

Education Council Meeting
Thursday, April 5, 2018 4:00 p.m.
S 104B – Student Services Boardroom - Kelowna Campus

Faculty

Name	Location
Tim Walters	Shuswap Revelstoke Rep
Nicole Davis	South Okanagan Similkameen Rep
Norah Bowman	Central Okanagan Rep
	North Okanagan Rep
Danny Marques	Trades & Apprenticeship - Kelowna
Nancy Noble-Hearle	Arts & Foundational - Pent
Pam Wetterstrand	Health & Social Development
Deborah Warren	Science and Technology Programs
Chris Newitt	Arts & Foundational – Kelowna
Roberta Sawatzky	School of Business - Kelowna

Educational Administrators

Name	Location
Bill Gillett (e-copy)	Dean – Business & Commercial Aviation Programs
Andrew Hay (e-copy)	Vice President Education
Dennis Silvestrone	Director – CS
Ross Tyner	Director – Library Services

Students

Name	Location
Amanda Lang	Student – South Okanagan Similkameen
Nancy deMelo	Student – Central Okanagan
Nathan Nesbitt	Student – North Okanagan
Relan Johanson	Student - Shuswap Revelstoke

Staff

Name	Location
Amanda Pope	Vernon Campus
Fran Kelly	Kelowna Campus

Non-Voting

Name	Location
Jim Hamilton	President, OC
	Board of Governors

Secretariat

Name	Location
Jane Muskens	Registrar OC
Dianne Crommer	Education Council Office

Other Recipients

Name	Area	Name	Area
Joanna Campbell (e-copy)	Assistant to the President	Charlotte Kushner (e-copy)	VP - Students
Eric Corneau (e-copy)	Regional Dean –S Ok/Similk.	Yvonne Moritz	Dean – Science, Technology & Health
Jackie Dewar-Pine	Campus Admin-Penticton	Steve Moores	Dean – Trades & Apprenticeship
Rob Huxtable	Dean – Arts & Foundational Programs	Jonathan Rouse	Assoc Dean – Business & Aviation Programs
Margaret Scharf (e-copy)	Campus Admin-Salmon Arm	President	OC Student Union
Joan Smeyers (e-copy)	Campus Admin - Vernon	President	OC Kalamalka (Vernon) Student Assoc
Laura Berntzen (e-copy)	Asst to the Dean– STH	Luke Skulmoski (e-copy)	Associate Dean – STH
Anita Harden (e-copy)	Registrar's Office - Kelowna	Eve Avis (e-copy)	Asst to Dean - AFP
Michelle Sinclair (e-copy)	Asst to Dean-Trades/Appren	Leanne Foster (e-copy)	Asst to Director- International
Jasmine McGee (e-copy)	Asst to Director - Student Serv	T Kisilevich (e-copy)	Assoc Dean – Trades & Apprenticeship
Lynn Kohout (e-copy)	Asst to Dean-Bus & Aviation	Barry McGillivray (e-copy)	Assoc Dean – Business & Aviation
Karen Hojnocki (e-copy)	Asst to Director-Con Studies	Allan Coyle (e-copy)	Director, Public Relations
Joan Ragsdale (e-copy)	Regional Dean Shuswap/Rev	Tanya Harding (e-copy)	Exec Asst-VP Finance & Admin
Liz Plamondon (e-copy)	Exec Asst-VP Students	Angie March (e-copy)	Asst to Regional Dean – Central Ok
Lara Jennings (e-copy)	Exec Asst – VP Education	Roy Daykin (e-copy)	VP - Finance and Administration
Beverlie Dietze (e-copy)	Director, Learning/Teaching	Inga Wheeler (e-copy)	Assoc Registrar – Enrolment Services
Jane Lister (e-copy)	Regional Dean N Okanagan	Sharon Josephson (e-copy)	Associate Dean – AFP
Phil Ashman (e-copy)	Regional Dean C Okanagan	Karen Sansom (e-copy)	Associate Dean - AFP
Carlyn Young (e-copy)	Registrar's Office - Kelowna	James Coble (e-copy)	Director, Student Services
Gail Brown (e-copy)	Enrolment Services - Kelowna	Russell Boris (e-copy)	Director, International

1. **Determination of Quorum and Call to Order**
2. **Adoption of the Agenda**
3. **Approval of the Minutes**
 - 3.1 March 1, 2018 Education Council minutes..... 1
4. **Business Arising**
5. **New Business**
 - 5.1 Curriculum recommended by the CPRC – BUS
 - a. Proposal for a program revision: Pastry Arts Certificate 12
 - b. Proposal for a course deletions: 32 courses 19
 - 5.2 Curriculum recommended by the CPRC – AFP
 - a. Proposal for a new course: PSYC 320 21
 - b. Proposal for a new course: GSWS 201 21
 - c. Proposal for course revisions: EESC 121 21
 - d. Proposal for a program revision: Associate of Arts 22
 - 5.3 Dual Credit Agreement
 - a. Okanagan College and School District No. 74 25
 - 5.4 Quality Assurance Review Presentation
 - a. Quality Assurance Report..... 32
 - b. Response to report 46
 - 5.5 First call for nominations of Education Council Chair and Vice Chair
 - 5.6 Nominees to Standing Committees – information to be distributed at the table
 - 5.7 Standing Committee Reports
 - a. Operations Committee
 - b. ARP Committee
 - c. CCC Committee
 - d. Tributes Committee
 - 5.8 In camera session – information distributed at the table
 - a. Approval of Candidates for Graduation
6. **Reports – reports not submitted will be distributed under separate cover**
 - 6.1 Council Chair's Report – Chris Newitt
 - 6.2 President's and Vice President Education Report – Andrew Hay
 - 6.3 Registrar's Report – Jane Muskens
 - 6.4 Board of Governors Report -
7. **Date, Time of Next Regular Meeting – May 3, 2018 at 4:00 pm**
8. **Deadline for Agenda Items – Wednesday, April 18, 2018**
9. **Adjournment**

Appendix 3.1

Approval of the Minutes for the March 1, 2018 Education Council meeting

Motion: “That Education Council approves the minutes from the March 1, 2018 Education Council meeting as presented.”

**Okanagan College Education Council
Minutes of Thursday, March 1, 2018 4:00 pm
Room S 103B Student Services Boardroom – Kelowna Campus**

Draft

Present: N Bowman by phone until 4:25, N Davis, N deMelo, W Gillett, A Hay, F Kelly, A Lang, D Marques, J Muskens, N Nesbitt, C Newitt, N Noble Hearle by phone until 5:15, A Pope, R Sawatzky, R Tyner, T Walters, D Warren

Regrets: N Bowman, J Hamilton, R Johanson, D Silvestrone, P Wetterstrand

Absent: G Morgan

Guests: R Huxtable, T M Soroskie, E Taylor (UBCO),

Recorder: D Crommer

1. Determination of Quorum and Call to Order

C Newitt called the meeting to order at 4:02 pm

- He introduced Amanda Lang, the South Okanagan student representative. He advised that Norah Bowman will be joining Education Council as Central Okanagan faculty rep once classes end in April.

2. Adoption of the Agenda

Motion: N deMelo/A Lang

"That Education Council approves the agenda as presented."

- Minutes of the Tributes portion of the January 11, 2018 meeting will be distributed during the in camera portion of the meeting.
- Discuss item 5.2 before item 5.1

Carried

3. Approval of the Minutes

3.1 Approval of the minutes of the January 11, 2018 Education Council meeting as presented.

Motion: R Tyner/N deMelo

"That Education Council approves the minutes of the January 11, 2018 Education Council meeting as presented."

Carried

4. Business Arising

5. New Business

5.1 Curriculum recommended by the CPRC – T/A

- a. Program revision – Trades Technology Teacher Education Diploma

Motion: N deMelo/D Marques

"That Education Council approves the program revision: Trades Technology Teacher Education Diploma

- The revision is to add CMNS 103 and delete CMNS 130 from the program. CMNS 103 was developed specifically for the TTTE program.

Carried

5.2 Curriculum recommended by the CPRC – BUS

- a. Course revisions – BUAD 234 Risk and Retirement Planning
Motion: A Hay/D Marques
“That Education Council approves the course revision: BUAD 234 Risk and Retirement Planning as recommended by the CPRC – BUS:
- J Rouse and S Weber attended to speak to the revisions.
- S Weber advised that the BUAD 234 and BUAD 235 revisions form part of accreditation for the CFP designation. The content for these courses is provided by Advocis. Once the course was very heavy in content and the provider wanted to rebalance the content of the courses. There are no change to the content but content is being moved among the courses.
- The revisions have reviewed by sub committees in the Business department, been approved at CPRC and are now being presented to Education Council.

Carried

- b. Course revision – BUAD 235 Wealth Management and Estate Planning
Motion: B Gillett/N deMelo
That Education Council approves the course revision: BUAD 235 Wealth Management and Estate Planning as recommended by the CPRC – BUS:
- As above

Carried

- c. Course revision – BUAD 356 Contemporary Practices in Financial Planning
Motion: R Sawatzky/A Pope
That Education Council approves the new course: BUAD 356 Contemporary Practices in Financial Planning as recommended by the CPRC – BUS:
- As above

Carried

- d. Program revision – Business Studies Certificate – Financial Services
Motion: N deMelo/A Pope
“That Education Council approves the program revision: Business Studies Certificate: Financial Services as recommended by the CPRC – BUS:
- J Rouse advised the program revision is to have the new course titles reflected in the program.

Carried

- e. Program revision – Business Administration Diploma – Financial Services Option
Motion: R Tyner/ N deMelo
“That Education Council approves the program revision: Business Administration Diploma – Financial Services Option as recommended by the CPRC – BUS:
- The program revision is to include the revised course titles in the program outline

Carried

- f. Program revision – Bachelor of Business Administration – Finance Specialty
Motion: N deMelo/D Marques
“That Education Council approves the program revision: Bachelor of Business Administration – Finance Specialty as recommended by the CPRC – BUS:
- The program revision is to include the revised course titles in the program outline.

Carried

5.3 Curriculum recommended by the CPRC- AFP

Overview of the Applied Degree.

