

Education Council Meeting
Thursday, May 7, 2020, 4:00 p.m.
Via BlueJeans

Faculty

Name	Location
Tim Walters	Shuswap Revelstoke Rep
Nicole Davis	South Okanagan Similkameen Rep
Vladimir Neykov	Central Okanagan Rep
Glen Coulthard	North Okanagan Rep
Danny Marques	Trades & Apprenticeship - Kelowna
Amanda Krebs	Arts & Foundational - SA
Cathy Farrow (e-copy)	Health & Social Development
Kevin Douglas	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
Choi Leong	Student – South Okanagan Similkameen
Rachel Wehrmann	Student – Central Okanagan
Andrew Schmidt (e-copy)	Student – North Okanagan
Scott Stirling	Student - Shuswap Revelstoke

Staff

Name	Location
Nica Chibota	Kelowna Campus
Michelle Somerville	Kelowna Campus

Non-Voting

Name	Location
Jim Hamilton (e-copy)	President, OC
Shelley Cook (e-copy)	Board of Governors

Secretariat

Name	Location
Bob Burge	Registrar OC
Maddy Welsh	Education Council Office

Other Recipients

Name	Area	Name	Area
Joanna Campbell (e-copy)	Assistant to the President	Allan Coyle (e-copy)	VP - Students
Eric Corneau (e-copy)	Regional Dean –S Ok/Similk.	Yvonne Moritz	Dean – Science, Technology & Health
Campus Admin (e-copy)	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 (e-copy)	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	L Thurnheer (e-copy)	Associate Dean – STH
Anita Harden (e-copy)	Registrar's Office - Kelowna	Eve Avis (e-copy)	Asst to Dean - AFP
Michelle Walker (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	Curtis Morcom (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	Tracy Riley (e-copy)	Associate Dean - AFP
Carlyn Young (e-copy)	Registrar's Office - Kelowna	James Coble (e-copy)	Director, Student Services

**Okanagan College Education Council Agenda
Meeting of Thursday, May 7, 2020 4:00 pm
Via BlueJeans**

- 1. Determination of quorum and call to order**
- 2. Adoption of the agenda**
- 3. Approval of the minutes**
 - 3.1 April 2, 2020 Education Council minutes..... 1
- 4. Business arising**
- 5. New business**
 - 5.1 Curriculum recommended by the CPRC – T/A
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 - 5.2 Curriculum recommended by the CPRC – AFP
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 - b. Proposal for a new course: HIST 320 15
 - 5.3 Curriculum recommended by Continuing Studies
 - a. Proposal for a program revision: Gastroenterology Nursing Certificate..... 20
 - b. Proposal for a program revision: PeriAnesthesia Nursing Certificate 21
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 - a. Proposal for a new course: HKIN 100..... 24
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 - d. Proposal for a program revision: Network and Telecommunications Engineering Technology Diploma 30
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 - j. Proposal for a program revision: Post – Baccalaureate Diploma in Marketing and Data Analytics..... 33
 - k. Proposal for a new program: Concentration in Data Analytics 33
 - 5.5 Recommendation by the ARP committee
 - a. Emerita/Emeritus Status Policy 35
 - 5.6 Second and third call for nominations of Education Council chair and vice chair
 - 5.7 Standing committee reports
 - a. Operations committee
 - b. ARP committee
 - c. CCC committee
 - d. Tributes committee
- 6. Reports**
 - 6.1 Council Chair's report – Chris Newitt
 - 6.2 President's and Vice President Education's report – Andrew Hay
 - 6.3 Registrar's report – Bob Burge
 - 6.4 Board of Governors report – Shelley Cook
 - 6.5 Curriculum and calendar management project update
- 7. Date, time of next meeting – Thursday, June 4, 2020 at 4:00 pm**
- 8. Deadline for agenda items – Wednesday, May 20, 2020 at 12:00 pm**
- 9. Adjournment**

Appendix 3.1

Approval of the Minutes from the April 2, 2020 Education Council meeting

Motion: “That Education Council approves the minutes from the April 2, 2020 meeting as presented.”

