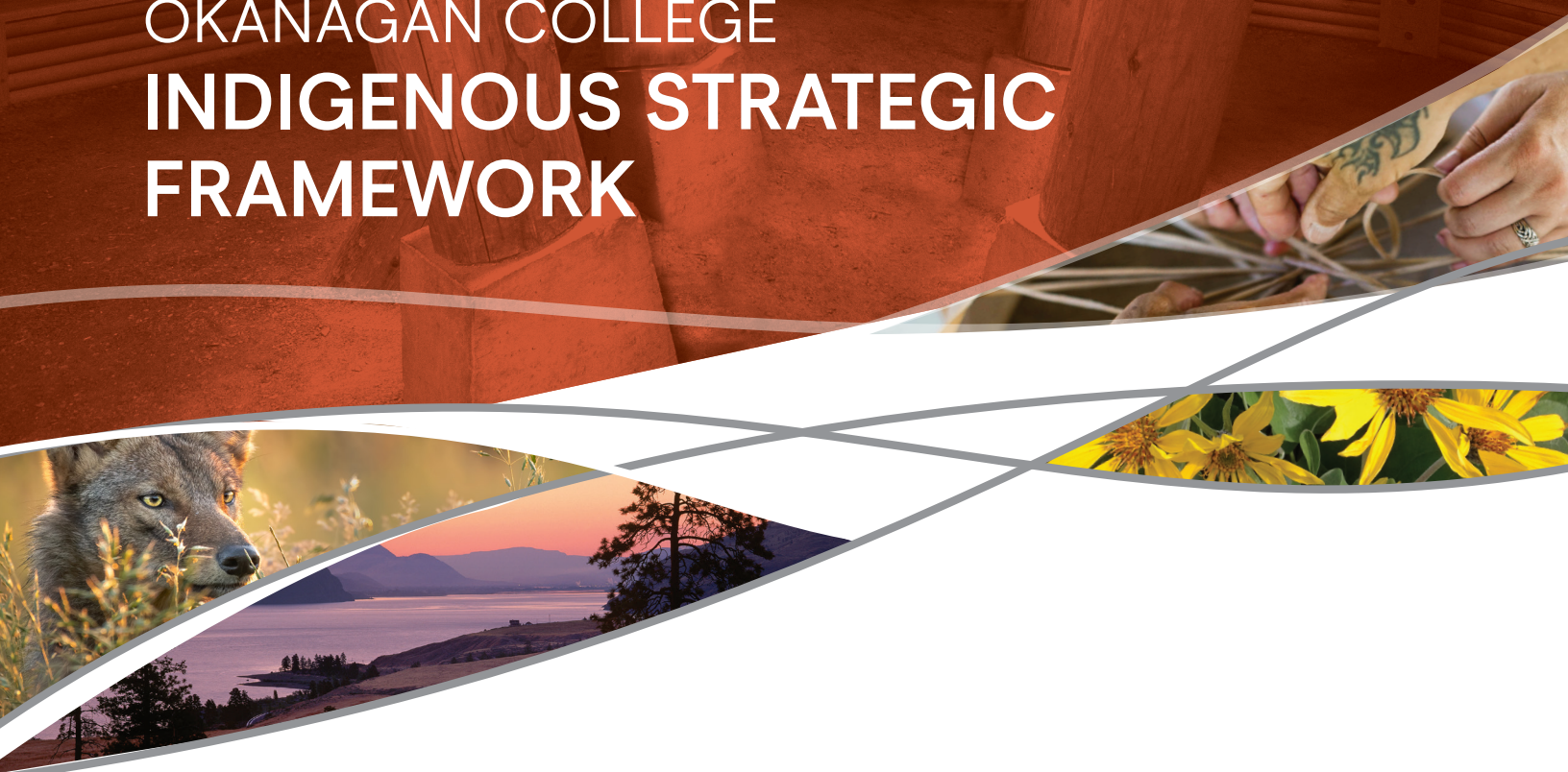
General feedback, questions, complaints process:

W: <https://www.okanagan.bc.ca/feedback-and-complaints>

- Includes student complaints, accessibility feedback, academic integrity, etc.



OKANAGAN COLLEGE INDIGENOUS STRATEGIC FRAMEWORK



inspire



The Importance of Place

Places tell stories and our connection to the land and water is integral to help us survive. History and the stories of the Syilx Okanagan, Secwépemc, Ktunaxa, and Sinixt peoples teach us how to understand the living land and co-exist together. (Coyote) stories and his travels are a record of the natural laws. Teaching this to future generations is how we survive, thrive, and continue the learning journey. Honouring traditional knowledge, stories, teachings, and the land helps us to connect, respect, and build awareness of our surroundings. We all have a responsibility to care for and be responsible to the land and places in which we work, study, live, and play. Indigenous ways of being and knowing teach us about reciprocity, the importance of building relationships, embracing different perspectives and implementing a holistic framework to help guide us in educational processes and in our learning environment at Okanagan College.

In recognizing the importance of place, we offer the following acknowledgement of the land on which our campuses are located.

Acknowledgement

Okanagan College respectfully acknowledges and is honoured to be residing on the traditional and unceded territories of the Syilx Okanagan, Secwépemc, Ktunaxa, and Sinixt Peoples.

*“Welcoming the fact that Indigenous Peoples are organizing themselves for political, economic, social and cultural enhancement and in order to bring to an end all forms of discrimination and oppression wherever they occur”
(UNDRIP- the General Assembly – Truth and Reconciliation)*

Four Pillars Model of Indigenization

The Four Pillars Model of Indigenization at Okanagan College represents a traditional Q'wci?, C7iskten (Pit House) that encompass Indigenous Principles, ways of being, and ways of knowing. The Four Pillars Model depicts the strength of many coming together as one. The Q'wci?, C7iskten framework reflects how Okanagan College is a house of learning for all to come and gather, connect, explore opportunities for growth and lifelong learning, inspire and empower individuals and communities, contribute to positive change and transform lives.

The Four Pillars represent the four priorities areas to articulate the commitment and vision of Okanagan College in its ongoing work of Indigenization. Each pillar has equal weight of importance in order to hold up the overarching roof that represents community. Each pillar has four goals and each goal has been developed in accordance with the Truth and Reconciliation Commission of Canada's Calls to Action, the United Nations Declaration of Indigenous Peoples, and the final report into Murdered and Missing Indigenous Women and Girls. Okanagan College respects that Indigenization and Reconciliation is an ongoing process of collaboration, consultation, planning towards action, and as such, our goals will evolve and change as we walk the journey toward reconciliation, together.

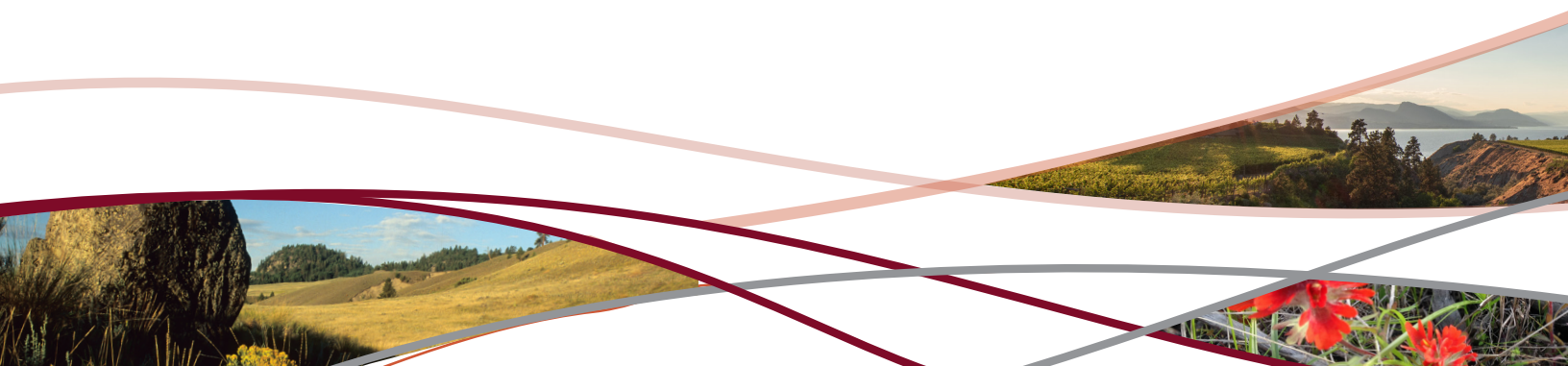
Four Pillars of Indigenization at Okanagan College

PILLAR 1: **TEACHING AND LEARNING DEVELOPMENT**

PILLAR 2: **GOVERNANCE, POLICIES, AND DECISION MAKING**

PILLAR 3: **INFRASTRUCTURE AND DESIGN**

PILLAR 4: **RELATIONSHIPS**



PILLAR 1:

TEACHING AND LEARNING DEVELOPMENT

Knowledge. Be a college where all students, staff, faculty, and visitors can recognize and appreciate Indigenous history and the fundamental contribution of Indigenous knowledge and relationships to the college. Be a college where Indigenous knowledge, languages, and cultures are respected and are valued elements of the college's culture grounded in an urgency to embed them in all elements of OC.

Language and Culture. Create opportunities for students, employees, and visitors to enhance individual and collective knowledge about Indigenous Cultural Protocols, Land Acknowledgement, Indigenous history and culture, and language that is inclusive of the traditional and unceded territories on which Okanagan College delivers services.

Programs and Courses. Working with Indigenous community focus groups, Mentors, and Knowledge Keepers, develop culturally appropriate programs inclusive of Indigenous language that transform learning into a collaborative process which enriches and promotes healing, a sense of belonging and identity that embraces diversity and improves education levels and success rates. Weave trauma informed teaching and learning practices into program and course development.

Experiential and Land Based Learning. Work with Elders and Knowledge keepers to engage OC students and employees in land-based learning experiences and protocols of the local Indigenous Peoples of the Syilx Okanagan and Secwépemc Territory.