- R Huxtable introduced Dr Ed Taylor from UBCO. R Huxtable advised that the overview will connect to the last meeting and the partnership with UBC. At the last meeting, he highlighted the degree features. This degree is 120 credits and includes

writing skills throughout the degree and not just in the English courses. The degree also requires that students enrol in two First Nations language courses.

- Students will use applied research skills throughout the program. The program includes studies in critical thinking, professional ethics and logic. The degree is aimed at students wishing to enter the field of Social Work. 48 credits of social sciences are built into the program and the program requires 48 credits of upper level courses be completed for the degree.
- There is also an applied field experience component required for the degree.
- Students will require 55% to progress in the program and a GGA of 60% and a GPA of at least 76% in upper level courses to continue in the pathway to the MSW program at UBCO.
- There are two tracks for the degree. The degree is aimed at producing employable skills. Some students will take the degree without the pathway to UBCO. The identified employable skills in the degree will be included in the proposal to the Ministry.
- UBC has agreed that 15 qualified OC students per year will gain direct admission in the MSW program. Five seats will be allocated by UBC to students with an indigenous ancestry. The other 10 students will not have to declare an indigenous background.
- Students that are not part of the 15 direct admission into the MSW program will have a competitive opportunity to gain a seat in the MSW program. There will be a total of 30 seats in the MSW program.
- Faculty and administration have worked together over a long period of time on this degree.
- UBC has agreed to support the degree in the application to the Ministry. This is a program that will benefit many communities in our region. E Taylor added that it is wonderful to see this coming about.
- E Taylor reassured Council members that the School of Social Work is in good standing and they are receiving more than enough applications to fill the seats. He added the degree is in good standing with administration.
- E Taylor noted that UBC is interested in supporting the course work and that it will prepare students to be successful in the MSW program. He added that the degree works hand in glove with the MSW program to fulfil the aboriginal requirements. These are the motivating factors in their support of the degree. He advised that most of his undergraduate credits were from a program similar to this from a community college.
- R Huxtable advised the degree proposal includes an outline of the specified courses in each year. Year two has nine specified courses and an example of options for electives is included. He noted that the new courses will start in year three and these include the indigenous language courses. On the PowerPoint presentation, he demonstrated some options for the electives. He outlined the mandatory and elective courses for year four.
- A member advised that as a FPSE rep for indigenization, she has been advised that for First Nations students going through law school, the First Nations language was of no help once they graduated. She added that her understanding is they feel they have been researched to death. The member asked if any consultation has taken place with the First Nations groups in the region.
- R Huxtable advised that consultation was done adding the First Nations groups they contacted expressed support for the program. WFN has provided a letter of support. OC has been in touch with En'owkin and advised that NVIT and TRU were included in the discussion. R Huxtable added that OC is committed to the fact we will not be the arbitrators of First Nations Language. He added we are getting interest with caution and regard.
- A member noted there is no letter of support included in the proposal and asked if letters will be included in the future. R Huxtable advised that letters will be included when the proposal goes forward to the Ministry. He added that one band issued a

letter of support and other expressed interest but are more cautious. He will be visiting the bands and presenting information as part of the process.

- It was clarified that for students not taking the UBC pathway, they can take a language other than the indigenous language option.
- A member asked about the Statistics course and if the Psychology statistics course met the requirement. The member also noted there are no counselling courses in the program. R Huxtable advised this is not a counselling degree and the program is evidence based. It is based on having the student deal with human nature issues.
- E Taylor added the MSW program is a professional practice degree. Graduates are expected to be able to interface with all sorts of individuals in different situations. He added in the program, there will be a flavour of 'how do I deal with people'.
- A member asked how this will interface with the rest of the Associate of Arts. The member also asked whether or not other students will be able to interface into the degree. R Huxtable advised this is being worked on and they are also working on a transition form students from the HSW program to interface into this program.
- A member noted there are two motions which are not recommended and asked how this impacts the program. R Huxtable advised that the CPRC noted the consultation was not adequate on the two course. He added that consultation has taken place and that the IDST department supports the courses. The courses did not go back through the CPRC following consultation.
- A member asked if there were enough upper level Arts and Science course options for students. R Huxtable advised the Registrar has a record of upper level Arts and Science courses which have remained on the books but removed from the calendar.

a. New course – FNIL 110 Indigenous Regional Languages I

Motion: N deMelo/A Hay

"That Education Council approves the new course: FNIL 1110 Indigenous Regional Languages I as recommended by the CPRC – AFP:

- R Huxtable advised there is an amendment to the rationale and there is no impact on course. This is a mandatory course in the program.
- A member asked which First Nations language. R Huxtable advised that CPRC saw a model course outline and the language can be from different first nations groups.

Carried

b. New course – FNIL 120 Indigenous Regional Languages II

Motion: N deMelo/D Marques

"That Education Council approves the new course: Indigenous Regional Languages II as recommended by the CPRC – AFP:

- The same change is made to the rationale as for the previous course. The change to the rationale is needed as this course is a required course in this program only and not in the general degree.

Carried

c. New course – IDST 200 Psychosocial Cultural Challenges Across the Lifespan

Motion: A Hay/R Tyner

"That Education Council approves the new course: IDST 200 Psychosocial Cultural Challenges Across the Lifespan which was not recommended by the CPRC – AFP:

- R Huxtable noted this is one of two courses which was not supported due to lack of consultation. The consultation has since occurred and vote was five in favour and two abstentions
- This is an interesting course which is interdisciplinary in nature. It is also collaborative in nature as different areas have different perspectives on this. There is a multidisciplinary issue to this course.
- A member asked if there was not a CPRC meeting to take proposal back to for the consultation piece. C Newitt advised there was confusion on what to do by the chair

of the committee. R Huxtable added that he was directed to consult with the department and there was no direction to return to the CPRC.

- C Newitt asked if anyone wanted to amend the motion.
- R Huxtable noted that new software will stop that and each time a change is made, it will be show online for all committee members to see. At Education Council the proposal is not was what was recommend at CPRC.
- A member suggested that going forward the wording of motions be reconsidered. He added that there may a need to look at all motions.

Carried

- d. New course – IDST 400 Professional Codes of Ethics

Motion: N deMelo/T Walters

“That Education Council approves the new course: IDST 400 Professional Codes of Ethics which was not recommended by the CPRC – AFP:

- R Huxtable advised he addressed this matter in the overview. This is a new course in the program. Many Social workers work in teams and professional ethics is key to their success.
- A member asked if this course is an elective in the Associate of Arts. R Huxtable confirmed that the course can be taken by other students with 48 credits to be considered upper-level.

Carried

- e. New course – PHIL 411 Professional Ethics

Motion: N deMelo/A Hay

“That Education Council approves the new course: PHIL 411 Professional Ethics as recommended by the CPRC – AFP:

- R Huxtable advised this course is part of the paired elective for students.

Carried

- f. New course – PSYC 348 Evidence-Based Practices: Theories

Motion: N Nesbitt/ N deMelo

“That Education Council approves the new course: PSYC 348 Evidence-Based Practices: Theories

- R Huxtable advised that in terms of course interest he has already spoken to this. He added there is a change to rationale made after the CPRC meeting. This information is included in the handout at the table.

Carried

- g. New course – PSYC 365 Qualitative Methods & Analysis

Motion: N deMelo/D Marques

“That Education Council approves the new course: PSYC 365 Qualitative Methods & Analysis as recommended by the CPRC – AFP:

- R Huxtable advised there is an amendment to the rationale and it is shown in the handout. He added this is a typical undergraduate course and necessary for students to deal with these issues.

Carried

- h. New course – PSYC 470 Program Evaluation

Motion: N deMelo/D Warren

“That Education Council approves the new course: PSYC 470 Program Evaluation as recommended by the CPRC – AFP:

- R Huxtable advised that the changes to the prerequisites were typing errors on the original forms. He noted that program evaluation has been of interest to Psychology students for some time. This is an empirical based skills set.

- A member asked if this is a fourth year course, why is the prerequisite third year standing. R Huxtable advised that third year students are allowed to take this course and it is typical to have third year standing as a prerequisite.
- C Newitt added that this program builds incrementally.

Carried

Dinner break at 5:35 and reconvened at 6:02

J Muskens left at 5:35

R Sawatzky left at 6:05

- i. New course – SOCW 309 Interview & Assessment Skills

Motion: N deMelo/R Tyner

"That Education Council approves the new course: SOCW 309 Interview & Assessment Skills as recommended by the CPRC – AFP:

- R Huxtable advised the correction is to replace an ampersand and the rationale is being amended. There is no change to the content.

Carried

- j. New course – SOCW 320 Case Management & Transition to Field Placement

Motion: N deMelo/N Nesbitt

"That Education Council approves the new course: SOCW 320 Case Management & Transition to Field Placement as recommended by the CPRC – AFP:

Motion: R Tyner/D Warren

"That Education Council amend the wording for the course description by using the wording provided in the handout at the table.

Carried

- With regard to course content, R Huxtable advised he has already spoken to this. He added students will be working with people where they are going and this is an important part to the applied piece of this program.

Carried

- k. New course – SOCW 321 Social Policies: Protection and Welfare of the Child & Family

Motion: R Tyner/D Marques

"That Education Council approves the new course: SOCW 321 Social Policies: Protection and Welfare of the Child & Family as recommended by the CPRC – AFP:

- R Huxtable advised there is no amendment to the description. This course deals with the family and the child. The focus is on the indigenous community.
- A member asked id there will be consultation with local indigenous groups. R Huxtable advised there will be and added that the En'owkin Centre is interested in this course.

Carried

- l. New course – SOCW 410 Individual and Environmental Intervention

Motion: B Gillett/A Lang

"That Education Council approves the new course: SOCW 410 Individual and Environmental Intervention as recommended by the CPRC – AFP:

- R Huxtable advised this course was prepared by OC social workers.

Motion: R Tyner/T Walters

- That Education Council accept the revision to the hours, credits and short title as indicated in the handout distributed at the table.

Carried

Carried

- m. New course – ARTS 498 Field Placement

Motion: A Pope/A Lang

"That Education Council approves the new course: ARTS 498 Field Placement as recommended by the CPRC – AFP:

Motion: R Tyner/A Hay

"That Education Council accepts the revised wording as provided in the handout distributed at the meeting."