**Okanagan College Education Council
Minutes of Thursday, April 4, 2020 4:00 pm
Via BlueJeans**

Present: A Hay, B Burge, W Gillett, R Tyner, D Silvestrone, M Somerville, C Farrow, D Marques, G Coulthard, N Davis, A Schmidt, R Sawatzky, K Douglas, A Krebs, C Newitt, T Walters

Regrets: R Whermann, V Neykov, J Hamilton, S Cook

Absent: S Stirling, M Chibota, C Leong

Guests: L Thurnheer, S Sakakibara, L Lerner, W Wheeler, I Wheeler

Recorder: M Welsh

1. Determination of quorum and call to order

C Newitt called the meeting to order at 4:01 pm

2. Adoption of the agenda

Motion: D Marques/ R Tyner

That Education Council approves the agenda as presented.

Carried

3. Approval of the minutes

Motion: D Marques/ R Tyner

That Education Council approves the minutes of the March 5, 2020 Education Council meeting as presented.

Carried

4. Business arising

5. New business

5.1 CPRC – STH curriculum

a. New course: CHEM 225

Introduction to Analytical Chemistry for WET

Motion: D Marques/ R Tyner

That Education Council approves the new course: CHEM 225 Introduction to Analytical Chemistry for WET as recommended by the CPRC – STH:

- L Lerner explained that historically, there were two analytical chemistry courses, one for WET students and one for science students. Over time, the courses were merged together. Recently, the department has been splitting CHEM 226 into two sections: one for science students and one for WET. The department would like to formalize this split with the creation of CHEM 225.
- CHEM 225 focuses more on the content important for WET students, while CHEM 226 is more organic chemistry and math. The courses are now more directed towards their target audiences.
- L Lerner added that there was an issue with registration this year as a lot of science students assumed CHEM 226 was only for WET students.

Carried

b. Course revision: CHEM 226

Introduction to Analytical Chemistry

Motion: D Marques/ R Tyner

That Education Council approves the course revision: CHEM 226 Introduction to Analytical Chemistry as recommended by the CPRC – STH:

- L Lerner explained that the revision was to remove references to the WET program.

Carried

c. Program revision: Water Engineering Technology

Motion: D Marques/ R Tyner

That Education Council approves the program revision: Water Engineering Technology as recommended by the CPRC – STH:

- L Lerner advised that the revision was to add CHEM 225 to the program.

Carried

* W Wheeler gave an overview of the HKIN revisions.

- She advised that the revisions came about after last year's tier three review and are also due to the changes being made to the UBCO Kinesiology program.
- The proposal includes six new courses and 8 revised courses, as well as changes to the program in general. The revised program is more flexible for students and will help with their transition to university.

d. New course: BIOL 190 Human Physiology I for Kinesiology

Motion: D Marques/ R Tyner

That Education Council approves the new course: BIOL 190 Human Physiology I for Kinesiology as recommended by the CPRC – STH:

- S Sakakibara explained that the biology department has developed two new courses to service the revised Human Kinetics diploma program.
- Previously, students took BIOL 131 and BIOL 133, which also service a variety of other programs. BIOL 190 and 191 are a reordering of content with additional focus on content most important to HKIN.
- A member questioned if the course description should note that students cannot take this course if they already have BIOL 131 and 133. S Sakakibara noted that this was originally included in the description, but was removed on the recommendation of the CPRC – STH. She explained that students are able to take BIOL 190 and 191 if they already have BIOL 131 and 133, they just will not receive additional credit. CPRC. However, the department did not want HKIN students to take BIOL 131 and 133 while in the HKIN program. CPRC could not decide on a way to word this clearly in the course description so a note has been added in the program admission requirements.

Carried

e. New course: BIOL 191 Human Anatomy and Physiology II for Kinesiology

Motion: R Tyner/ D Marques

That Education Council approves the new course: BIOL 191 Human Anatomy and Physiology II for Kinesiology as recommended by the CPRC – STH:

- As above

Carried

f. New course: HKIN 105 Physical Literacy for Life

Motion: D Marques/ R Tyner

That Education Council approves the new course: HKIN 105 Physical Literacy for Life as recommended by the CPRC – STH:

- W Wheeler explained that this course will likely replace the current applied methods course. HKIN 105 allows for university transfer credit, whereas the current applied methods course does not.