PILLAR 2:

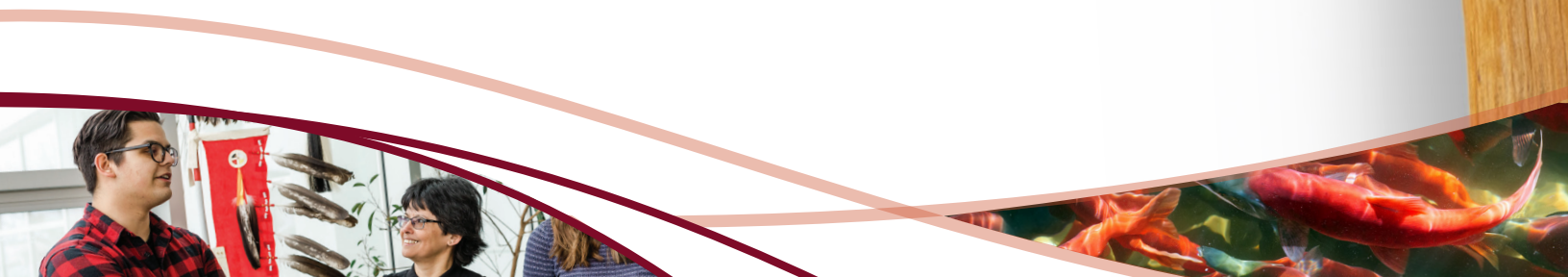
GOVERNANCE, POLICIES, AND DECISION MAKING

Indigenization of College Policy. Renew college policies and procedures bridging Indigenous and non-Indigenous world views and interweaving Indigenous ways of knowing and being within OC's policy framework.

Decision Making Processes. Increase Indigenous voice, guidance, and influence in college decision-making structures and processes to support Okanagan College in developing culturally relevant and responsive policies, structures, and processes.

Consultation. Build meaningful relationships with Indigenous communities, employees, and students grounded in reciprocity and mutual respect. Regularly receive and integrate input from Indigenous communities, Indigenous Student Services Team, the Indigenous Education Advisory Council, the Indigenous and Indigenous Ally Assembly, and other points of intersection with Indigenous peoples to inform tangible action plans for the college.

Representation. Ensure that Indigenous voice is present at all levels of the college and that a leadership team is representative of Indigenous peoples at the Board of Governors, Education Council, and Leadership Council.



PILLAR 3:

INFRASTRUCTURE AND DESIGN

Indigenization. Incorporate Indigenous ways of knowing, being and doing into the college's educational, cultural, and social structures to build student, employee, and visitor capacity for intercultural understanding, empathy, and mutual respect.

Physical Spaces. In consultation with Indigenous communities, weave Syilx Okanagan and Secwépemc language, culture, art, signage, and heritage throughout Okanagan College campuses that include parallel opportunities for educational engagement and awareness. Incorporate and reflect Indigenous design in future College buildings and campus improvements. Ensure that culture, art, and language are visible and viable across all aspects of the institution and students' experience.

Cultural and Spiritual Spaces. Improve space and place for Indigenous students to gather, learn, share, and teach others that embraces Indigenous traditional practices and ways of being and knowing. Promote the development of cultural projects that foster healing, wellness, opportunities to incorporate further learning and embrace traditional practices. Increases the visibility of Indigenous culture through gathering spaces.

Brand and Marketing Design/Media. Incorporate and weave Indigenous cultural diversity into Okanagan College communications, brand, and regional presence that reflects local Indigenous art, culture, and languages reflective of the unceded and traditional territories on which the College delivers services.

PILLAR 4:

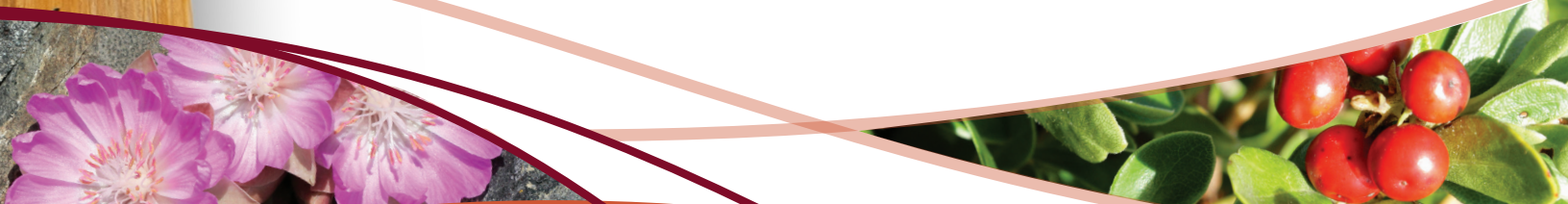
RELATIONSHIPS

Partnerships. In partnership with local bands in the traditional and unceded territory of the Okanagan Syilx, Secwepmec, Ktunaxa, and Sinixt, develop, formalize, and foster sustainable partnership agreements grounded in reciprocity, respect, and knowledge sharing. Recognize that the agreements and other constructive arrangements, and the relationship they represent, are the basis for a strengthened partnership among Indigenous peoples.

Co-created Community-based Learning. Co-create community-based delivery learning opportunities, ensuring appropriate protocols are followed and culturally appropriate and trauma informed approaches are applied embracing an Indigenous lens to teaching, learning, and how to build upon relationships and making connections with Indigenous communities.

Community Engagement. Work together as a team unified and representing Okanagan College with clear open communication with community partners to establish and foster points of contact within Indigenous Communities across the region. Align our communication channels with Indigenous Communities for the purpose of accountability, sharing, and activating the partnership between the college and Indigenous Communities. Actively engage in community events together at Okanagan College and in Indigenous Communities ensuring reciprocity and balance in relationships.

Relationships based in listening. Work with meaningful Indigenous and non-Indigenous relationship partners to reject past colonizing patterns of homogenization, exclusion and erasure of Indigenous peoples' knowledge, languages, identities as well as cultural and educational aspirations and advocate for the resources to fulfil the Truth and Reconciliation Commission's Calls to action.



Indigenous Activities – Snapshot (March 2024)

The following is a list, that while not exhaustive, provides a snapshot of the Indigenization work that is being engaged in at Okanagan College. This work respectfully incorporates and continues to follow the Truth and Reconciliation Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples, the Missing and Murdered Indigenous Women Calls for Justice, and the BC Indigenous Policy Action Plans. The College aims to learn from the past, live in the now, and look forward to the future of learning and healing together as we work towards truth and reconciliation, decolonization, and Indigenization. OC's Inspire Plan works in collaboration and partnership with others internally and externally valuing and respecting voice, importance of relationships, space, and place of the land the campuses reside on in the traditional and unceded territory of the Syilx Okanagan, Secwepemc, Ktunaxa, and Sinixt peoples.

While we are unable to track the direct impact of these activities on our non-Indigenous students and employees it should be noted that since 2005 our Indigenous student numbers have increased from 423 to 1,530 in 2022/23.

	Indigenous activities under earlier strategic plans	Indigenous activities under the Inspire Plan <i>Approved: January 11, 2022</i>	Future activities
Learning and Teaching	<ul style="list-style-type: none"> Provided employees access to Four Seasons of Reconciliation training 	<ul style="list-style-type: none"> Increasing access to employees and students to Four Seasons of Reconciliation training Offered Syilx Okanagan Perspective Cultural Sensitivity Training to Leadership Council 	<ul style="list-style-type: none"> Continue to promote and expand professional development opportunities for employees and students to further Indigenous knowledge and an understanding of an Indigenous world view
	<ul style="list-style-type: none"> Initiated a curation of Indigenous learning resources available through the library Created Indigenous Librarian position 	<ul style="list-style-type: none"> Continuing curation of Indigenous learning resources available to students and staff 	
	<ul style="list-style-type: none"> Offered Indigenous focused programming in areas such as Professional Cook, Community Support Worker, Leadership Skills, Health Care Assistant, Residential Insulator, Early Childhood Education, Women of Trades 	<ul style="list-style-type: none"> Expanding offerings of Indigenous focused programming including previous subject areas as well as Fundamentals of Addiction, Cultural Resources Management, Tsal'ah-Community Cooking, Fast Track to Office, Women of Steel Development of a Community engagement process to ensure consistency in college delivery in community and alignment to informed approaches and protocol 	<ul style="list-style-type: none"> Continue to develop Indigenous focused programming Strengthen approach to working with community on programming delivered in community.
		<ul style="list-style-type: none"> Supporting the development of curriculum through access to learning resources such as guides, library resources, speaker series and an Indigenous newsletter 	
		<ul style="list-style-type: none"> Offering Indigenous language and cultural courses in Nsyilxcən and Secwepemc languages 	
		<ul style="list-style-type: none"> Allocated funds to support departments increasing cultural opportunities in the classroom 	<ul style="list-style-type: none"> Increase opportunities for non-Indigenous students to learn more about Indigenous ways of being and knowing in the classroom and through other cultural activities
	<ul style="list-style-type: none"> Began the use of land acknowledgements at college events 	<ul style="list-style-type: none"> Increasing the use of land acknowledgments and educating employees and students on the importance of the acknowledgement 	