Carried

- R Huxtable advised the handout includes changes to the course title, description, hours and prerequisites. He added this course is a key component to the program. It consists of two six-hour days. He added there are high levels of interest from different organizations in the community.

Carried

- n. New course – ARTS 499 Capstone Project

Motion: N deMelo/N Nesbitt

"That Education Council approves the new course: ARTS 499 Capstone Project as recommended by the CPRC – AFP:

Motion: R Tyner/N deMelo

"That Education Council accepts the revised wording as provided in the handout distributed at the meeting."

Carried

- R Huxtable advised this capstone project will be integrated into the field experience of students.

Carried

- o. New program – Applied Bachelor of Arts: Social Development and Research

Motion: N deMelo/T Walters

"That Education Council approves the new program: Applied Bachelor of Arts: Social Development and Research as recommended by the CPRC – AFP:

Motion: R Tyner/A Hay

"That Education Council accepts the revised wording as provided in the handout distributed at the meeting."

Carried

- R Huxtable advised they looked at the calendar description of degree programs and determined this format better represents the program. Documents also being prepared for DQAB. Students who transfer in will be expected to meet the degree requirements.
- A member asked about the ability for ABE students to gain admission to the program. R Huxtable advised they are looking at a role for ABE or ESL students to integrate into this and other programs.
- A member asked about the mature student applicant and provided an example. R Huxtable noted that the typical mature student taking AA isn't taking academic courses.
- A member asked about the need for Math 12 for an Arts degree. R Huxtable advised they judged that this was level of math that would best position student for success.
- A member noted a typing error on page 7 of the handout. Point five under the generic features of the degree should be '...minimum of 18 credits...'. A space was missing.
- This degree is planned to be broader in scope than the average BSW degree. It will provide students with a breadth of opportunity to exit as well as the MSW direct entry option.
- R Huxtable advised that he speaks for all Arts chairs and has unanimous support for this program.
- E Taylor added as a former director of a School of Social Work, and in designing this program, it is more academically rigorous than most BSW programs. He noted that students are getting a better program with more pathways. He added he feels

strongly confident that students in this program will have a stronger background in critical thinking and students will add to classes.

Carried

N Davis left the meeting at 6:30

p. Memorandum of Understanding- University of British Columbia and Okanagan College

Motion: N deMelo/A Hay

Motion: R Tyner/N deMelo

"That Education Council accepts the revised wording for the MOU and Appendix A as provided in the handout distributed at the meeting."

- R Huxtable advised the substitutions are due to minor changes in wording and titles. Appendix A now matches what we saw earlier.

Carried

- R Huxtable advised the partnership is a two way street and has taken four years worth of dialogue. The MOU has been reviewed by legal teams at both OC and UBC and has been a lengthy process. The process involves work by many people not represented at this table.
- The program includes freedom for students to move back and forth and lays a foundation for faculty to faculty work.
- A Hay added that the MOU is well written agreement and is our third such agreement
- A member referred to question 5.a.i. and asked what would happen if there is a sixth indigenous student. R Huxtable advised they had the discussion about this and this is what UBC approved. He understands there to be good judgement at the end and it will be managed.
- E Taylor added he spirit is that 15 aboriginal students will be ranked 1 to 15 and then they would take 15 individuals and all would be enrolled in the program. If there are only 10 aboriginal students that meet the requirements, 10 would be accepted into the program. An aboriginal student ranked at number six would not be overlooked. The lawyers were concerned that seats would be set aside for a specific group.
- A member expressed concern with the wording and for possible discrimination.
- R Huxtable advised that once the MOU is passed by both institutions it can be amended. The process allows for amendments going forward.
- A member suggested that the word '*necessarily*' be added before 'not' to each 5.a and 5.b.
- E Taylor advised he could assure Council that the upper administration at UBC is interested in this process and program. He added they are open to continued dialogue and doesn't see a problem going forward.
- R Huxtable noted the document is not yet signed so there is a joint understanding of what this means.

Carried

5.4 Nominees to Standing Committees

5.6 Standing Committee Reports

- a. Operations Committee
 - C Newitt advised that candidates for graduation will be deferred to an Operations Committee meeting.
- b. ARP Committee
 - no report
- c. CCC Committee
 - C Newitt advised committee not met yet.

- d. Tributes Committee
 - Nothing to report.

5.7 In camera session

Motion: N deMelo/D Marques

"That Education Council move in camera."

Carried

- C Newitt noted that members may recall, Education Council directed nominees back to Tributes for further information. This was done and came back to Education Council for reconsideration. Approved by Education Council, the nominees were forwarded to the Board for approval. This has been done and all nominees are approved. The names remain confidential and once they have confirmed or accepted the offer, OC will issue a press release.

Motion: N deMelo/N Nesbitt

"That Education Council move out of in camera."

Carried

6 Reports

6.1 Council Chair's Report –

- C Newitt advised the call for elections for seats on Education Council and the Board has been done. All positions take effect on August 1, 2018.
- He announced he will be visiting Douglas College next week to see a demo of their paperless online forms system and will attend a curriculum meeting to see how it works with no paper.
- He reminded member of the special budget meeting on Thursday, March 22nd – includes annual programming plan information.

6.2 President & Vice-President Education Report – A Hay

- A Hay advised a copy of the report was distributed at the table.

6.3 Registrar's Report –

- J Muskens – no report
-

6.4 Board of Governor's Report – no report

7 Date, Time of Next Regular Meeting – Thursday, April 5, 2018

8 Deadline for Agenda Items – Wednesday, March 23, 2018

9. Adjournment at 6:55 pm

Appendix 5.1

Curriculum recommended by the CPRC – BUS (Business, Culinary and Commercial Aviation programs)

Curriculum recommended by the Curriculum Proposal Review Committees

Business, Culinary and Commercial Aviation Programs

Motion: That Education Council approves the program revision: Pastry Arts Certificate Pastry Arts Certificate as recommended by the CPRC – BUS:

Program revision

Rationale:

Changes were made to meet both the ITA standards and to reduce confusion in course numbering and sequencing. A Co-op has also been added to the program and is a graduation requirement.

Calendar description:

This 50 week (1600 hour) certificate program includes all the craft skills needed to work as a professional baker/Patisserie, as outlined in the National Occupation Analysis for Baker Level 1. The program also includes a Co-op, providing an opportunity to experience and learn in a dynamic industry based environment.

The initial modules focus on workplace safety and organization, ingredient and finished product knowledge. This is followed by the making of breads, cakes and pastries in all their various forms from cookies to wedding cakes, pies to artisan sourdough bread and chocolate soufflé to pieces montees. This program focuses on the wealth of farm-to-table opportunities afforded by the Okanagan region, emphasizing the use of local products including premium wines, beer and spirits, both as ingredients and as beverages paired with the finished dessert or baked goods. Locally grown herbs, fruits and vegetables, organically grown grains and in-house milling are regional features of the program.

Successful graduates will be ready for employment in any of the various settings where baked goods are required, from care homes and camps, to specialty bakeries, fine dining restaurants, hotels, resorts and cruise ships. Self-employment is also a popular option.

Course changes:

BAKP 111	Current	Theoretical Exam	6
Outline		This exam covers all the curriculum for this level	
Student Assessment		A minimum 70% is required to achieve a passing grade	
BAKP 111	New	Theoretical Exam 1	15
Outline		This exam covers all the curriculum for this level	
Student Assessment		A minimum 70% is required to achieve a passing grade	

BAKP 104	Current	Pastries	120
Outline		This module introduces the students to pastry work and includes scratch preparation of short, choux and puff doughs and the fabrication of related products, including tarts, eclaires and strudels.	
Student Assessment		Student assessment is by means of quizzes, homework assignments, continuous practical assessments during the course and a theoretical and practical exam upon completion of the program. A minimum of 70% required in practical and theory to achieve a pass	
BAKP 104	New	Pastries 1	90
Outline		This module introduces the students to pastry work and includes scratch preparation of short, choux and puff doughs and the fabrication of related products, including tarts, eclaires and strudels.	
Student Assessment		Student assessment is by means of quizzes, homework assignments, continuous practical assessments during the course and a theoretical and practical exam upon completion of the program. A minimum of 70% required in practical and theory to achieve a pass	

BAKP 105- Current		Creams	120
Outline		This module covers the subject in depth, every type of cream dessert is taught including mousses, baked and stirred creams, Cheesecakes, gelatin set, curds and sauces.	
Student Assessment		Student assessment is by means of quizzes, homework assignments, continuous practical assessments during the course and a theoretical and practical exam upon completion of the program. A minimum of 70% required in practical and theory to achieve a pass	
BAKP 105- New		Creams	60
Outline		This module covers the subject in depth, every type of cream dessert is taught including mousses, baked and stirred creams, cheesecakes, gelatin set, curds and sauces.	

Student Assessment	Student assessment is by means of quizzes, homework assignments, continuous practical assessments during the course and a theoretical and practical exam upon completion of the program. A minimum of 70% required in practical and theory to achieve a pass	
BAKP 107- Current	Yeast Goods	120
Outline	The module introduces the students to the theory in bread making through the application of fermentation techniques in the production of single stage and sponge and dough products.	
Student Assessment	Student assessment is by means of quizzes, homework assignments, continuous practical assessments during the course and a theoretical and practical exam upon completion of the program. A minimum of 70% required in practical and theory to achieve a pass	
BAKP 107- New	Yeast Goods	98
Outline	The module introduces the students to the theory in bread making through the application of fermentation techniques in the production of single stage and sponge and dough products.	
Student Assessment	Student assessment is by means of quizzes, homework assignments, continuous practical assessments during the course and a theoretical and practical exam upon completion of the program. A minimum of 70% required in practical and theory to achieve a pass	
BAKP 109- Current	Buffet Design	12
Outline	This module prepares the student to plan and execute a high-end dessert buffet for 100 covers.	
Student Assessment	Students assessment will be based on their participation in the planning and execution of the event.	

BAKP 109- New	Buffet Design	30
Outline	This module prepares the student to plan and execute a high-end dessert buffet for 100 covers.	
Student Assessment	Students assessment will be based on their participation in the planning and execution of the event.	