Carried

g. New course: HKIN 110 Human Anatomy I for Kinesiology

Motion: R Tyner/ D Marques

That Education Council approves the new course: HKIN 110 Human Anatomy I for Kinesiology as recommended by the CPRC – STH:

- A member questioned if there was a Human Anatomy II in the program. W Wheeler explained that the Human Anatomy I and Physiology I are two separate courses that both flow into BIOL 191, Human Anatomy and Physiology II for Kinesiology.
- A member questioned if the program will have to be modified to match the UBCO's Kinesiology changes. W Wheeler advised that the department has worked closely with UBCO and their changes should align very well with OC's changes.

Carried

- h. New course: HKIN 205** **Community Program Planning**
Motion: R Tyner/ D Marques
That Education Council approves the new course: HKIN 205 Community Program Planning as recommended by the CPRC – STH:
- W Wheeler explained that the course will aid students in finding employment helping communities develop programs. It is a very hands on course. UBCO is accepting the course as second year transfer credit.
Carried
- i. New course: HKIN 206** **Research Methods in Kinesiology**
Motion: R Tyner/ D Marques
That Education Council approves the new course: HKIN 206 Research Methods in Kinesiology as recommended by the CPRC – STH:
- This course responds to student demand for a research methods course. It allows for more seamless transfer.
Carried
- j. New course: HKIN 215** **Professionalism in Fitness and Recreation**
Motion: D Marques/ R Tyner
That Education Council approves the new course: HKIN 215 Professionalism in Fitness and Recreation recommended by the CPRC – STH:
- This course addresses student and employer demand for more employment ready skills. It includes legal and administrative practices that fitness leaders will need.
Carried
- k. New course: HKIN 250** **Introduction to Health Behaviour Change**
Motion: R Tyner/ D Marques
That Education Council approves the new course: HKIN 250 Introduction to health Behaviour Change as recommended by the CPRC – STH:
- This course was developed in response to UBCO creating a health behaviour change stream. This course will assist students in making the decisions as to which UBCO stream they want to enter.
Carried
- l. Course revision: HKIN 152** **Personal Wellness and Community Health**
Motion: R Tyner/ D Marques
That Education Council approves the course revision: HKIN 152 Personal Wellness and Community Health as recommended by the CPRC – STH:
- W Wheeler explained the course number and course name have changed.
Carried
- m. Course revision: HKIN 103** **Active Health**
Motion: R Tyner/ D Marques
That Education Council approves the course revision: HKIN 103 Active Health as recommended by the CPRC – STH:
- The title has changed to rearticulate the course with UBCO.
Carried
- n. Course revision: HKIN 231** **Sport and Exercise Psychology**
Motion: D Marques/ R Tyner
That Education Council approves the course revision: HKIN 231 Sport and Exercise Psychology as recommended by the CPRC – STH:
- W Wheeler advised that most degree and college programs have moved this course to the first year. OC is following suit. Content from this course will be built on in some of the newer courses.
Carried
- o. Course revision: HKIN 275** **Exercise Physiology**
Motion: R Tyner/ D Marques
That Education Council approves the course revision: HKIN 275 Exercise Physiology as recommended by the CPRC – STH:

- Two lab ours have been added to make sure students have sufficient content in this area. UBCO is recognized as a leader in exercise physiology and the department wants to make sure students have sufficient knowledge in this area should they want to transfer into this stream at UBCO.

Carried

p. Course revision: HKIN 173 Biodynamics of Strength and Conditioning

Motion: R Tyner/ D Marques

That Education Council approves the course revision: HKIN 173 Biodynamics of Strength and Conditioning as recommended by the CPRC – STH:

- This course is being moved into the second year of the program and will be made a required course.

Carried

q. Course revision: HKIN 241 Introduction to Athletic Injuries

Motion: R Tyner/ D Marques

That Education Council approves the course revision: HKIN 241 Introduction to Athletic Injuries Health as recommended by the CPRC – STH:

- W Wheeler advised that the revision was to realign the prerequisites with the new curriculum.
- A member questioned why first aid was no longer a prerequisite. W Wheeler explained that administratively, the department had a hard time checking this as a prerequisite. Functionally, this usually ended up being a corequisite. The found it was hard to motivate students. The department has decided to leave it to the students to take first aid when they require it for employment. Y Moritz added that they usually leave employment requirements up to employers, not the programs. Students will still be encouraged to take first aid, however.