Indigenous activities under earlier strategic plans

Indigenous activities under the Inspire Plan

Future activities

Approved: January 11, 2022

Governance/ Policies / Decision Making

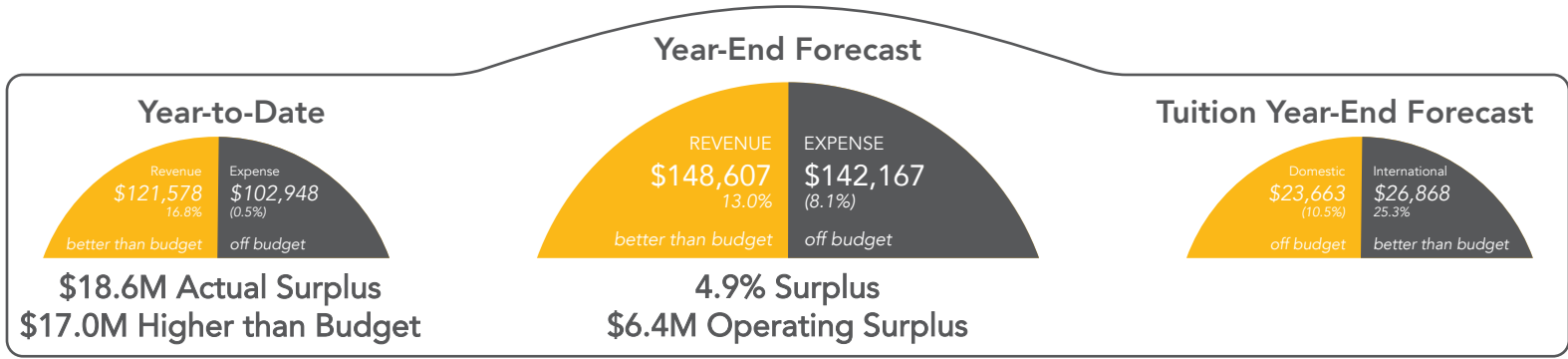
<ul style="list-style-type: none"> Established Okanagan Indigenous Education Council with UBCO and Indigenous leaders (2005) Established Salmon Arm Regional Indigenous Advisory Committee 	<ul style="list-style-type: none"> Ongoing support for the Okanagan Indigenous Education Council Updated terms of reference for Okanagan Indigenous Education Council in collaboration with UBCO Development of Regional Indigenous Partnership Councils Framework 	<ul style="list-style-type: none"> Establish Regional Indigenous Partnership Councils Establish President's Advisory Council
<ul style="list-style-type: none"> Established project coordinator positions to lead the early development of an Indigenous plan (<i>not fully realized until Indigenous OC</i>) Established Indigenous Student Services team with dedicated Indigenous Student coordinators on all campuses 	<ul style="list-style-type: none"> Established Director of Reconciliation and Indigenous Relations position Review and updated referral process for Indigenous Services support 	<ul style="list-style-type: none"> Continue to build internal capacity to support Indigenous Services, Indigenousization, and Reconciliation
<ul style="list-style-type: none"> Engaged to develop the 2021 Strategic plan (Inspire Plan) 	<ul style="list-style-type: none"> Operationalizing commitments made in the Inspire Plan Creation of the Indigenous OC Plan 	<ul style="list-style-type: none"> Continue to meet commitments made in the Inspire Plan and the Inspire Roadmap Creation of the Indigenous OC Roadmap
	<ul style="list-style-type: none"> Developed Indigenous Framework: The Four Pillars Pit House model 	
	<ul style="list-style-type: none"> Updated Education Council Bylaws to create a position for the Director, Indigenous Relations 	
	<ul style="list-style-type: none"> Developed Indigenous Guiding Principles for Board of Governors 	
<ul style="list-style-type: none"> Developed Aboriginal Admission Policy (<i>pre 2005</i>) 	<ul style="list-style-type: none"> Developed Indigenous Access Policy Rescinded Aboriginal Admission Policy 	<ul style="list-style-type: none"> Identify and develop additional mechanisms to support Indigenous student access and success
	<ul style="list-style-type: none"> Developed Use of Indigenous Language on College Property Policy 	
	<ul style="list-style-type: none"> Updated equity and hiring practices for Indigenous employment opportunities 	<ul style="list-style-type: none"> Identification and removal of additional barriers to employment for Indigenous peoples
	<ul style="list-style-type: none"> Implemented new enumeration and honorarium rates for Indigenous speakers 	
	<ul style="list-style-type: none"> Consulted with Indigenous communities on the Accessibility Plan 	
	<ul style="list-style-type: none"> Ongoing review of internal and external policies and procedures as it relates to Indigeneity at OC 	
	<ul style="list-style-type: none"> Introduction of Indigenous representation at Education Council 	

Indigenous activities under earlier strategic plans
Indigenous activities under the Inspire Plan
Future activities
Approved: January 11, 2022
**Infrastructure
and Design**

<ul style="list-style-type: none"> Established Indigenous support spaces on each campus 	<ul style="list-style-type: none"> Continuing to build activities within our Indigenous support spaces such as promoting holistic well-being, increasing visits by Elders 	
<ul style="list-style-type: none"> Constructed the Centre of Dialogue to reflect the basket art of the Indigenous people of the Okanagan region 		
<ul style="list-style-type: none"> Constructed Indigenous gardens at the Penticton, Kelowna and Vernon campuses Established Indigenous Student gardener position 	<ul style="list-style-type: none"> Continuing to support the Indigenous gardens and increase community access and tours. 	
	<ul style="list-style-type: none"> Installed story poles and pictographs (Penticton) 	
<ul style="list-style-type: none"> Installed Four Chiefs metal work art sculpture (Kelowna) 	<ul style="list-style-type: none"> Installed Indigenous mural honoring residential school survivors 	
	<ul style="list-style-type: none"> Advised on Indigenous design elements for student housing projects (Kelowna, Vernon, Salmon Arm) 	<ul style="list-style-type: none"> Support the inclusion of Indigenous design elements in future capital projects Request that Indigenous names be granted for housing projects
	<ul style="list-style-type: none"> Received approval to name the Vernon daycare smukwa?xn (Sunflower) 	
	<ul style="list-style-type: none"> Developing an Indigenous OC logo 	
	<ul style="list-style-type: none"> Adding pictograph designs and signage in the Indigenous support space (Kelowna) 	<ul style="list-style-type: none"> Rolling out designs to other Indigenous support spaces (Vernon, Salmon Arm)
<ul style="list-style-type: none"> Obtained approval to fly Syilx Okanagan Nation flag at Kelowna and Vernon campuses Obtained approval to fly the Secwépemc flag at the Salmon Arm campus 	<ul style="list-style-type: none"> Received approval to fly the Penticton Indian Band and Okanagan Nation flags in Penticton campus 	<ul style="list-style-type: none"> Raise Westbank First Nation flag (Kelowna) Raise Okanagan Indian Band flag (Vernon)
		<ul style="list-style-type: none"> Seek to have Indigenous name for new student housing buildings
	<ul style="list-style-type: none"> Installed welcome banners at all campuses in the appropriate Indigenous language nsyilxcən and Secwepemctsin 	

	Indigenous activities under earlier strategic plans	Indigenous activities under the Inspire Plan <i>Approved: January 11, 2022</i>	Future activities
Relationships	<ul style="list-style-type: none"> Invited Indigenous leaders to participate in convocation ceremonies (2006) 	<ul style="list-style-type: none"> Increasing participation and acknowledgement of Indigenous ways of doing at convocation ceremonies including smudging ceremony spaces Created sashes to be worn by Indigenous graduates 	<ul style="list-style-type: none"> Increase Indigenous activities in graduation celebrations
	<ul style="list-style-type: none"> Hosted Indigenous graduate event for friends and family 	<ul style="list-style-type: none"> Continuing to host Indigenous graduate events 	
	<ul style="list-style-type: none"> Signed partnership agreements with Westbank First Nation, Okanagan Nation Alliance, En'owkin Centre 	<ul style="list-style-type: none"> Renewed agreements with Westbank First Nation Established partnership Secwepemctsin Nation Tribal Councils Consulting with Okanagan Nation Alliance to renew memorandum of agreement 	<ul style="list-style-type: none"> Renew agreements with Indigenous partners Expand the number of agreements with Indigenous partners
		<ul style="list-style-type: none"> Developing informed approaches and protocols for Indigenous community engagement and involvement 	<ul style="list-style-type: none"> Increase engagement activities with Indigenous communities
		<ul style="list-style-type: none"> Increasing fundraising activities with an Indigenous focus 	<ul style="list-style-type: none"> Increase donations with Indigenous focus
		<ul style="list-style-type: none"> Implementing activities to support students such as the Aunty program Supporting Elders visits to campus to engage in reconciliation circles, talking circles and smudging activities 	<ul style="list-style-type: none"> Implement more support programs such as Campus Cousin Connections
		<ul style="list-style-type: none"> Host regular events in Indigenous Support spaces to connect it students and build relationships 	
	<ul style="list-style-type: none"> With UBCO, jointly support the Indigenous Career Fair held at UBCO annually 		
		<ul style="list-style-type: none"> Working with local school districts to improve transition of Indigenous students to post-secondary Initiation of the Indigenous Intern Leadership Program in partnership with VIU 	<ul style="list-style-type: none"> Increase participation of Indigenous students in dual credit programming
	<ul style="list-style-type: none"> Employed student co-ordinator positions at all campuses 		
<ul style="list-style-type: none"> Established Annual Youth PowWow (2008) 			

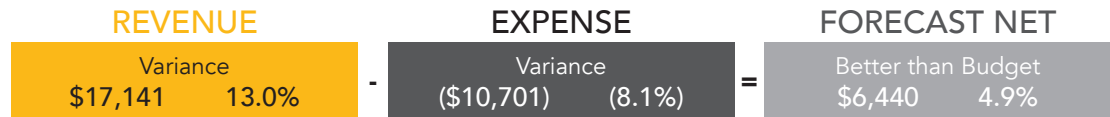
(amounts in \$000s)



Approved Budget



Q3 Year-End Forecast Variance to Approved Budget



- Grants**
 \$13,680 20.2%
 Primarily due to projected onetime operating grants received at year-end
- International Tuition**
 \$5,426 25.3%
 Higher than planned enrolment across programs: specifically Arts & Business
- Investment Income**
 \$837 79.7%
 Increase due to interest rate increases
- Other**
 \$541 63.6%
 Higher due to increased revenue - primarily from Success Centre and ITA programs
- Amortization of Deferred Contributions for TCA**
 \$524 9.3%
 Exceeding budget due to early completion of Kelowna Housing

- Domestic Tuition**
 (\$2,761) (10.5%)
 Decreased largely due to slow recovery across all program areas
- Salaries and Benefits**
 (\$8,089) (8.3%)
 All collective agreements ratified retroactive to 22-23
- Contract Services**
 (\$1,036) (23.6)
 Decreased due to reduced CS and Research activity
- Supplies and Services**
 (\$1,917) (7.4%)
 Additional supplies & service expenses associated with one-time operating grants
- Ancillary Services**
 (below threshold)
 (\$69) (1.7%)
- Amortization of Tangible Capital Assets**
 (\$686) (8.4%)
 Exceeds budget due to early completion of Kelowna Housing project



Budget line items with a material variance forecast for year-end are explained in detail. A material variance is \$400K and 2% of the budget line object or the components within the line item are above the \$400K and 2% threshold.

Note: the size of boxes is for illustrative purposes only and are not to scale

LEGEND	Material	<Material
Favourable		
Unfavourable		



BOARD OF GOVERNORS – BRIEFING NOTE

March 12, 2024

Agenda #: 4.6.1

Title	New Program		
Action and/or Recommendation	For Approval <u>Recommended Motion:</u> <i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Video Game Prototyping Micro-credential as presented.”</i>		
Meets OC’s Inspire Plan...	Values <input checked="" type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input checked="" type="checkbox"/> Relationships <input type="checkbox"/> Distinction	Responsibilities <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input type="checkbox"/> Effective and Efficient	Commitments <input type="checkbox"/> Inclusive & Equitable Access <input checked="" type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

Background Statement

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

- (b) proposals about implementation of courses or programs leading to certificates, diplomas or degrees, including the length of or hours for courses or programs;
- (d) priorities for implementation of new programs and courses leading to certificates, diplomas or degrees;
- (f) evaluation of programs and educational services;
- (m) qualifications for admission policies; and
- (n) criteria for awarding certificates, diplomas and degrees...”