BAKP 112- New	Savory Baking and Skills	60
Outline	This module covers knife skills, terminology, savory baking and basic savory kitchen skills.	
Student Assessment	Student assessment is by means of quizzes, homework assignments, continuous practical assessments during the course and a theoretical and practical exam upon completion of the program. A minimum of 70% required in practical and theory to achieve a pass	
BAKP 113- New	Frozen Desserts	30
Outline	This module covers ice cream, gelato, granites, frozen yogurt, parfaits, sorbets and sherbets, both production and service.	
Student Assessment	Student assessment is by means of quizzes, homework assignments, continuous practical assessments during the course and a theoretical and practical exam upon completion of the program. A minimum of 70% required in practical and theory to achieve a pass	
BAKP 114- New	Plated Desserts 1	60
Outline	This module builds on concepts already taught in the previous classes, concentrating on the elements of visual presentation and textural complexity for individual plated desserts.	
Student Assessment	These skills are assessed on a continuous basis as subsequent topics are covered and again during the practical and theoretical exams at all levels. A minimum of 70% is required in both theory and practical in order to achieve a passing grade	
BAKP 115- New	Pastries 2	60
Outline	This module continues the work done in Pastries 1 and focuses on specialty tarts.	
Student Assessment	Student assessment is by means of quizzes, homework assignments, continuous practical assessments during the course and a theoretical and practical exam upon completion of the program. A minimum of 70% required in practical and theory to achieve a pass	
BAKP 116- New	Cakes and Tortes	30
Outline	This module continues the work done at the previous level in cakes, specializing in pound cakes, traditional fruit cakes and birthday cakes.	

Student Assessment	Student assessment is by means of quizzes, homework assignments, continuous practical assessments during the course and a theoretical and practical exam upon completion of the program. A minimum of 70% required in practical and theory to achieve a pass	
BAKP 117- New	Viennoiserie	30
Outline	This module continues the work already covered in previous modules and specializes in high quality laminated goods including croissants, danish and brioche.	
Student Assessment	Student assessment is by means of quizzes, homework assignments, continuous practical assessments during the course and a theoretical and practical exam upon completion of the program. A minimum of 70% required in practical and theory to achieve a pass	
BAKP 118- New	Beverage Pairing	22
Outline	This module covers the use of local wine, beer and spirits as ingredients and as pairing; students will be expected to create a unique dessert paired with a local wine, beer, cider or spirit.	
Student Assessment	Students assessment is made based on a finished dessert of the students choice. A minimum of 70% is required to achieve a passing grade	
BAKP 119- New	Plated Desserts 2	30
Outline	This module builds on concepts already taught in the previous level, concentrating on the elements of visual presentation and textural complexity for individual plated desserts.	
Student Assessment	These skills are assessed on a continuous basis as subsequent topics are covered and again during the practical and theoretical exams at all levels. A minimum of 70% is required in both theory and practical in order to achieve a passing grade	
BAKP 120- New	Friandise	60
Outline	This module covers various types of petite four, marzipan fruits, chocolate truffles and molded chocolates are included.	
Student Assessment	Student assessment is by means of quizzes, homework assignments, continuous practical assessments during the course and a theoretical and practical exam upon completion of the program. A minimum of 70% required in practical and theory to achieve a passing grade.	

BAKP 121- New	Celebration Cakes	30
Outline	This module continues the cake work already covered and specializes in wedding cake design using royal icing and rolled fondant. Students will be expected to design and produce a wedding cake.	
Student Assessment	Student assessment is based on a finished cake of the students choice. A minimum 70% is required in order to achieve a passing grade.	
BAKP 122- New	Center Pieces	60
Outline	This module covers techniques that will enable the students to produce a center piece suitable for buffet presentation.	
Student Assessment	Student assessment is based on a finished center-piece of the students choice. A minimum of 70% is required to achieve a passing grade	
BAKP 123- New	Artisan Breads	68
Outline	This module builds on the skills already learned in previous levels, it focuses on traditional sourdough bread production.	
Student Assessment	Student assessment is by means of quizzes, homework assignments, continuous practical assessments during the course and a theoretical and practical exam upon completion of the program. A minimum of 70% required in practical and theory to achieve a passing grade.	
BAKP 124- New	Buffet Design 2	45
Outline	This module builds on skills already learned in previous levels. The students will plan and execute a high end dessert buffet to include appropriate center pieces and french pastries.	
Student Assessment	Student assessment will be based on their participation in the planning and execution of the event. A minimum of 70% is required to achieve a passing grade.	
BAKP 125- New	Practical Exam 2	30
Outline	This is a timed exercise where students are expected to demonstrate competencies in advanced technique by producing artisan breads and plated desserts to include a selection of friandise.	

Student Assessment	Student assessment will be carried out by the instructor assisted by industry professionals. A combined overall minimum of 70% is required in order to achieve a passing grade.
--------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

BAKP 126- New	Theoretical Exam 2	22
Outline	This exam is based on all of the curriculum covered so far at all levels.	
Student Assessment	A minimum of 70% is required to achieve a passing grade.	
BAKP 150- New	Co-op	400
Outline	A 10 week Co-op Student placement in the industry introduces students to dynamic work environments.	
Student Assessment	Students will be assessed on workplace performance and submit a personal portfolio to the instructor upon completion.	

Program table:

Old Model			New Model		
Course #	Course Name	Hours	Course #	Course Name	Hours
BAKP 101	Occupational skills	120	BAKP 101	Occupational Skills	120
BAKP 102	Basic Techniques	42			
BAKP 103	Quick Breads	60	BAKP 103	Quick Breads	60
BAKP 104	Pastries	120	BAKP 105	Creams	60
BAKP 105	Creams	120	BAKP 104	Pastries 1	90
BAKP 106	Cakes	60	BAKP 106	Cakes	60
BAKP 107	Yeast Goods	120	BAKP 107	Yeast Goods	98
BAKP 108	Hot Desserts	30	BAKP 113	Frozen Desserts	30
BAKP 109	Buffet Design	12	BAKP 114	Plated Desserts 1	60
BAKP 110	Practical Exam	30	BAKP 109	Buffet Design	30
BAKP 111	Theoretical Exam	6	BAKP 112	Savory Baking	60
			BAKP 110	Practical Exam 1	30
BAKP 201	Pastries	60	BAKP 111	Theoretical Exam 1	15
BAKP 202	Cakes and Tortes	30	BAKP 118	Beverage Pairing	22
BAKP 203	Frozen Desserts	18	BAKP 150	Pastry Arts Coop	400

BAKP 204	Plated Desserts	30	BAKP 115	Pastries 2	60
BAKP 205	Viennoiserie	30	BAKP 116	Cakes and Tortes	30
BAKP 206	Regional Breads	24	BAKP 117	Viennoiserie	30
BAKP 207	Centre Pieces	18	BAKP 119	Plated Desserts 2	30
BAKP 208	Buffet Design	12	BAKP 120	Friandise	60
BAKP 209	Practical Exam	12	BAKP 121	Celebration Cakes	30
BAKP 210	Theoretical Exam	6	BAKP 122	Center Pieces	60
			BAKP 123	Artisan Breads	68
			BAKP 124	Buffet Design 2	45
			BAKP 125	Practical Exam-2	30
			BAKP 126	Theoretical Exam-2	22
BAKP 301	Organics/Healthy Goods	42			
BAKP 302	Farm to Table	12			
BAKP 303	Beverage pairing	18			
BAKP 304	Friandise	30			
BAKP 305	Celebration Cakes	42			
BAKP 306	Centerpieces	24			
BAKP 307	Artisan Breads	42			
BAKP 308	Buffet Design	12			
BAKP 309	Practical Exam	12			
BAKP 310	Theoretical Exam	6			
				Total:	1600
		1200		Excludes Coop Hours	1200

Implementation date: January 2019

Costs: 390.00 co-op fees

Motion: That Education Council approves the following course deletions as recommended by the CPRC – BUS:

- BAKP 102 - Basic Techniques, BAKP 108 – Hot Desserts, BAKP 201 – Pastries, BAKP 202 – Cakes and Tortes, BAKP 203 – Frozen Desserts, BAKP 204 – Plated Desserts, BAKP 205 – Viennoiserie, BAKP 206 – Regional Breads, BAKP 207 – Center pieces, BAKP 208 – Buffet Design, BAKP 209 – Practical Exam, BAKP 210 – Theoretical Exam, BAKP 301 – Organic/Healthy Food, BAKP 302 – Farm to Table, BAKP 303 – Beverage Pairing, BAKP 304 – Friandise, BAKP 305 – Celebration Cakes, BAKP 306 – Center Pieces, BAKP 307 – Artisan Breads, BAKP 308 – Buffet Design, BAKP 309 – Practical Design and BAKP 310 – Theoretical Exam.

Rationale:

Pastry Arts is composed of courses to satisfy the ITA curriculum for Baker level 1. As Baker Level 2 and 3 are planned additions to our program, reconfiguring the courses and course number is required to lessen any potential confusion.

Implementation date: January 2020

Appendix 5.2

Curriculum recommended by the CPRC – AFP (Arts and Foundational programs)

Arts and Foundational Programs

Motion: That Education Council approves the new course: PSYC 320 Applied Developmental Psychology as recommended by the CPRC – AFP:

PSYC 320 – 3 – 3 Applied Developmental Psychology

New course

Rationale:

Applied developmental psychology will meet the demand for 3rd year electives for degree programs. In the future, Applied Developmental Psychology may be a core course in an Applied Community Psychology or Applied Health Psychology degree proposal.

Calendar description:

Applied developmental psychology applies the theories, methods, and research findings of developmental psychology to contemporary social, developmental, and educational issues. Topics examined during the course may include prenatal health, parenting practices, child abuse, daycare, education, peer relations, substance abuse, sexuality, delinquency, and psychopathology. Prior introductory coursework in Research Methods and Developmental Psychology would be beneficial for prospective students. (3,0,0)

Prerequisites: PSYC 111 & PSYC 121.

Implementation date: May 2018

Costs: n/a

Motion: That Education Council approves the new course: GSWS 201 Gender, Justice, Resistance as recommended by the CPRC – AFP:

GSWS 201 – 3 – 3 Gender, Justice, Resistance

New course

Rationale:

This course was offered as GSWS 295: Current Topics in Women's Studies for two years. Student interest has proven to be quite high.

Calendar description:

Gender, Justice, Resistance studies historical and contemporary sites of global social organizing and activism. We will consider the ways that feminist theories and feminist practice influence social change and resistance movements. Learners will study contemporary intersectional feminist theory in order to better understand roles and interactions in our own social environments. (3,0,0)

Prerequisites: GSWS 100 or permission of the department

Implementation date: May 2018

Costs: Any costs must come from existing budget.

Motion: That Education Council approves the course revision: Natural History of the Earth as recommended by the CPRC – AFP:

EESC 121 – 3 – 3 Natural History of the Earth

Course revision:

- Prerequisites

Rationale:

Content from EESC 111 or EESC 200 is not required for the successful completion of this course, therefore these prerequisites should be removed.

Prerequisites:

	Current	Proposed
Prerequisites	EESC 111 or EESC 200	none

Implementation date: September 2018

Costs: n/a

**Motion: That Education Council approves the program revision: Associate of Arts
Associate of Arts as recommended by the CPRC – AFP:**

Program revision

- Graduation requirements
- Program description

Rationale:

To change the graduation requirements to include GEOG 270 as a course recognised as a Statistics course for the purpose of the Associate of Arts degree. To update the Environmental Studies emphasis to reflect current course offerings and to add a Geography emphasis.

Program description:

Of the three (3) credits of MATH, COSC or STAT and for purposes of the Associate of Arts Degree, students must select from the following:

MATH 111
, MATH 112
, MATH 120
, * MATH 122
, MATH 160
, * STAT 121
, STAT 124
, COSC 111
, COSC 121
, COSC 122
, COSC 180
, SOCI 271
, * PSYC 270, GEOG 270

Environmental Studies Emphasis

As a means of satisfying all of the requirements outlined above for an Associate of Arts Degree, students must complete specific Geography and Earth and Environmental Science courses and a breadth of 200-level arts courses. Specifically, as part of the Associate of Arts Degree requirements, students must complete:

Six (6) credits of introductory Physical Geography or Earth and Environmental Science (one of the following pairs):

GEOG 111 Introduction to Physical Geography: Climate & Vegetation

GEOG 121 Introduction to Physical Geography: Water & Landscapes

or

EESC 111 Earth and Environmental Science

EESC 121 Natural History of the Earth

Six (6) credits of introductory Human Geography (one of the following pairs):

GEOG 128 Human Geography: Space, Place and Community

GEOG 129 Human Geography: Resources, Development and Society

or

GEOG 117 Introduction to Human Geography I

GEOG 127 Introduction to Human Geography II

Twelve (12) credits of 200-level courses chosen from the following list:

any 200 level or higher GEOG or EESC course

ANTH 245 Culture and the Environment

ECON 271 Environmental and Natural Resource Economics

ENGL 232 - International Language in English Literature II

ENGL 237 Studies in Nature Writing

INDG 202 Okanagan Concepts and Frameworks

GSWS 222 Eco-Feminism

Geography emphasis

Six (6) credits of introductory Human Geography (one of the following pairs):

GEOG 128 Human Geography: Space, Place and Community

GEOG 129 Human Geography: Resources, Development and Society
or
GEOG 117 Introduction to Human Geography I
GEOG 127 Introduction to Human Geography II

Any four 200 level or higher Geography courses

Graduation requirements:

Existing:

Of the three (3) credits of MATH, COSC or STAT and for purposes of the Associate of Arts Degree, students must select from the following:

MATH 111
, MATH 112
, MATH 120
*, MATH 122
, MATH 160
*, STAT 121
, STAT 124
, COSC 111
, COSC 121
, COSC 122
, COSC 180
, SOCI 271
*, PSYC 270

Proposed:

Of the three (3) credits of MATH, COSC or STAT and for purposes of the Associate of Arts Degree, students must select from the following:

MATH 111
, MATH 112
, MATH 120
*, MATH 122
, MATH 160
*, STAT 121
, STAT 124
, COSC 111
, COSC 121
, COSC 122
, COSC 180
, SOCI 271
*, PSYC 270, GEOG 270

Reason:

GEOG 270 already meets the provincial requirements of a statistics course for the purposes of the Associate of Arts, as it transfers as a Statistics course to UNBC (UNBC STATS 240). This is a long standing transfer agreement with UNBC, since 2011 OC GEOG 270 has transferred as UNBC STAT 240, from 2008-2011, it transferred as UNBC MATH 240 and from 2005-2008 as UNBC MATH 242 or UNBC MATH 342 for NRM majors. We would like it to be recognized as a Statistics course within Okanagan College for the Associate of Arts. This would allow for students taking the proposed Geography emphasis, the Environmental Studies emphasis within the Associate of Arts to choose this discipline based statistics course to serve as their statistics course for the AA degree. Additionally, this would allow students in the Environmental Studies (ES) diploma program to choose to graduate with the Associate of Arts instead of the ES diploma, should they so desire.

Implementation date: September 2018

Costs: n/a

Appendix 5.3 Dual Credit Agreement

**Dual Credit Agreement
Practical Nursing 113 (Human Anatomy and Physiology)**

between

Okanagan College

and

School District No. 74 (Gold Trail)

Dated for Reference: March 8, 2018.

Preamble

In order to increase learning and career opportunities for students in the Gold Trail region, Okanagan College through its Distance Education department (“Okanagan College”) and School District No. 74 (Gold Trail) (“School District”) agree to collaborate to admit School District No. 74 Grade 12 students, into an Okanagan College Distance Education Practical Nursing 113 (Human Anatomy and Physiology) course on a “dual credit” basis. Dual credit courses are defined as courses that will be recognized for credit toward BC Secondary School graduation requirements.

Objectives

This agreement seeks to:

- Encourage secondary school students to investigate career programs as part of their transition plan;
- Enable faster post-secondary transitions for students through completing a Practical Nursing pre-requisite course Practical Nursing 113 (PNUR 113) while in Grade 12;
- Foster education initiatives between Okanagan College and the School District; and
- Increase successful transition rates from secondary to post-secondary education.

This agreement benefits students by:

- Providing dual credit towards secondary graduation and post-secondary training;
- Providing an opportunity to faster transition into Practical Nursing Programs (through completing the PNUR 113 pre-requisite course while in Grade 12);
- Reducing the cost required to complete post-secondary programs; and
- Increasing students’ knowledge of post-secondary training.

Terms of Agreement

I. Course Location and Supports

- PNUR 113, Human Anatomy and Physiology, course content is delivered online through a Learning Management System, and no in-person attendance is required for the duration of the course delivery. Students will require a computer with internet access.
- In-person attendance is required to write a supervised final examination. Students must write their final examination in a supervised setting at a public educational institution. Full details can be found at okanagan.bc.ca/deexams.
- PNUR 113 is currently offered three times a year: September, January, and May. However, this is subject to change.
- The School District agrees to provide administration services and other similar supports to its students for the duration of the course.

II. Course Admission:

- School District students will be required to meet all Okanagan College prerequisites for the PNUR 113 course as stated at www.okanagan.bc.ca/PNUR113 (except for Grade 12 completion) by the course start date. These students will be admitted to Okanagan College on a **conditional** basis.
- School District students approved by the School District to enroll into PNUR 113 will complete a School District application form and submit their application to their high school's principal;
- School District students that are approved by the School District to enroll in the PNUR 113 course will need to apply to Okanagan College;
- The parties agree that they will protect School District students' personal information in accordance with the provisions of the *Freedom of Information and Protection of Privacy Act* and will obtain such consents as are necessary to carry out their respective obligations in accordance with this agreement;

III. Fee Assessment:

- Okanagan College reserves the right to set fees for all courses and programs. Fees are listed in the College's Calendar;
- Once a School District student receives confirmation of registration in the PNUR 113 course, the School District will issue a sponsorship letter on behalf of the School District student to Okanagan College that addresses: tuition fees and ancillary fees;

- The sponsorship letter will indicate the following: the name of the School District student, the current high school, the name of the course (PNUR 113), and the type of course fees that the School District will pay;
- Okanagan College will issue an invoice to the School District for the agreed amount that is to be paid by the School District and such invoice is due upon receipt;
- International students will be charged International rates of tuition fees or such other fees as approved by the Okanagan College Board of Governors;
- The School District will inform the School District students that the School District students will be responsible for paying any additional fees not paid by the School District;
- The School District will inform the School District students that the School District students will be responsible for purchasing all required textbooks for their course, and paying any materials costs. Also, if applicable, School District students will be responsible for any final examination supervision costs;
- A School District dual credit student with a disability who requires accommodation will provide the College with the necessary documentation and follow the College's processes and policies with the Accessibility Services Department. Accommodation supports already provided by the School District will be continued by the School District while the student is at the College, or the School District will fund/reimburse the College to allow the College to continue to provide these supports. The College will assume the costs associated with accommodated exams (e.g. extended exams, quiet location);
- In circumstances where a dual credit student, during his/her course of studies, incurs the need for a medically documented accommodation and such accommodation is deemed necessary by both parties (Okanagan College and School District), any additional costs for the College to provide that accommodation will be reimbursed to the College by the School District.

IV. Student Progress:

- Subject to privacy legislation, Okanagan College will correspond with the School District Education Coordinator regarding School District students' progress on a regular basis;
- Subject to privacy legislation, the School District Career Coordinator will in turn discuss any pertinent information regarding the School District students with the PNUR 113 Program Coordinator;

V. Course Cancellation:

- Okanagan College reserves the right to cancel or postpone a course due to low enrolment, unavailability of tutors, or other circumstances;

- In the event that PNUR 113 is cancelled where School District students are enrolled, Okanagan College will give as much advance notice to the School District as possible. If the course is cancelled, Okanagan College agrees to refund the School District the full tuition amount;
- The School District agrees to prepare an alternative plan of study for all School District students prior to the start of PNUR 113. Should PNUR 113 be cancelled, the School District will be responsible for implementing the alternative plan of study;
- In the event that PNUR 113 where a School District student is enrolled is cancelled after it has started, Okanagan College agrees to refund the School District the full tuition amount.