In alignment with its advisory role to the Board, Education Council has reviewed and is recommending Board approval of the following new programs:

- Video Game Prototyping Micro-credential

Reference Materials

- Proposal for New Program: Video Game Prototyping Micro-credential

Supporting Analysis

Please see attached new program proposal.

Alignment to the Strategic Plan Roadmap

The new program represents OC's ability to pivot to meet the demands of the community and industry and provide prospective students with programming relevant to their needs.

Risk Implication & Mitigation Steps

Lack of Participants: Mitigated by strong collaboration with community partners. Strong marketing collateral and a solid marketing plan with dedicated resources to ensure the reach of promotions throughout the Okanagan Valley.

Instructor Availability: Mitigated through collaboration between programs and faculty to source subject matter experts who will be qualified to teach.

Content Quality: This risk is mitigated with the use of subject matter experts who are currently working in the industry and are knowledgeable of the current trends, competencies and skills required.

Proposed and Prepared by

Jillian Garrett, Education Council Chair

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Education Council	3/7/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Neil Fassina, President	3/6/2024
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.

Okanagan College Education Council
Proposal for New Program
March 2024

Program Summary

Name of Program:	Video Game Prototyping Micro-credential
Program Outcome/Credential:	Microcredential
Program Length:	132 hours
Education Council Approval Date:	3/7/2024

Program Outline

Program description:	<p>Video game prototyping is the process of creating a simplified, early version of a video game to test and validate design concepts, gameplay mechanics, and overall feasibility before investing significant time and resources into full-scale development. Prototyping allows developers to experiment with ideas, gather feedback, and identify potential issues or improvements at an early stage.</p> <p>This hands-on course is designed to equip learners with a combination of creative and technical skills needed to create prototypes of captivating and interactive gaming experience concepts.</p>
Learners served by this program:	This is an introductory program geared towards inexperienced youth and young adults. It will also be offered as a dual credit program with the School Districts in the area.
Career Outcomes and Pathways:	After completing the Video Game Prototyping Micro-credential, students will have an understanding and skills needed to create basic prototypes of captivating and interactive gaming experience concepts. This is a "stepping stone or pathway program" to explore interest in animation, coding and sound design and potentially further their education in those areas.
Program Hours:	132
Admission Requirements:	Not applicable
Required Courses:	<p>VGP 100 - Storytelling Foundations and Asset Development VGP 101 - Interactive Design and Development VGP 102 - Sound Design for Games</p> <p>Learners must attain a minimum of 60% to pass each module and must pass all modules to complete the Micro-credential.</p>

Program Outline

Other comments:

Okanagan College applied for and received a grant from the Ministry of Post Secondary Education and Future Skills to develop and deliver a Video Game Prototyping Micro-Credential.

This program was developed by Continuing Studies and Corporate Training in collaboration with subject matter experts from Science and Technology (Computer Science), Arts and Foundation (Animation) and Audio Engineering and Music Production. The program has strong support from several external companies and organizations, such as Nexus, Accelerate Okanagan, Sad Panda ad Community Futures.



BOARD OF GOVERNORS – BRIEFING NOTE

March 12, 2024

Agenda #: 4.6.2

Title	Program Revisions		
Action and/or Recommendation	<p>For Approval</p> <p><u>Recommended Motion:</u></p> <p><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revisions for the following programs as recommended by Education Council and as presented:</i></p> <ul style="list-style-type: none"> • <i>Audio Engineering and Music Production Certificate</i> • <i>Associate of Arts: Gender, Sexuality and Women's Studies Emphasis</i> • <i>Health Care Assistant Certificate</i> • <i>Infrastructure and Computing Technology Diploma</i> • <i>Kinesiology Diploma</i> • <i>Okanagan College to UBC-Okanagan Mechanical Engineering Bridge</i> • <i>Bachelor of Business Administration: Human Resources Management Specialty</i> • <i>Post-Baccalaureate Certificate in Human Resources Management</i> • <i>Post-Baccalaureate Diploma in Human Resources Management</i> • <i>Water Engineering Technology Diploma</i> 		
Meets OC's Inspire Plan...	<p>Values</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction 	<p>Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input type="checkbox"/> Effective and Efficient 	<p>Commitments</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Inclusive & Equitable Access <input checked="" type="checkbox"/> Life-long learning partnerships <input checked="" type="checkbox"/> Integration and focus

Background Statement

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

- Audio Engineering and Music Production Certificate
- Associate of Arts: Gender, Sexuality and Women's Studies Emphasis
- Health Care Assistant Certificate
- Infrastructure and Computing Technology Diploma
- Kinesiology Diploma
- Okanagan College to UBC-Okanagan Mechanical Engineering Bridge
- Bachelor of Business Administration: Human Resources Management Specialty
- Post-Baccalaureate Certificate in Human Resources Management
- Post-Baccalaureate Diploma in Human Resources Management
- Water Engineering Technology Diploma

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

- (e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution;
- (f) evaluation of programs and educational services; and
- (n) criteria for awarding certificates, diplomas and degrees”

Reference Materials

Proposals for Program Revisions:

- Audio Engineering and Music Production Certificate
- Associate of Arts: Gender, Sexuality and Women's Studies Emphasis
- Health Care Assistant Certificate
- Infrastructure and Computing Technology Diploma
- Kinesiology Diploma
- Okanagan College to UBC-Okanagan Mechanical Engineering Bridge
- Bachelor of Business Administration: Human Resources Management Specialty
- Post-Baccalaureate Certificate in Human Resources Management
- Post-Baccalaureate Diploma in Human Resources Management
- Water Engineering Technology Diploma

Supporting Analysis

See attached proposals for program revisions.

Alignment to the Strategic Plan Roadmap

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

Risk Implication & Mitigation Steps

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

Proposed and Prepared by

Jillian Garrett, Education Council Chair

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Education Council	2/1/2024
	☒	☒	Education Council	1/11/2024
	☒	☒	Education Council	12/7/2023
	☒	☒	Neil Fassina, President	3/6/2024

Okanagan College Education Council

Proposal for Program Revision

March 2024

Program Revision Summary

Name of Program:	Audio Engineering and Music Production
Program Outcome/Credential:	Certificate
Program Length:	766 hours
Proposed Revision Effective:	Fall 2024
Education Council Approval Date:	2/1/2024

Proposed Revised Program Outline

Program description:	The Audio Engineering and Music Production Certificate is a comprehensive 766-hour program designed for individuals interested in pursuing a career in the music and entertainment industry.
Program revision process:	Proposed changes to the program outcomes include adjustments to the program to fit industry recommendations and increase employability. There are a few updates: -Update course descriptions and some titles to better reflect content -Update learning outcomes and assessments to align more with current recommendations for Universal Design for Learning (UDL), Learning and Applied Research, Student centered -Increase the hours of the program from 730 to 766 hours
Career Outcomes and Pathways:	Using a combination of theory, hands-on training, industry standard assessment strategies, and practical application, with access to a state-of-the-art recording studio and equipment, learners are prepared to work in various technical positions such as the recording arts, music production, live performances including audio and visual elements, broadcasting, video and film.

Proposed Revisions:	Current	Proposed
<input checked="" type="checkbox"/> Hours:	730	766
<input checked="" type="checkbox"/> Admission Requirements:	<ul style="list-style-type: none"> Grade 12 or Advanced Level certificate or GED, or 19 years of age and out of secondary school for at least one year as of the first day of classes. English 12 with minimum 60% or alternatives. 	<ul style="list-style-type: none"> B.C. secondary school graduation, or equivalent, or 19 years of age out of secondary school for at least one year as of the first day of classes. English 12 or alternatives.

Proposed Revisions:	Current	Proposed
	<p>Math requirement: A minimum of 60% in any of:</p> <ul style="list-style-type: none"> • Foundations of Mathematics and Pre-Calculus Grade 10 • Applications of Mathematics 10 • Principles of Mathematics 10 • Adult Basic Education MATH 071 and MATH 072 • Or a minimum of 65% on the ABLE Mathematics test. Test scores are only good for two (2) years. 	<p>Math requirement:</p> <ul style="list-style-type: none"> • <i>Removed</i>
<p>☒ Other: program description</p>	<p>The Audio Engineering and Music Production certificate is a 730-hour program that trains individuals to work in various technical positions such as recording arts, music, theatre, concerts, broadcasting, video and film.</p> <p>The program develops skills required to operate digital and analog audio recording, programming and processing equipment. The course content provides a foundation in the principles of hearing, sound, music, basic electronics, processing, signal flow, microphone techniques, mixing and mastering, live sound engineering, and reviews current industry standards. Students will gain hands-on experience with industry-standard recording and studio systems, and music and audio experience.</p>	<p>The Audio Engineering and Music Production Certificate is a comprehensive 766-hour program designed for individuals interested in pursuing a career in the music and entertainment industry.</p> <p>Using a combination of theory, hands-on training, industry standard assessment strategies, and practical application, with access to a state-of-the-art recording studio and equipment, learners are prepared to work in various technical positions such as the recording arts, music production, live performances including audio and visual elements, broadcasting, video and film.</p>

Okanagan College Education Council

Proposal for Program Revision

March 2024

Program Revision Summary

Name of Program:	Associate of Arts: Gender, Sexuality and Women's Studies Emphasis
Program Outcome/Credential:	Associate Degree
Program Length:	Two years
Proposed Revision Effective:	Winter 2024
Education Council Approval Date:	12/7/2023

Proposed Revised Program Outline

Program description:	The Associate of Arts Degree can be structured by students to reflect emphasis on a particular discipline, including Gender, Sexuality and Women's Studies. Gender, Sexuality and Women's Studies (GSWS) addresses questions related to gender through an interdisciplinary perspective that includes law, political science, health, and media.
Program revision process:	A revision to the required courses and program description is proposed to reflect the correct number of credits for the Associate Arts emphasis for Gender, Sexuality and Women's Studies (GSWS). The department only offers one 100-level GSWS course with the remaining courses available at the 200-level.