VI. Withdrawal and Refund Policy:

- School District students who opt to withdraw from PNUR 113 must receive the written permission of the School District and, if under age of 19 years, their parent or legal guardian's permission.
- If a School District student withdraws from PNUR 113 prior to the start of the course, tuition fees will be refunded in full to the School District.
- Refunds be issued for withdrawal requests received up to the end of the second week of classes.
- In cases where there is a withdrawal based on compassionate grounds, a written request for the refund, accompanied by appropriate documentation (e.g.) letter from a physician must be submitted prior to the end of the course. Refunds for compassionate reasons will be assessed according to Okanagan College's refund policies.
- Under no circumstances will refunds be granted for requests received after the end of the course.

VII. Okanagan College Academic Record:

1. Upon successful completion of the Okanagan College course requirements, the School District students will request a transcript of their PNUR 113 grade.
2. Okanagan College will provide interim and final grades to the School District for Secondary School reporting requirements.
3. School District students will submit their Okanagan College transcript to the School District to receive credit toward Secondary School graduation requirements.

VIII. Agreement Term:

- This agreement is effective June 1, 2018 and remains in effect unless it is terminated.
- Either party may terminate this agreement with 12 months written notice.

IX. Notices:

- Any notice or notices required to be given hereunder to either party shall effectively be given if delivered personally or sent by prepaid registered mail, mailed in Canada, to the parties as follows:

Okanagan College:

Attention: Director, Continuing Studies, Dr. Dennis Silvestrone
1000 KLO Road
Kelowna BC V1Y 4X8
Telephone: 250-862-5480
Fax: 250-862-5434

Email: dsilvestrone@okanagan.bc.ca

With a Copy to:

Attention: Vice President, Education, Dr. Andrew Hay
1000 KLO Road
Kelowna, BC V1Y 4X8
Telephone: 250-862-5628
Fax: 250-862-5437

Email: ahay@okanagan.bc.ca

School District No. 74 (Gold Trail):

Attention: School District No. 74 District Coordinator for Careers and Transitions, Karen Miller
David Stoddart School
1203 Cariboo Ave
Clinton, BC
V0K 1K0
Telephone: 250-459-2219
Fax: 250-459-7949

Email: kmiller@sd74.bc.ca

X. General:

- Neither party to this Agreement shall be liable to the other party for any failure or delay in performance caused by circumstances beyond its control including, but not limited to, acts of God, fire or flood, labour difficulties, unusually severe weather or governmental action.

Signed on behalf of School District No. 74 (Gold Trail):

Title:

Date

Signed on behalf of Okanagan College:

Date

Date

Motion: “That Education Council approves the Dual Credit Agreement between Okanagan College and School District No 74 for Practical Nursing 113 as presented. “

Appendix 5.4 Quality Assurance Report and Response

**QUALITY ASSURANCE PROCESS AUDIT
ASSESSORS' REPORT WORKBOOK**

Okanagan College

DATE OF SITE VISIT: October 25, and 26, 2017

PREPARATION DATE: 2017/10/26

SUBMISSION DATE: January 31, 2018

PREPARED BY: Panel of Assessors

Overall Assessment

Summary:

Okanagan College has policies, procedures and a good track record of program reviews and continuous improvements of programs. The Panel's site visit indicated there is buy-in and commitment to the process from program chairs, deans/directors, associate deans and the VP, Education. OC has provided evidence of a culture of continuous improvement of education throughout the institution.

The Panel agrees with the self-study. There are significant areas of institutional strengths. OC's reflective practice has also outlined many areas for improvement. The Panel applauds OC' intent not only to address continuous improvement of its programs but also the process itself. In addition to the areas of strengths and the areas for improvement identified in the self-study, the panel has identified what it perceives as strengths and has provided recommendations related to additional areas for improvement.

The Panel offers these recommendations not as a sign of weaknesses but rather as constructive comments intended to assist OC in its ongoing journey towards Excellence in Quality Assurance.

Commendations

Provide clear statements that articulate areas where the institution has shown exemplary practice in the field of program quality assurance and improvement. These are mechanisms that are especially noteworthy and may be worthy of emulation by other institutions in the system.

1. Three-Tiered Program Review policy/Process

The Program Review Policy calls for all programs to be reviewed using the most recent data at the Tier 1 process, which identifies areas of concerns, and areas of exemplary practice; concerns can be addressed at the Tier 2 level. Best practices can be identified, celebrated and shared with the college community. The review process uses resources effectively for continuous improvement of programs.

2. Commitment to Continuous Improvement and Quality Assurance

Within the strategic plan documents and throughout the site visit it was evident that the commitment to continuous improvement and quality assurance is a shared value. From the executive level presentation in the first session, to the dialogue with faculty and other members of the Okanagan team, the passion for making sure that programs are meeting student and industry needs shone through.

3. Program Advisory Committees

OC has 28 active Program Advisory Committees (PAC) that individually support one or more programs. In addition to supporting students and their success, the PACs are a means of accountability for OC for relevance, currency and quality of programs.

Affirmations

Provide clear statements that articulate areas where the institution itself has found a weakness, identified the weakness, or intends to correct it (a plan of action has already been developed). In effect, this is affirming the institution's judgment and findings in its Institution Report.

1. Deans Accountability & Intranet Posting
Deans are accountable for reporting on progress of Tier 3 reviews via the Director of Learning & Applied Research at Deans Forum. Reports of the Tier 3 reviews are posted on the OC intranet with access to all employees. The posted programs should be extended to include programs, which have gone through external program accreditation. Finally, OC should consider posting all Tier 1 and 2 reports to the website.
2. Consistency in Program Reviews & Greater Buy-In. OC outlines areas for improvements by:
 - Providing onboarding for all from faculty to deans to gain a better understanding of the review processes and consistency in the depth of analysis.
 - Defining more consistent timelines for the self-study and dean's reporting and accountability (templates & timelines) at Deans Forum.
 - Supporting faculty to become more proficient in writing course and program level learning outcomes.
 The Panel supports OC initiatives in these regards.

Recommendations

Provide clear statements that articulate areas needing improvement.

Recommendations may also be made in relation to areas of concern identified by the institution in its Institution Report, and for which no plan of action has been articulated by the institution.

1. Inconsistencies in Program Review policy and Procedure
The panel noted a few inconsistencies between the policy and demonstrated practice, which requires a review and rectification. Examples are noted in this report. The policy and procedure are currently included in the one document "Program Review & Renewal Framework". The Panel agrees with OC to separate the two documents. This enables fine-tuning of the procedure without having to go through a policy approval.
2. Seven-Year Tier 3 Review Cycle
The Panel interprets that the Policy indicates that all programs are to be reviewed using the Tier 3 process on a seven-year cycle (see flowchart Appendix J), except programs which undergo an external accreditation review. OC will ensure that all programs undergo a Tier 3 review on a cyclical review schedule. A draft plan for cyclical review of all programs should be created.
3. Consistency of Tier 3 Reviews
It was noted in the self-study that not all programs reach out to Learning and Applied Research for support during the program review process. There is also a comment in

the self-study that indicates that reviewers "... are not required to use a specific format..." (Self-Study, Part 1, p. 22). In addition, the panel observed that the report structure for the Tier III reviews provided as examples in the self-study were not all presented in a consistent format. The panel recommends that OC consider implementing additional standardized tools and processes to support better consistency. Given reviews occur so infrequently and the teams lack experience, the panel also recommends that OC consider making mandatory the requirement to engage Learning and Applied Research support for the Tier 3 process. The goal here would be to leverage capacity and ensure a more streamlined and standardized review and reporting process. This would require OC to ensure appropriate capacity in Learning and Applied Research.

4. Closing the loop on the Tier 3 Review cycle

As it is currently outlined in the policy and procedure document, and as it has been implemented in practice based on the examples provided in the self-study, the Tier 3 Review process appears to end with the submission of the external review teams' report. While follow-up on recommendations made appears to be ensured through operational processes such as annual unit planning and Deans Council planning, there is no evidence of a formal follow-up component with identified compliance monitoring processes. The panel suggests that OC articulate the review process as an ongoing cycle, rather than a process with a beginning and an end. We also recommend the addition of a formal requirement to respond to the external review teams' report. This should include the creation of a standardized report and action plan template (with clear objectives, expected costs, accountability for completion, and timelines) that links the Self-Study Report and External Review Report. The action plan document with accompanying progress reports should be included as part of the supporting/background documentation for subsequent program review processes.

5. Standardized program mapping

Based on the panel's review of the OC self-study report, programs generally have learning outcomes, but it appears that program-level goals do not exist in all cases. The panel highly recommends that OC implement a standardized program mapping process and template, demonstrating the link between program outcomes/goals to course learning outcomes. The panel further recommends that OC ensure that program mapping is in place prior to commencing any Tier 3 review process.

6. New Program Development Policy

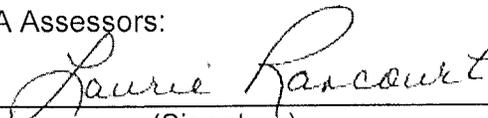
As part of the self-study, OC provided a copy of a draft new program development policy. In the self-study, there is an indication that "No decision has been made to determine if the draft policy will be presented for further discussion" (Self-study Part 1, p. 38). Given the QAPA requirement that "The institution can demonstrate that it has a policy and process for new program approval..." (Assessor Workbook, section 1 (ii)), the panel would like to stress the importance of proceeding with the formal adoption of such a program development policy. An appropriately structured new program development policy and procedure will create an open, transparent and consistent process for use by all faculty and education administration to launch new programs. Completion and approval of the policy is strongly encouraged.