Proposed Revisions:	Current	Proposed
<input checked="" type="checkbox"/> Required Courses <i>(proposed revisions also to be reflected in the program specializations)</i>	<p>As a means of satisfying all of the requirements outlined above for an Associate of Arts Degree, students must complete specific Gender, Sexuality and Women's Studies courses.</p> <p>Specifically, as part of the Associate of Arts degree requirement, students must complete:</p> <p>Six credits of 100 level Gender, Sexuality and Women's Studies and</p> <p>Twelve credits of 200 level Gender, Sexuality and Women's Studies.</p>	<p>As a means of satisfying all of the requirements outlined above for an Associate of Arts Degree, students must complete specific Gender, Sexuality and Women's Studies courses.</p> <p>Specifically, as part of the Associate of Arts degree requirement, students must complete:</p> <p>Three (3) credits of 100 level Gender, Sexuality and Women's Studies and</p> <p>Fifteen (15) credits of 200 level Gender, Sexuality and Women's Studies.</p>

Okanagan College Education Council

Proposal for Program Revision

March 2024

Program Revision Summary

Name of Program:	Health Care Assistant Certificate
Program Outcome/Credential:	Certificate
Program Length:	745 hours
Proposed Revision Effective:	Fall 2024
Education Council Approval Date:	1/11/2024

Proposed Revised Program Outline

Program description:	The Health Care Assistant Certificate program is a 745-hour program designed to provide students with opportunities to develop the knowledge, skills, and attitudes necessary to function effectively as front-line caregivers and respected members of the health care team. Under the direction and supervision of a regulated health professional, graduates provide person-centred care aimed at promoting and maintaining the physical, psychological, cognitive, social, and spiritual health and well-being of clients and families.
Program revision process:	The BC Care Aide & Community Health Worker Registry requires all post-secondary schools to review their Health Care Assistant Program to ensure that it follows the 2023 Provincial Health Care Assistant Curriculum, the 2023 Health Care Assistant Program Recognition Guide and the Core Competency Manual (2023). All learning outcomes in the program have been reviewed and revisions have been made in each course to ensure that best practices in adult education and health care standards are current. This proposal incorporates the provincially mandated changes along with other department-initiated changes that will better align the Okanagan College program with provincial guidelines for program delivery. As a result, new names and course numbers have been proposed to foster the transparency of student records and to mirror the expected provincial learning outcomes in each course. This will ultimately lead to a smoother recognition process for BC Care Aide & Community Health Worker Registry review.

Proposed Revisions:	Current	Proposed
<input checked="" type="checkbox"/> Program Outline / Required Courses:	<u>Program Outline:</u> HCA101 – Interpersonal Communications HCA102 – Health: Concepts for Practice (0) HCA103 – Personal Care and Assistance HCA104 – Healing: Common Health Challenges	<u>Program Outline:</u> HCA120 - Introduction to Practice HCA122 - Lifestyle and Choices HCA124 - Concepts for Practice HCA126 - Interpersonal Communications HCA128 - Common Health Challenges

~~HCA105 – Home Support/Assisted Living~~
~~HCA106 – Cognitive/Mental Health Care~~
~~HCA107 – Clinical Practice~~

HCA134 - Practice Experience A: Multi-Level and/or Complex Care
HCA136 - Practice Experience B: Home Support, Assisted Living, and/or Group Home Setting
HCA130 - Cognitive and/or Mental Health Challenges
HCA132 - Personal Care and Assistance

- ☒ **Graduation Requirements:** A minimum passing grade (P) for HCA 103 and HCA 107; and a minimum grade of 70% in all other courses in the program outline.

A minimum of 70% in each of the following courses:
HCA120, HCA 122, HCA 124, HCA 126, HCA 128 and HCA 130
and a passing grade (P) in each of HCA 132, HCA 134 and HCA 136.

- ☒ **Other: program description** The 745-hour program is approximately a 25-week or six-month program (based on a typical 30-hour instruction week) designed to provide students with opportunities to develop the knowledge, skills and attitudes necessary to function effectively as direct client care providers and respected members of the health-care team, in community and facility settings. Under the direction and supervision of a health professional, graduates provide person-centred care aimed at promoting and maintaining the physical, emotional, cognitive, and social well-being of clients/residents. Upon successful completion of the program, graduates are prepared to work in any level of continuing care, including home support, adult day care, assisted living, complex care (including dementia care units) and acute care.

The 745-hour program designed to provide students with opportunities to develop the knowledge, skills, and attitudes necessary to function effectively as front-line caregivers and respected members of the health care team. Under the direction and supervision of a regulated health professional, graduates provide person-centred care aimed at promoting and maintaining the physical, psychological, cognitive, social, and spiritual health and well-being of clients and families.

Upon completion of the HCA program, graduates are prepared to work in a variety of practice settings including home support, assisted living, group homes, complex care, special care units, other home and community care settings, and acute care.

Proposed (see current Admission Requirements attached)

- ☒ **Admission Requirements:** **English requirements:** All applicants are required meet the HCA Program Entry Requirements for English Language Competency as outlined below. Applicants who provide evidence of three years of full-time instruction in English must also provide proof of one of the following:
- English 10 with minimum 60% or [equivalent](#).
 - ENGL 070 with a minimum of 60% or [equivalent college course](#).
 - Accuplacer Next Generation Test Result: Reading 230, Writing 230 and Writeplacer 4
- Applicants who cannot provide evidence of three years of full-time instruction in English are required to provide proof of one of the following standardized proficiency tests from an authorized assessment agency.

*Defined as three (3) years of full-time secondary and/or post-secondary education at a recognized institution on the list of Approved English Speaking Countries <[hyperlink to](#)

HCA Registry document>. Secondary education will be considered starting from grade 8. English as a Second Language (ESL) courses will not be considered.

- [Canadian Language Benchmark Placement Test](#) (CLBPT or CLBPT Remote). Test within the last year. Scores: Listening 7, Speaking 7, Reading 6 and Writing 6.
- [Canadian English Language Proficiency Index Program](#) (CELPiP General or CELPiP Online). Test within the last two years. Scores: Listening 7, Speaking 7, Reading 6 and Writing 6.
- [International English Language Testing System](#) (IELTS Academic, IELTS General or IELTS Academic Online). Test within the last two years. Overall score of 6 with a minimum of 6 in Speaking and Listening and no score lower than 5.5 in Reading and Writing.
- [The Test of English as a Foreign Language](#) (TOEFL iBT or TOEFL iBT Home Edition). Test within the last two years. Overall score of 76 with no score lower than 20 in Speaking and Listening and no score lower than 18 in Reading and Writing.
- [Canadian Academic English Language Assessment](#) (CAEL or CAEL Online). Test within the last two years. Overall Score of 60, with no section less than 50.

Other admission and program pre-practice requirements:

- Criminal record check clearance to work with vulnerable adults and children from the Criminal Records Review Program. Applicants must follow instructions provided to them by OC admissions to complete this requirement.
- Standard First Aid Certification.
- CPR Level "C" Certification or "Basic Life Support (BLS)" Certification.
- Foodsafe Level 1 Certification (or equivalent).
- Evidence of a negative tuberculin screening test (TB test), taken no more than six months before the date of application (and evidence of appropriate follow-up tests, if necessary)
- Proof of meeting current provincial immunization policies and guidelines by completing the Okanagan College Immunization Record Form. Applicants are advised that, if they are unable to provide proof of immunization they may be restricted and/or excluded from clinical practice.
- Workplace Hazardous Materials (WHMIS) provincial course completion.
- All the B.C. Provincial Violence Prevention Curriculum (PVPC) including the 8-hour in-person classroom course completion.
- Health Care Assistant Practice in BC E-Learning Modules completion.
- Recognizing and Responding to Adult Abuse course completion.
- Student Practice Education Core Orientation (SPECO) checklist completion.

Other information and recommendations:

- It is recommended that students also complete a Grade 11 Science or an ABE Science at the 70 or 80 Level.
- Applicants are advised that students in this program engage actively in laboratory practice, acting both as patient/client and as caregiver in simulated health care situations.
- Notwithstanding all specific program prerequisites, Okanagan College reserves the right to deny admission to any applicant when, in the opinion of OC, there is sufficient and substantiated evidence, medical or otherwise, to conclude that by granting admission OC would jeopardize the safety of clients under student care or would otherwise be negligent in providing for the safety and well-being of clients, agency staff or other students.
- Several of the program pre-practice requirements are available on the provincial online LearningHub and will become available to students once

enrolled in the program. Student will be provided with guidance for how to complete those requirements as part of the program orientation on the first day of classes.

- There may be additional fees associated with other admission and program pre-practice requirements. These requirements are usually completed outside of regular class time. Students are responsible for submitting appropriate documentation by the due dates provided. OC admissions and/or HCA department chair will provide further instructions.
- Students may proceed into clinical practice only after successful completion of ALL the program pre-practice requirements.

Admission requirements

Admission requirements

- B.C. secondary school graduation or equivalent, or
- 19 years of age and out of secondary school for one year as of the first day of classes.

English requirements:

- All HCA program applicants are required to demonstrate English language proficiency ([English Competency Self Declaration Form](#)). Domestic and/or international applicants who are non-native English speakers will need to take a standardized proficiency assessment to confirm communicative competency in all four language skills areas (speaking, listening, reading and writing).
- **Domestic and/or international applicants:**
 - **Applicants for whom English is their first language requirement:**
 - English 10 or equivalent;
 - Evidence of one of the following:
 - Proof of completion of Grade 10 English; or
 - College courses determined to be equivalent to completion of Grade 10 English (or higher) by post-secondary institutions. Applicants must produce transcripts as evidence of completion. A minimum of a C grade is acceptable.
 - Canadian Adult Achievement Test (CAAT): Reading Comprehension 35/50, Spelling 23/32
 - Accuplacer: Grade 10 level or higher Recommended Cut Scores*: Reading Comprehension 60, Sentences Skill 55, Writeplacer 4
 - **Applicants for whom English is not their first language requirement:**
 - Evidence of one of the following test scores:
 - The Test of English as a Foreign Language (TOEFL): test must be within the last two years, IBT only -- Overall score of 76 with no score lower than 20 in Speaking and Listening and no score lower than 18 in Reading and Writing
 - International English Language Testing System (IELTS): Academic or General -- test must be within the last two years: Overall score of 6 with a minimum of 6 in Speaking and Listening and no score lower than 5.5 in Reading and Writing
 - Canadian Language Benchmark Placement Test (CLB PT): test must be within the last year : Listening 7, Speaking 7, Reading 6 and Writing 6 - Note: a CLB Report Card from a LINC Program may also be accepted.
 - Canadian English Language Proficiency Index Program (CELPIP): Academic or General -- Academic: Aggregate score of 4L or better, with 4L or better in Speaking and Listening and 3H or better in Reading and Writing. General: CELPIP 7 or better in Speaking and Listening and CELPIP 6 in Reading and Writing
 - Canadian Academic English Language Assessment (CAEL): Overall Score of 60, with no section less than 50
 - *Educational institutions may conduct their own predictive validity studies to confirm appropriate cut scores
- **Other admission and program pre-practice requirements:**
 - It is recommended that students also complete a Grade 11 Science or ABE Science at the 70 or 80 Level.
 - Applicants must provide evidence of successful completion of a Red Cross Standard First Aid or St. John Ambulance Standard First Aid that includes Basic Life Support, CPR Level C no more than 12 months before admission.
 - A criminal record check clearance from the B.C. Ministry of Public Safety and Solicitor General's Criminal Records Review Office. Okanagan College's admission offices will provide applicants with instructions and forms for applicants to submit to the Solicitor General's Office and a deadline for the College to receive the clearance letter. Applicants should only initiate their criminal record check when instructed by Admissions. Failure to provide a clearance letter by the deadline will result in a cancellation of the applicant's admission application.
 - Applicants must provide evidence of a negative tuberculin test, taken no more than six months before the date of application (or evidence of appropriate follow-up if the test was positive.)
 - Applicants must have successfully completed the provincially-approved FOODSAFE training program.
 - Successful completion of all the B.C. Provincial Violence Prevention Curriculum (PVPC) including the 8-hour in-person classroom course.
 - Proof of meeting current immunizations / vaccinations as per health care organization policies / guidelines (or signed vaccination exemption form, except TB). Applicants are advised that, if they are unable to provide proof of immunization or immunity they may be restricted or even excluded from practice settings based on the Health Facility or Health Authority policies and procedures for non-immunized students on placement. This information will be collected on the first day of class by the instructor.
 - Attendance at a program orientation day is strongly recommended. Applicants will be notified of the exact date.
 - Applicants are advised that students in this program engage actively in laboratory practice, acting both as patient/client and as caregiver in simulated situations. Notwithstanding all specific program prerequisites, Okanagan College reserves the right to deny admission to any applicant when, in the opinion of OC, there is sufficient and substantiated evidence, medical or otherwise, to conclude that by granting admission OC would jeopardize the safety of clients under student care or would otherwise be negligent in providing for the safety and well-being of clients, agency staff or other students.

Note: There may be additional fees associated with other admission and program pre-practice requirements. These requirements are usually completed outside of regular class time. Students are responsible for submitting appropriate documentation by the due dates provided. The admissions office and/or department chair will provide further instructions. Students may proceed into clinical practice education experiences only after successful completion of ALL the program pre-practice requirements.

Okanagan College Education Council

Proposal for Program Revision

March 2024

Program Revision Summary

Name of Program:	Infrastructure and Computing Technology Diploma
Program Outcome/Credential:	Diploma
Program Length:	Two years
Proposed Revision Effective:	Fall 2024
Education Council Approval Date:	12/7/2023

Proposed Revised Program Outline

Program description:	The Infrastructure and Computing Technology Diploma program produces graduates who possess the skill set, attitude and knowledge to establish careers as certified technologists in the fields of local-area and wide-area voice, video and integrated data communications. Course work stresses messaging principles and provides insight into wired, wireless and fibre-optic signal propagation.
Program revision process:	It is proposed that the program course flow be modified to allow the introduction of a new course, ICT 228 Scaling Infrastructure & Services. This would be accomplished by adding this course into the 4th semester, removing a course from 3rd semester, and moving some courses between semesters to rebalance load and improve topical flow based on current offerings.

Proposed Revisions:	Current	Proposed
<input checked="" type="checkbox"/> Required Courses:	<p>Year 1</p> <p>Semester 1</p> <p><i>No revisions</i></p> <p>Semester 2</p> <ul style="list-style-type: none"> • ICT123 - Network Applications of Analog and Digital Systems (3) • ICT127 - Local Area Network Management (3) • ICT137 - Routing and Switching I (3) • CMNS123 - Analysis and Reporting for Information Technology (3) • ICT128 - Scripting for Network and System Administrators (3) 	<p>Year 1</p> <p>Semester 1</p> <p><i>No revisions</i></p> <p>Semester 2</p> <ul style="list-style-type: none"> • ICT123 - Network Applications of Analog and Digital Systems (3) • ICT127 - Local Area Network Management (3) • ICT137 - Routing and Switching I (3) • <i>Course removed</i> • ICT128 - Scripting for Network and System Administrators (3)

New courses:

- CMNS124 - Technical Communication II for Infrastructure and Computing Technology
- ICT129 - Project Management for Network and System Administrators (3)

- *Elective removed from Semester 2*

One elective (3 credits)**Extended Semester (2 weeks)**

- ICT199 - Topics in Internetworking (3)

Year 2**Semester 3**

- ~~ICT207 - Enterprise Telecommunications (3)~~
- ICT211 - Virtualization for Enterprise System Administrators (3)
- ICT212 - Cybersecurity Analysis (3)
- ~~ICT217 - Routing and Switching II (3)~~
- ICT218 - Client and Server Security (3)
- ICT219 - Linux Server Management (3)

- One elective (3 credits)

Semester 4

- ~~ICT225 - Internetwork Security I (3)~~
- ICT223 - Internet of Things (3)
- ICT299 - Network Project (3)

- One elective (3 credits)

Co-op Term*No changes***Notes**

In ICT classes, approximately one half of the time is devoted to hands-on

Extended Semester (2 weeks)

- ICT199 - Topics in Internetworking (3)

Year 2**Semester 3**

- *ICT 207 moved to Semester 4*
- ICT211 - Virtualization for Enterprise System Administrators (3)
- ICT212 - Cybersecurity Analysis (3)
- *Course removed*
- ICT218 - Client and Server Security (3)
- ICT219 - Linux Server Management (3)

Course moved from Semester 4:

- ICT225 - Internetwork Security I (3)

- One elective (3 credits)

Semester 4

- *ICT225 moved to Semester 3*
- ICT223 - Internet of Things (3)
- ICT299 - Network Project (3)

Moved from Semester 3

- ICT207 - Enterprise Telecommunications (3)

New course:

- ICT228 - Scaling Infrastructure & Services (3)
- One elective (3 credits)

Co-op Term*No changes***Notes**

In ICT classes, approximately one half of the time is devoted to hands-on

laboratory work. Course work will include field trips to local industry. Technical, Business Administration and Communication Electives:

- 9 credits of electives are included in the program
- 6 of these credits must be approved Information Technology courses,

or Electronics courses, or Computer Science courses eligible for credit towards the Bachelor of Computer Information Systems (BCIS) program, or Math courses eligible for credit towards the BCIS program. COSC 109, COSC 115, COSC 122 and COSC 127 or any course offering similar content to an existing course in the ICT program are not eligible for credit towards the ICT diploma. Any student considering a course that may offer similar content should consult with the chair prior to registration.

3 of these credits must be either Business Administration (BUAD) courses eligible for credit towards the Bachelor of Business Administration (BBA) program or Communication (CMNS) courses.

laboratory work. Course work will include field trips to local industry. Technical, Business Administration and Communication Electives:

- 6 credits of electives are included in the program
- 3 of these credits must be approved Information Technology courses, (ICT 221 is recommended),

or Electronics courses, or Computer Science courses eligible for credit towards the Bachelor of Computer Information Systems (BCIS) program, or Math courses eligible for credit towards the BCIS program. COSC 109, COSC 115, COSC 122 and COSC 127 or any course offering similar content to an existing course in the ICT program are not eligible for credit towards the ICT diploma. Any student considering a course that may offer similar content should consult with the chair prior to registration.

3 of these credits must be either Business Administration (BUAD) courses eligible for credit towards the Bachelor of Business Administration (BBA) program or Communication (CMNS) courses.

Okanagan College Education Council

Proposal for Program Revision

March 2024

Program Revision Summary

Name of Program:	Kinesiology Diploma
Program Outcome/Credential:	Diploma
Program Length:	Two years
Proposed Revision Effective:	Fall 2024
Education Council Approval Date:	12/7/2023

Proposed Revised Program Outline

Program description: Kinesiology is an academic discipline which involves the study of physical activity and its impact on health, society, and quality of life. The Kinesiology Diploma program helps students build skills that they can apply to a variety of career options in fitness, recreation, sport, education and health. Course credits transfer towards Bachelor degree programs in British Columbia and elsewhere.

Program revision process: To facilitate entrance into the Kinesiology program and remove a potential barrier to the application process, a change to the admission requirements is proposed where applicants may complete a Math 11 equivalency exam if they do not have a Math 11 pre-requisite from high school. The current Math 11 equivalency exam has been revised to better suit the Kinesiology program by adding trigonometry questions that will prepare students for a course in Biomechanics.

This change was requested by the Associate Registrar and has been approved by the Associate Dean responsible for the program. The mathematics department Chair was instrumental in revising the equivalency exam.

Proposed Revisions:	Current	Proposed
<input checked="" type="checkbox"/> Admission Requirements:	<p>Regular Applicants:</p> <ul style="list-style-type: none"> Regular applicants have graduated from a secondary school or equivalent, or are currently enrolled in Grade 12. B.C. secondary school graduation, or equivalent. English 12 with minimum 60% or alternatives. Chemistry 11 or an equivalent Advanced Level ABE Chemistry. One of Biology 11, Life Sciences 11, Biology 12, Anatomy and 	<p>Regular Applicants:</p> <ul style="list-style-type: none"> Regular applicants have graduated from a secondary school or equivalent, or are currently enrolled in Grade 12. B.C. secondary school graduation, or equivalent. English 12 with minimum 60% or alternatives. Chemistry 11 or an equivalent Advanced Level ABE Chemistry. One of Biology 11, Life Sciences 11, Biology 12, Anatomy and

Physiology 12, BIOL 122 or BIOL 124 or equivalent Advanced or Provincial Level ABE courses are acceptable (Anatomy and Physiology 12, Biology 12 or BIOL 122 is strongly recommended).

Physiology 12, BIOL 122 or BIOL 124 or equivalent Advanced or Provincial Level ABE courses are acceptable (Anatomy and Physiology 12, Biology 12 or BIOL 122 is strongly recommended).