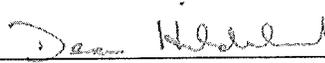
Signed:

Chair of the QAPA Team:

 Jan 31, 2018
(Signature) (Date)
Baldev Pooni
(Printed Name)

QAPA Assessors:

 Jan 31, 2018
(Signature) (Date)
Laurie Rancourt
(Printed Name)

 Jan 22, 2018
(Signature) (Date)
Dean Hildebrand
(Printed Name)

1. Overall Process

<i>Does the process reflect the institution's mandate, mission, and values?</i>	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
<p>The institution should be able to demonstrate that it has an established institutional and program review planning cycle and process to assess the effectiveness of its educational programs and services, their responsiveness to student, labour market, and social needs.</p>	<ul style="list-style-type: none"> OC has developed an appropriate model for a three-tiered review process. Tiers 1 and 2 involve a data analysis for all programs, annually. Programs requiring an in-depth review undergo the Tier 3 process. The 2 degrees offered by OC go through the Tier 3 review on a 5-year cycle, per DQAB requirements. The Vice-President, Education has responsibility for quality assurance. Coordination for the review process resides with the Director of Learning & Applied Research (Director LAR). The Tier 3 program review follows a two-stage process conducted by two teams; the Internal and the External Review Team. The review teams document their recommendations for continuous improvement of the program.
<p>The process should contribute to the continuous improvement of the institution.</p>	<ul style="list-style-type: none"> The Panel reviewed three Tier 3 reviews. The reviews presented a good investigation and analysis with input from a number of stakeholders. It was noted that for the three reviews provided in the self-study, other than a blank template in the appendix, there was no specific evidence of the response to the Tier 3 recommendations or of the action plans that were developed and implemented where appropriate. During the site visit, additional anecdotal and document evidence was provided to demonstrate that follow-up occurs as part of the colleges operating and planning procedures (i.e. Unit Planning Process and

	<p>Dean’s Council activity). However, as indicated in recommendation #4 above, the panel feels that the follow-up process should be formalized as an integral part of the program review process and ongoing multi-year cycle.</p> <ul style="list-style-type: none"> • Continuous improvement of the institution requires all programs are reviewed. The Director LAR as a part of her workload and an assistant are responsible for program reviews, which allows for two Tier 3 reviews, annually (Appendix K2). The Quality Assurance Audit Report (Page 5) indicates OC has 126 programs. The panel would suggest that in order to remain compliant with their program review policy and procedure (which currently foresees a seven-year cycle for Tier 3 reviews) OC, needs to either modify or clarify its policy to indicate that the required Tier 3 review cycle is not 7 years, or to ensure that it has the resources to conduct more reviews annually. The panel notes that maintaining a 7 year Tier 3 review cycle for all programs is the recommended option and the one that most effectively aligns with current best practice.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<i>Is the scope of the process appropriate?</i>	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
<p>(i) There should be evidence of a formal, institutionally approved policy and procedure for the periodic review of programs against published standards that includes the following characteristics:</p> <p style="padding-left: 40px;">A self-study undertaken by faculty members and administrators of the program based on evidence relating to program performance, including</p>	<ul style="list-style-type: none"> • OC has an established Program Review & Renewal Framework (Program Review Policy), which was approved by Education Council in 2007. • The three sample programs were reviewed by OC in 2012, 2013 and 2015. The quality of the reviews has improved over time and with each

<p>strengths and weaknesses, desired improvements, and future directions. A self-study takes into account:</p> <ul style="list-style-type: none"> • the continuing appropriateness of the program's structure, admissions requirements, method of delivery and curriculum for the program's educational goals and standards; • the adequacy and effective use of resources (physical, technological, financial and human); • faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization; • that the learning outcomes achieved by students/graduates meet the program's stated goals, the credential level standard, and where appropriate, the standards of any related regulatory, accrediting or professional association; • the continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the program's stated goals have been achieved; • the graduate satisfaction level, student satisfaction level, and graduation rate; and • where appropriate, the graduate employment rates, employer satisfaction level, and advisory board satisfaction level. <p>➤ <i>An assessment conducted by a panel that includes independent experts external to the institution. The assessment should normally include a site visit, a written report that assesses program quality and may recommend quality</i></p>	<p>review. Program faculty spoke positively about the value and intent of the reviews.</p> <ul style="list-style-type: none"> • An independent external team of reviewers was selected for each of the three sample reviews. The External Review Team reviewed various documents, including student and graduate data and the report generated by the Internal Review Team. Interviews with key college personnel took place during the site visit. The External Review Team submitted a written report to the VP, Education. The report included recommendations for improvements to the program. The panel did note that OC has an established guideline to assist the External Review Team but felt that the procedure could be improved by adding more detailed instructions on the scope, process, validation of findings, report content, etc. • The QAPA panel also found some inconsistencies between the review policy and practice. For example, the Program Review Policy references an Internal Review Panel (page 6) to consist of at least seven members. The three sample programs show only two or three members. OC needs to ensure the intended breadth and diversity is included. In addition, page 17 of the review policy indicates that the review should result in "5-10 specific recommendations ordered by priority" and a "local operational/action plan to respond to recommendations made by the review teams". The panel noted inconsistencies in the number of recommendations and that formal action plans were not evident (see
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Appendix 3a

September 2016

<p><i>improvements; and an institution response to the report;</i></p> <ul style="list-style-type: none"> • <i>A summary of the conclusions of the evaluation that is made appropriately available.</i> 	<p>recommendation #4 above).</p>
<p>(ii) The institution can demonstrate that it has a policy and process for new program approval that includes peer / external review by appropriate experts.</p>	<ul style="list-style-type: none"> • As part of the self-study, OC provided a copy of a draft new program development policy (Appendix M). In the self-study, there is an indication that “No decision has been made to determine if the draft policy will be presented for further discussion” (Self- study Part 1, p. 38). The policy is an excellent step towards quality assurance of new programs but needs to be completed and approved at the earliest opportunity. The panel also notes that the draft policy and procedure would potentially benefit from a more formal needs assessment that could include supporting evidence from industry, potential students, etc.

<p><i>Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g. faculties or departments or credential level?</i></p>	
<p>CRITERIA:</p>	<p>COMMENTS / RECOMMENDATIONS:</p>
<p>(i) Are the guidelines adaptable to the range of programs and offerings within the institution?</p>	<ul style="list-style-type: none"> • The Panel reviewed three Tier 3 programs reviews from a cross-section of program areas. The documented review guidelines applied very well to all programs. • Tier 1 and 2 dashboards work well for career-focused programs. The panel agrees with OC that other data elements focused on student transfer and completion rates need to be developed for associate degrees and other transfer programs.
<p>(ii) Do the guidelines provide measurable, consistent means and direction to</p>	<ul style="list-style-type: none"> • Generally, the guidelines meet the requirements for a diversified program

<p>undertake diversified program review?</p>	<p>review. However, as noted in recommendation #3 above, the panel feels that the procedure could be improved by providing additional standardized tools and supports to ensure better consistency at the Tier 3 review level. These could include further details around required data and supporting evidence to be included in all Tier 3 review (i.e., surveys and focus groups).</p>
<p>(iii) Are the guidelines consistent with institutional Mandate, mission, vision and associated strategic goals?</p>	<ul style="list-style-type: none"> • OC has ensured the guidelines are consistent with the Mandate, mission, vision and values.

<p><i>Does the process promote quality improvement?</i></p>	
<p>CRITERIA:</p>	<p>COMMENTS / RECOMMENDATIONS:</p>
<p>(i) The institution should be able to demonstrate that it has appropriate accountability mechanisms functioning for vocational, professional and academic programs.</p>	<ul style="list-style-type: none"> • Based on three program reviews selected from the full spectrum of programs and the site visit interviews, OC has an appropriate accountability mechanism for the range of programs offered at OC as articulated in the Program Review and Renewal policy and procedure. • The panel did note that although the policy and procedure have been approved by Education Council, at the time of the review and site visit, the policy was not posted on the website for OC stakeholders to view. This should be addressed. • In addition, the lack of Dean's Forum reporting of a program accrediting review is an apparent gap (as noted by OC on p. 28 of the self-study) that should be addressed for full transparency and accountability.
<p>(ii) The institution should be able to demonstrate how faculty scholarship and professional development inform teaching and continue to be a foundation for</p>	<ul style="list-style-type: none"> • OC has a good professional development program for full-time and sessional faculty. The Learning and Applied Research Unit offers an orientation

<p>ensuring that programming is up to date.</p>	<p>program to support new faculty to acquire skills in teaching and learning. Faculty can also participate in the Instructor Certification Program. OC invests over \$1M in faculty PD, annually and twelve course releases for scholarly activity. All continuing faculty members complete an annual Faculty Development Activity Report. The report is the faculty member's accountability for the resources used and the benefit to the individual and the program.</p>
<p>(iii) The institution should be able to demonstrate how learning outcomes are being achieved and how student progress is assessed and measured.</p>	<ul style="list-style-type: none"> • The Learning and Applied Research Unit supports faculty in developing relevant program and course learning outcomes. Students are assessed for their learning through quizzes, examinations, demonstration labs and other assessment tools. Students are graded on their learning to OC's standards. Students who are successful in completing the current courses are able to progress to the next level and eventually through to graduation. • As noted previously in this report, the Panel noted the Tier 3 reviews did not include program and course mapping which indicates how the program level goals are supported by course level outcomes. The panel recommends the mapping process is included in the review process.