Math requirement:

A minimum of 50% in any of:

- Pre-calculus Grade 11
- Foundations of Mathematics Grade 11
- Principles of Mathematics 11
- Adult Basic Education MATH 011
- Adult Basic Education MATH 085 and MATH 080
- Adult Basic Education IALG 011

Math requirement:

One of the following:

A minimum of 50% in any of:

- Pre-calculus Grade 11
- Foundations of Mathematics Grade 11
- Principles of Mathematics 11
- Adult Basic Education MATH 011
- [Adult Basic Education MATH 085](#)
- [Adult Basic Education MATH 080](#)
- Adult Basic Education IALG 011

Successful completion of the Mathematics Proficiency Exam for KINS with a minimum mark of 60%.

Okanagan College Education Council

Proposal for Program Revision

March 2024

Program Revision Summary

Name of Program:	Okanagan College to UBC-Okanagan Mechanical Engineering Bridge Program
Program Outcome/Credential:	Diploma
Program Length:	Two-year
Proposed Revision Effective:	Fall 2024
Education Council Approval Date:	2/1/2024

Proposed Revised Program Outline

Program description:	This program prepares students for undergraduate studies in engineering. Students will learn fundamental engineering principles and practices while gaining a working knowledge in the areas of material use, structures, fluids, power, machine design, manufacturing, thermodynamics, quality and instrumentation and control. Upon completion of this program, students from the Okanagan College Mechanical Engineering Bridge program will be able to bridge into third year of the Mechanical Engineering or Manufacturing Engineering Degree program at UBC's-Okanagan Campus.
Program revision process:	With the previous agreement expiring, UBCO and OC have been working to re-negotiate a bridge program for our best serve our students. To facilitate program changes at UBCO and reduce the rush and burden on staff and students, it is proposed that the bridge program be changed to a two semester duration which allows the students to transfer directly from Okanagan College into their third year at UBCO starting in September rather than January.
Career Outcomes and Pathways:	Upon completion of this program, students from the Okanagan College Mechanical Engineering Bridge program will be able to bridge into the third year of the Mechanical Engineering or Manufacturing Engineering Degree programs at UBC's Okanagan Campus.

Proposed Revisions:	Current	Proposed
<input checked="" type="checkbox"/> Admission Requirements:	Completion of Okanagan College's Mechanical Engineering Technology diploma program with a minimum cumulative grade average of 80% in all required second year courses.	Completion of Okanagan College's Mechanical Engineering Technology diploma program with a minimum cumulative grade average of 80% in all required second year courses.

Proposed Revisions:	Current	Proposed
		<p>Students with cumulative grade average between 75% and 80% may also apply but must submit a personal statement indicating that they would be a good candidate for entry into the OC bridge program. These applicants are advised to include all relevant work experience gained since graduation. Current students are advised to include any coop term experience and a goal statement.</p>
<p>☒ Required Courses:</p>	<p>Math 122 (Calculus II) with a minimum 60% grade or equivalent. Chemistry 12 or ABE CHEM 012 with a minimum 60% grade, or Chemistry 11 or ABE CHEM 011 with a minimum 75% or equivalent.</p> <p>Complete -- all of the following: ENGL100 - University Writing (3) CHEM111 - Principles of Chemistry I (3) MATH221 - Linear Algebra I (3) MATH257 - Mathematics for Electronic Engineering Technology III (3)</p>	<p>Math 122 (Calculus II) with a minimum 60% grade or equivalent. Chemistry 12 or ABE CHEM 012 with a minimum 60% grade, or Chemistry 11 or ABE CHEM 011 with a minimum 75% or equivalent.</p> <p>Complete -- all of the following: ENGL100 - University Writing (3) CHEM111 - Principles of Chemistry I (3) MATH221 - Linear Algebra I (3) MATH257 - Mathematics for Electronic Engineering Technology III (3)</p> <p>COSC111 - Computer Programming I (3) MATH212 - Calculus III (3) MATH222 - Calculus IV (3) MATH258 - Numerical Methods (3)</p> <p>Completed at least 1 courses of the following types: Humanities Elective, may include, HIST 218, HIST 219, PHIL 251, PHIL 211 or as approved by Chair</p>
<p>☒ Other: program description</p>	<p>Upon completion of this program, students from the Okanagan College's Mechanical Engineering Bridge program will be able to bridge into <u>second year, second semester</u> of the Mechanical Engineering Degree program at UBC's-Okanagan Campus.</p>	<p>Upon completion of this program, students from the Okanagan College Mechanical Engineering Bridge program will be able to bridge into <u>third year of the Mechanical Engineering or Manufacturing Engineering Degree program</u> at UBC's-Okanagan Campus.</p>

Okanagan College Education Council

Proposal for Program Revision

March 2024

Program Revision Summary

Name of Program:	Post-Baccalaureate Diploma in Human Resources Management
Program Outcome/Credential:	Post-Baccalaureate Diploma
Program Length:	Two Years
Proposed Revision Effective:	Fall 2024
Education Council Approval Date:	1/11/2024

Proposed Revised Program Outline

Program description: This 20-course (60 credit) post-baccalaureate diploma is aimed at students with a bachelor's degree in a program other than Human Resources Management or Business, who wish to pursue a career in the Human Resources Management field.

Program revision process: The ability to conduct HR analytics is becoming a standard within the Human Resources industry, and is a required competency as part of our commitment to CPHR aligned certification. Therefore, this proposal is to add HR Analytics (BUAD 418) as an HR specific elective to all HR programs.

Statistics is required to be successful in Management Science (BUAD 315), while the lack of BUAD 315 has been identified as a gap within the HR specialty, especially as it relates to Chartered Professionals in Human Resources (CPHR) aligned competencies. Therefore, the second part of this proposal is to add BUAD 315 and STAT121 – Elementary Statistics (3) or STAT124 – Business Statistics (3) as required courses.

Proposed Revisions:	Current	Proposed
<input checked="" type="checkbox"/> Required Courses:	<p>Program Outline:</p> <ul style="list-style-type: none"> • BUAD111 - Financial Accounting I (3) • BUAD116 - Marketing (3) • BUAD123 - Management Principles (3) • BUAD128 - Computer Applications I (3) • BUAD195 - Financial Management (3) • BUAD209 - Business Law (3) • BUAD246 - Recruitment and Selection (3) 	<p>Program Outline:</p> <ul style="list-style-type: none"> • BUAD111 – Financial Accounting I (3) • BUAD116 – Marketing (3) • BUAD123 – Management Principles (3) • BUAD128 – Computer Applications I (3) • BUAD195 – Financial Management (3) • BUAD209 – Business Law (3) • BUAD246 – Recruitment and Selection (3)

Proposed Revisions:**Current**

- BUAD247 - Training and Development (3)
- BUAD248 - Occupational Health and Safety (3)
- BUAD262 - Organizational Behaviour (3)
- BUAD264 - Management Accounting (3)
- BUAD269 - Human Resources Management (3)
- BUAD340 - Strategic Management I (3)
- BUAD375 - Strategic Human Resource Planning (3)
- BUAD376 - Compensation and Benefits (3)

• ~~Plus two BUAD electives (one at 200 level, one at 300 level)~~

Plus three of the following HR specific electives (at least one of which must be at the 400 level):

- BUAD201 – Conflict Resolution and Negotiation (3)
- BUAD279 – Industrial Relations (3)
- BUAD374 – Employment Law (3)
- BUAD376 – Compensation and Benefits (3)
- BUAD410 – Organization Change and Development (3)
- BUAD411 – HR Metrics (3)
- BUAD412 – Strategic Performance Management (3)

Proposed

- BUAD247 – Training and Development (3)
- BUAD248 – Occupational Health and Safety (3)
- BUAD262 – Organizational Behaviour (3)
- BUAD264 – Management Accounting (3)
- BUAD269 – Human Resources Management (3)
- BUAD340 – Strategic Management I (3)
- BUAD375 – Strategic Human Resource Planning (3)
- BUAD376 – Compensation and Benefits (3)

New required course:

- BUAD315 – Management Science (3)

Two 200/300-level BUAD electives removed

New required course:

Complete at least 1 of the following:

- STAT121 – Elementary Statistics (3)
- STAT124 – Business Statistics (3)

Plus three of the following HR specific electives (at least one of which must be at the 400 level):

- BUAD201 - Conflict Resolution and Negotiation (3)
- BUAD279 - Industrial Relations (3)
- BUAD374 - Employment Law (3)
- BUAD376 - Compensation and Benefits (3)
- BUAD410 - Organization Change and Development (3)
- BUAD411 - HR Metrics (3)
- BUAD412 - Strategic Performance Management (3)

New course added to electives:

- BUAD418 - HR Analytics (3)

Okanagan College Education Council

Proposal for Program Revision

March 2024

Program Revision Summary

Name of Program:	Bachelor of Business Administration: Human Resources Management Specialty
Program Outcome/Credential:	Degree
Program Length:	Four years
Proposed Revision Effective:	Fall 2024
Education Council Approval Date:	1/11/2024

Proposed Revised Program Outline

Program description:

This Bachelor of Business Administration (BBA) is a unique four-year degree program focuses on business in the Canadian and international context. Year one of the program provides a solid foundation in general business. In subsequent years, specializations are available in Accounting, Financial Services, Hospitality and Tourism Management, Human Resources Management, Management, and Marketing.

The BBA: Human Resources Management Specialty from Okanagan College is accredited by Chartered Professionals in Human Resources (CPHR) British Columbia and Yukon. The knowledge and skills graduates acquire from this program are practical for any management position.

Program revision process:

The ability to conduct HR analytics is becoming a standard within the Human Resources industry and is a required competency as part of our commitment to CPHR aligned certification. Therefore, this proposal is to add HR Analytics (BUAD 418) as an HR specific elective to all HR programs.

Proposed Revisions:

Required Courses:

Current

Students must complete all of the following courses:

- BUAD246 - Recruitment and Selection (3)
- BUAD247 - Training and Development (3)
- BUAD248 - Occupational Health and Safety (3)
- BUAD375 - Strategic Human Resource Planning (3)
- BUAD376 - Compensation and Benefits (3)

Proposed

Students must complete all of the following courses:

- BUAD246 - Recruitment and Selection (3)
- BUAD247 - Training and Development (3)
- BUAD248 - Occupational Health and Safety (3)
- BUAD375 - Strategic Human Resource Planning (3)
- BUAD376 - Compensation and Benefits (3)

Proposed Revisions:	Current	Proposed
	<p>Plus three courses from the following list, with at least one at the 400 level.</p> <ul style="list-style-type: none"> • BUAD201 - Conflict Resolution and Negotiation (3) • BUAD279 - Industrial Relations (3) • BUAD374 - Employment Law (3) • BUAD379 - Selected Topics: Human Resources (3) • BUAD479 - Selected Topics: Human Resources (3) • BUAD410 - Organization Change and Development (3) • BUAD411 - HR Metrics (3) • BUAD412 - Strategic Performance Management (3) 	<p>Plus three courses from the following list, with at least one at the 400 level.</p> <ul style="list-style-type: none"> • BUAD201 - Conflict Resolution and Negotiation (3) • BUAD279 - Industrial Relations (3) • BUAD374 - Employment Law (3) • BUAD379 - Selected Topics: Human Resources (3) • BUAD479 - Selected Topics: Human Resources (3) • BUAD410 - Organization Change and Development (3) • BUAD411 - HR Metrics (3) • BUAD412 - Strategic Performance Management (3) <p><i>New course added to electives</i></p> <ul style="list-style-type: none"> • BUAD418 - HR Analytics (3)

Okanagan College Education Council

Proposal for Program Revision

March 2024

Program Revision Summary

Name of Program:	Post-Baccalaureate Certificate in Human Resources Management
Program Outcome/Credential:	Post-Baccalaureate Certificate
Program Length:	9-course (27 credits)
Proposed Revision Effective:	Fall 2024
Education Council Approval Date:	1/11/2024

Proposed Revised Program Outline

Program description:	This 9-course (27 credit) post-baccalaureate certificate is aimed at students with a bachelor's degree in a business program, other than those with a Human Resources Management major or specialty, who wish to pursue a career in the Human Resources Management field.
Program revision process:	The ability to conduct HR analytics is becoming a standard within the Human Resources industry, and is a required competency as part of our commitment to CPHR aligned certification. Therefore, this proposal is to add HR Analytics (BUAD 418) as an HR specific elective to all HR programs.

Proposed Revisions:	Current	Proposed
<input checked="" type="checkbox"/> Required Courses:	<p>Students must complete all of the following courses:</p> <ul style="list-style-type: none"> • BUAD246 - Recruitment and Selection (3) • BUAD247 - Training and Development (3) • BUAD248 - Occupational Health and Safety (3) • BUAD340 - Strategic Management I (3) • BUAD375 - Strategic Human Resource Planning (3) • BUAD376 - Compensation and Benefits (3) 	<p>Students must complete all of the following courses:</p> <ul style="list-style-type: none"> • BUAD246 - Recruitment and Selection (3) • BUAD247 - Training and Development (3) • BUAD248 - Occupational Health and Safety (3) • BUAD340 - Strategic Management I (3) • BUAD375 - Strategic Human Resource Planning (3) • BUAD376 - Compensation and Benefits (3)

Proposed Revisions:	Current	Proposed
	<p data-bbox="518 149 943 247">Plus 3 of the following HR specific electives (at least one of which must be at the 400 level):</p> <ul data-bbox="566 254 976 709" style="list-style-type: none"><li data-bbox="566 254 976 317">• BUAD201 - Conflict Resolution and Negotiation (3)<li data-bbox="566 323 976 386">• BUAD279 - Industrial Relations (3)<li data-bbox="566 392 976 455">• BUAD374 - Employment Law (3)<li data-bbox="566 462 976 525">• BUAD376 - Compensation and Benefits (3)<li data-bbox="566 531 976 594">• BUAD410 - Organization Change and Development (3)<li data-bbox="566 600 976 632">• BUAD411 - HR Metrics (3)<li data-bbox="566 638 976 701">• BUAD412 - Strategic Performance Management (3)	<p data-bbox="1005 149 1469 247">Plus 3 of the following HR specific electives (at least one of which must be at the 400 level):</p> <ul data-bbox="1053 254 1469 709" style="list-style-type: none"><li data-bbox="1053 254 1469 317">• BUAD201 - Conflict Resolution and Negotiation (3)<li data-bbox="1053 323 1469 386">• BUAD279 - Industrial Relations (3)<li data-bbox="1053 392 1469 455">• BUAD374 - Employment Law (3)<li data-bbox="1053 462 1469 525">• BUAD376 - Compensation and Benefits (3)<li data-bbox="1053 531 1469 594">• BUAD410 - Organization Change and Development (3)<li data-bbox="1053 600 1469 632">• BUAD411 - HR Metrics (3)<li data-bbox="1053 638 1469 701">• BUAD412 - Strategic Performance Management (3)
		<p data-bbox="1053 716 1198 741">New course:</p> <ul data-bbox="1053 747 1425 779" style="list-style-type: none"><li data-bbox="1053 747 1425 779">• BUAD418 - HR Analytics (3)

Okanagan College Education Council

Proposal for Program Revision

March 2024

Program Revision Summary

Name of Program:	Water Engineering Technology Diploma
Program Outcome/Credential:	Diploma
Program Length:	Two Years
Proposed Revision Effective:	Fall 2024
Education Council Approval Date:	12/7/2023

Proposed Revised Program Outline

Program description:	This program is a unique blend of traditional chemical and civil engineering technology combined with innovative water-focused environmental studies. The goals of the program are to educate, train and equip students to work in the water industry where they are able to monitor and protect both public health and the natural environment. The program includes courses in hydrology, hydraulics, water quality, water/wastewater treatment, operations and maintenance along with water-focused biology and chemistry.
Program revision process:	The program change proposed is to re-sequence CHEM 218 Applications of Environmental Chemistry and CHEM 225 Introduction to Analytical Chemistry for Water Engineering Technology. Currently CHEM 218 occurs in semester 3 and CHEM 225 is in semester 4 of the program. The intent is to switch CHEM 218 to the 4th semester and CHEM 225 to the 3rd semester to ensure students develop the analytical skills taught in CHEM 225 before they enter their 4th semester. The 4th semester includes a capstone project course where many of the projects undertaken require analytical chemistry skills to complete. This change was proposed by the Chemistry Department and has the full support of the Water Engineering Technology Department.

Proposed Revisions:	Current	Proposed
<input checked="" type="checkbox"/> Required Courses:	<p>Year 1 – All Options <i>No changes</i></p> <p>Year 2 - Water and Wastewater Option Semester 3 Complete all of the following</p> <ul style="list-style-type: none"> • BIOL278 - Microbiology of Water and Wastewater (3) 	<p>Year 1 – All Options <i>No changes</i></p> <p>Year 2 - Water and Wastewater Option Semester 3 Complete all of the following</p> <ul style="list-style-type: none"> • BIOL278 - Microbiology of Water and Wastewater (3) • <i>CHEM 218 moved to Semester 4</i>

Proposed Revisions:**Current**

- ~~CHEM218 – Applications of Environmental Chemistry (3)~~
- WET210 - Operations, Planning and Maintenance for WET II
- WET211 - Wastewater Treatment (3)
- WET219 - Applied Water Law (2)

Complete 1 of the following

- DSCI228 - Introduction to Applied Data Analytics (3)
- MATH122 - Calculus II (3)

Notes

- WET 103 Co-op Work Term III (May-August) 4 months

Semester 4

- ~~CHEM225 – Introduction to Analytical Chemistry for WET (3)~~
- WET202 - Wet Capstone Project (3)
- WET222 - Water Distribution and Wastewater Collection II (3)
- WET225 - Computer Applications for WET (3)
- WET226 - Advanced Treatment Technologies (3)
- WET227 - Process Control for WET (3)

Year 2 - Environmental Monitoring Option**Semester 3**

Complete all of the following

- BIOL278 - Microbiology of Water and Wastewater (3)
- ~~CHEM218 – Applications of Environmental Chemistry (3)~~
- WET201 - Applied Hydrogeology (3)
- WET210 - Operations, Planning and Maintenance for WET II
- WET219 - Applied Water Law (2)

Proposed

- WET210 - Operations, Planning and Maintenance for WET II
- WET211 - Wastewater Treatment (3)
- WET219 - Applied Water Law (2)

New course in Semester 3

- [CHEM225 - Introduction to Analytical Chemistry for WET \(3\)](#)

Complete 1 of the following

- DSCI228 - Introduction to Applied Data Analytics (3)
- MATH122 - Calculus II (3)

Notes

- WET 103 Co-op Work Term III (May-August) 4 months

Semester 4

- *CHEM 225 – moved to Semester 3*
- WET202 - Wet Capstone Project (3)
- WET222 - Water Distribution and Wastewater Collection II (3)
- WET225 - Computer Applications for WET (3)
- WET226 - Advanced Treatment Technologies (3)
- WET227 - Process Control for WET (3)

New course in Semester 4

- [CHEM218 - Applications of Environmental Chemistry \(3\)](#)

Year 2 - Environmental Monitoring Option**Semester 3**

Complete all of the following

- BIOL278 - Microbiology of Water and Wastewater (3)
- *CHEM218 – moved to Semester 4*
- WET201 - Applied Hydrogeology (3)
- WET210 - Operations, Planning and Maintenance for WET II
- WET219 - Applied Water Law (2)

Proposed Revisions:	Current	Proposed
	Complete 1 of the following <ul style="list-style-type: none"> • DSCI228 - Introduction to Applied Data Analytics (3) • MATH122 - Calculus II (3) 	<i>New course in Semester 3</i> <ul style="list-style-type: none"> • CHEM225 - Introduction to Analytical Chemistry for WET (3) Complete 1 of the following <ul style="list-style-type: none"> • DSCI228 - Introduction to Applied Data Analytics (3) • MATH122 - Calculus II (3)
	Notes WET 103 Co-op Work Term III (May-August) 4 months	Notes WET 103 Co-op Work Term III (May-August) 4 months
	Semester 4 <ul style="list-style-type: none"> • BIOL275 - Freshwater Plants and Animals (3) • BIOL279 - Limnological Methods (3) • CHEM225 - Introduction to Analytical Chemistry for WET (3) • WET202 - Wet Capstone Project (3) • WET225 - Computer Applications for WET (3) • WET226 - Advanced Treatment Technologies (3) 	Semester 4 <ul style="list-style-type: none"> • BIOL275 - Freshwater Plants and Animals (3) • BIOL279 - Limnological Methods (3) • <i>CHEM225 – moved to Semester 3</i> • WET202 - Wet Capstone Project (3) • WET225 - Computer Applications for WET (3) • WET226 - Advanced Treatment Technologies (3)
		<i>New course in Semester 4</i> <ul style="list-style-type: none"> • CHEM218 - Applications of Environmental Chemistry (3)