<p>Quality assessment issues raised by the institution in its self-study that the institution would like the assessors to address.</p>	
<p>CRITERIA:</p>	<p>COMMENTS / RECOMMENDATIONS:</p>
<p>(1) Given that Associate of Arts and Associate of Science programs are focused on providing students with foundational credentials that generally lead to the graduates transferring to other programs or</p>	<ul style="list-style-type: none"> • The Panel agrees that the career-focused data elements are not useful for associate degrees and transfer programs. Data elements focused on transfer rates, continuation in PSE

Appendix 3a

September 2016

<p>post-secondary institutions, we would appreciate the Assessors sharing their perspective on the types of quality assurance processes that they used or observed for these types of programs.</p> <p>(ii) Okanagan College is considering applying for exempt status and as such, we would appreciate any comments from the Assessors in terms of our readiness in relation to the Quality Audit.</p>	<p>education, and subsequent success rates in more focused PSE education are more relevant in these programs. Camosun College has used a different dashboard for analysis on transfer verses career-focused programs.</p> <ul style="list-style-type: none"> The Panel members do not feel that they have the appropriate knowledge or experience to advise OC on their readiness in relation to exempt status. <p>That being stated, the panel members do expect that among other possible requirements, OC would be required to have a formal policy and procedure in place for New Program Development, which is currently lacking.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2. Review findings

<i>Were the responses to the sample program review findings adequate?</i>	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
<p>The institution has a follow up process for internal program reviews and acts in accordance with it.</p>	<ul style="list-style-type: none"> The Dean in consultation with the Program Chair has the responsibility for which recommendations will be pursued. The Dean shares information on the progress of implementation with peers at the Deans Forum. The VP, Education summarizes the information for sharing with the Board of Governors. Tier 3 review reports are shared with college community via the OC intranet. Continuous improvement requires as broad engagement and buy-in of faculty as possible. OC should consider sharing Tier 1 and 2 information widely in the college. When questioned by the Panel, many faculty were not aware of the Tier 1 and 2 reports. The decision to share with department faculty is at the discretion of the Dean, Associate Dean and the

	<p>Program Chair. Some teams share the information while others do not.</p> <ul style="list-style-type: none"> • As noted in recommendation #4 and elsewhere in this report, the Tier 3 review of the three sample programs did not document an official action plan. This is a critical document outlining priority recommendations and the accountability for continuous improvement. • Given that all programs can benefit from continuous improvement, the Tier 1 and 2 processes should also document a mini action plan. The subsequent review should consider progress from the previous year to develop the next action plan.
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<i>Does the process inform future decision making?</i>	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
<p>The program review ensures that the program remains consistent with the institution's current mission, goals and long-range plan.</p>	<ul style="list-style-type: none"> • The Tier 3 review ensures the program remains consistent with the mission and long-term planning. However, with such a small fraction of programs undergoing this process and some never at all, it is difficult to conclude that all programs can remain consistent with current mission, goals and long-range plan. This can be addressed by creating and ensuring the effective implementation of a comprehensive 7- year review planning cycle (see Recommendation #2).

<i>Are the review findings appropriately disseminated?</i>	
CRITERIA:	COMMENTS:
<p>The institution has a well-defined system to disseminate the review findings to the appropriate entities.</p>	<ul style="list-style-type: none"> • OC has a good system for disseminating review findings to the employee groups through the intranet. This is for Tier 3 reviews only. The results of the Tier 1 and 2 reviews are

	<p>shared between the Program Chair level, Dean and the VP, Education. The results should be shared with all department faculty and staff consistently across the college. By understanding the strengths and weaknesses of all programs by all stakeholders, there will be peer learning and continuous improvement across the college.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Quality Assurance Process Audit: Okanagan College

Response to the Assessors' Final Report – January 31, 2018

Reviewed and Approved at Education Council.....

The QAPA Assessors' Report to Okanagan College provides comments on three areas; commendations, affirmations and recommendations for further development. The response to the Assessors' Report has been prepared by Dr. Andrew Hay, Vice President, Education and Dr. Beverlie Dietze, Director of Learning and Applied Research. Recommendations made in the Assessors' Report are identified, followed by the intended action that Okanagan College will take. Members of Deans Forum and Education Council have provided input into this response.

Commendations

1. Okanagan College was commended for the Three-Tiered Program Review Policy/Process, including the identified best practices and the effective use of resources for continuous improvement of programs.

Action: Okanagan College remains committed to its established Program Review and Renewal Process as this practice aligns with our continuous improvement focus on program curriculum and delivery. Under the direction of the VP Education, Okanagan College will continue to have the Deans or designates review all academic programs annually using the Tier I template provided by the Director of Learning and Applied Research along with data provided through Institutional Research. Deans will continue to conduct a Tier II review process when there are significant changes in the Tier I performance data year-over-year. All degree programs will continue to undergo the Tier III process that includes a comprehensive self-study and external evaluation every five years. Certificate and diploma programs may be recommended to undergo the Tier III program review and renewal at any time; especially when there is a desire to seek further clarification of the performance data acquired during the Tier I and Tier II processes.

2. Okanagan College was commended for its commitment to continuous improvement and quality assurance.

Action: As outlined in the Strategic Plan and in practice, Okanagan College will continue to review and refine the Program Review and Renewal Process policies and procedures. As well, Okanagan College will continue to seek input into the templates and the implementation process from internal stakeholders including faculty and instructors, members of Deans Forum, College Leadership Team, Education Council, department chairs, and program teams. At the conclusion of each Tier III review, a debriefing session with program teams will occur to seek input into the overall internal and external processes, experience, and recommendations for improvement.

3. Okanagan College was commended on its commitment to have Program Advisory Committees for their programs.

Action: Okanagan College will continue to establish and maintain Program Advisory Committees composed of external members from the relevant program sectors. Program Advisory Committees meet a minimum of two times per year to provide input into the relevancy, currency, and quality of the program curriculum and graduate competencies.

Affirmations

1. As part of our continuous improvement model, Deans have committed to report to Deans Forum on the status of the recommendations from the Tier III internal self-study report and those from the external review committee.

Action: Deans will continue to meet with Department Chairs and program teams to review the status of the recommendations acquired from the internal and external Tier III process. As in past practice, updates will be provided annually at Deans Forum on action taken regarding recommendations of Tier III reviews that have been completed within the previous twelve months. The minutes on Tier III reports from the Deans Forum will be consulted year-over-year as part of the continuous improvement process and to identify the progression being made on implementing the recommendations. Okanagan College will continue to make the Tier III internal and external reports available to all employees by having them posted on the OC intranet.

2. Okanagan College identified the benefits of including the Program Review and Renewal Process as part of the onboarding process for faculty, instructors, chairs, associate deans, and deans.

Action: As of September 2017, Okanagan College included an orientation to the Program Review and Renewal process during the onboarding process with new Deans and Associate Deans. Beginning in 2018, new Department Chairs, Faculty and Instructors will receive an introduction to the Program Review and Renewal process during their orientation. In addition, new and current employees will be provided with additional opportunities to gain information on the Program Review and Renewal process.

3. Okanagan College continues to be committed to support faculty in becoming more proficient in writing course and program level learning outcomes.

Action: Okanagan College's Learning and Applied Research Unit will continue to provide faculty and instructors with support on writing course and program learning outcomes through workshops, one-on-one coaching sessions, department requests, and by providing resources. If new funding becomes available, additional staffing will be assigned to support this work.

Recommendations

1. The assessors recommended that Okanagan College examine identified inconsistencies between the Program Review and Renewal policy and demonstrated practice.

Action: During 2018, as part of our continuous improvement process, Okanagan College is committed to reviewing the Program Review and Renewal Process framework document to identify strengths, gaps, and areas requiring adjustments or further development. As well, the policies and the procedures will be separated, making two distinct documents.

2. The assessors recommended that all programs undergo a Tier III review on a cyclical review schedule and that a draft plan for the cyclical review be created.

Action: Okanagan College will continue to use the Program Review and Renewal process, in which every program offered by the College is reviewed each and every year. Further, Okanagan College will continue to utilize the Tier III review process for degree programs at least every five years. Other programs will continue to have the option to undergo a Tier III process when the data from the annual Tier I or from a Tier II review process suggests further review would benefit the program or if a program team requests a Tier III review. This approach supports Okanagan College's commitment to: a) continuous improvement and in using "lean" processes; b) recognizing the uniqueness of each program; and c) recognizing that the cycles for Tier III will vary, depending on the program, discipline, the annual review results, and the human resources available to support the Tier III process.

3. The assessors recommended that Okanagan College consider implementing additional standardized tools and processes to support the Tier III process and that all programs undergoing a Tier III engage with the Learning and Applied Research Unit.

Action: As directed by the VP Education, the Learning and Applied Research Unit will continue to be responsible for the administration of the Tier I, II, and III processes. Since the inception of the Program Review and Renewal process, all program teams undergoing a Tier III have worked closely with the Learning and Applied Research Unit at each phase of the process. This level of involvement will continue as part of our practice.

During the orientation to Tier III, the Director of Learning and Applied Research will continue to provide program teams with the self-study template and a checklist that outlines roles and responsibilities throughout the process.

Okanagan College recognizes and values that each program is unique. The current Tier III template tool will remain in use until a review of the policies and procedures is completed during 2018. Programs currently undergoing a Tier III process will continue to have the flexibility to explore aspects of their program not outlined in the template.

4. The assessors recommended that there be a formal follow-up component with identified compliance monitoring processes on the Tier III review, including an action plan template that links the Self-Study Report and External Review Report and that these documents be included in subsequent program review processes.

Action: Okanagan College has several processes in place that monitors the action plans evolving from the self-study and the external review processes, including reporting out to a Deans Forum annually, identifying goals and outcomes in their annual program unit and budget plan, and in providing updates to their Program Advisory Committee programs on action plans.

During the review of the Program Review and Renewal Process, there will be discussions with Deans, to determine the feasibility of programs that have completed a Tier III process to have a Standing Agenda item on the Department's meeting agenda. This would provide another strategy for tracking progress. As well, during the review process, an examination of the benefits to programs, the Deans, and the quality assurance process of creating a standardized report format that Deans would use for their annual updates on the process.

Okanagan College will continue to ensure that the recommendations and actions from previous Tier III processes are included as part of the background documentation in subsequent program review reports.

5. The assessors recommended that Okanagan College implement a standardized program mapping process and template, demonstrating the link between program outcomes/goals to course learning outcomes and that the program mapping is in place prior to commencing a Tier III review process.

Action: Okanagan College recognizes and supports the uniqueness of programs and the strategies used for program mapping and curriculum development. These may vary depending on requirements of external accreditation, program articulation, and Industry Training Authority requirements. Where appropriate, standardized approaches will be used to provide greater consistency and clarity. Workshops and one-on-one consultations with program teams on the process of conducting program mapping and aligning outcomes will continue to be available upon request, until such time that additional resources become available.

6. The assessors recommended that the draft Program Development Policy that was included in the self-study be approved and implemented.

Action: Okanagan College will continue to use the established Education Council and institutional systems and procedures for program development and renewal. During 2018, Okanagan College will consult with key stakeholders to determine if there is merit to adopt the draft Program Development Policy.

Appendix 5.5

First call for nominations for Chair and vice chair of Education Council

Appendix 5.6

Nominees to Standing Committees

(Information distributed under separate cover)

Appendix 5.7

Standing Committee Reports

Appendix 5.8

In camera session

(Information distributed under separate cover)

Appendix 6.0

Reports