Carried

r. Course revision: HKIN 261 Health, Policy and Canadian Society

Motion: R Tyner/ D Marques

That Education Council approves the course revision: HKIN 261 Health, Policy and Canadian Society as recommended by the CPRC – STH:

- The prerequisites are being revised to align with the new numbering of curriculum.

Carried

s. Course revision: HKIN 273 Fitness Testing and Exercise Prescription

Motion: R Tyner/ D Marques

That Education Council approves the course revision: HKIN 273 Fitness Testing and Exercise Prescription as recommended by the CPRC – STH:

- As above.

Carried

t. Program revision: Human Kinetics Diploma

Motion: R Tyner/ D Marques.

That Education Council approves the program revision: Human Kinetics Diploma as recommended by the CPRC – STH:

- The revisions are to incorporate the curriculum as above.
- A member noted references to the Human Kinetics Diploma on pages 61 and 67. This should be changed to the Kinesiology Diploma.

Carried

5.2 Course and program deletions

Motion: D Marques/ R Tyner

That Education Council approves the deletion of the inactive courses and programs as presented:

- B Burge explained that every year, the registrar's office contacts portfolios to review courses and programs not offered in the past three years in order to keep the calendar up to date.

Carried

5.3 Recommendation by the ARP committee

Motion: R Tyner/ D Marques

That Education Council approves that the Entrance Testing policy and information be globally revised to note that:

- a. The LPI Test is no longer being offered after April 30, 2020;
- b. Okanagan College will continue to accept LPI Test results for two years from the date an applicant tested;
- c. Currently approved alternatives will be considered in place of the LPI Test"
- I Wheeler explained that OC accepts LPI scores as an acceptable alternative for English. It is primarily mature students who do not have English 12 that use this option. The LPI test is being discontinued as of July 31, 2020 (this should be revised in the motion). The College will continue to accept test writing before this date and will be able to verify these scores for two years. The motion is to update the calendar language as above wherever the LPI test is mentioned.
- C Newitt noted that section C of the motion was discussed at dean's forum. "Currently" was seen as an issue as they felt if subsequent tests were approve, this language would need to be revised. They suggested section C be revised to read "Approved alternatives are available. Please consult academic entrance requirements."

Motion: K Douglas/ M Somerville

That section A be revised to read "July 31, 2020"

Carried

Motion: M Somerville/ G Coulthard

That section C be revised to read, "Approved alternatives are available. Please consult the academic entrance requirements."

Carried

Carried as revised

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

- B Burge explained that the Education Council chair and vice chair must be nominated and elected annually. This is the first call for nominations.
- C Newitt was nominated for the role of chair and accepted the nomination.
- D Marques was nominated for the role of vice chair and accepted the nomination.

5.5 Standing committee reports

- a. Operations Committee
 - Operations committee met to approve graduates.
 - They also met to approve extending the date that students can withdraw from courses.
- b. ARP Committee
 - ARP met last week to discuss the Emeritus policy. This will be on the May Education Council agenda.
- c. CCC Committee
 - Not yet met.
- d. Tributes Committee
 - Not yet met.

6. Reports

6.1 Council Chair's report – C Newitt

- C Newitt noted that they are scrambling to find a meaningful way to have meetings and ensure continued dialogue. If anyone has any suggestions, they can email C Newitt.

6.2 President & Vice-President Education report – A Hay

- The Board of Governors approved the budget earlier this week, while noting that things will likely change as the pandemic continues.
- They also reviewed and approved the programming plan and ITA training plan. There will likely be adjustments throughout the year.
- Students have been notified that exams will be moved to non-face-to-face formats to protect the health and wellbeing of everyone.
- Summer session students will also be moved away from face-to-face formats and towards online delivery.

- As mentioned above, the Operations committee approved a change to the final date students can withdraw from a course. There has been some uptake on this.
- A Hay noted that this is a difficult time for everyone at the institution. It has been amazing and heartening to hear all the good news storied about staff and faculty providing quality education for students. This speaks to the quality of OC employees and students.

6.3 Registrar's report – B Burge

- Five of the six faculty portfolio seats have been filled in the current Education Council election. The Business seat remains open.
- There was one member acclaimed to the support staff position, while an election is underway for the second spot.

6.4 Board of Governor's report – S Cook

- No report.

6.5 Curriculum and calendar management project update

- The project is still progressing, although things have been put to side to deal with the current situation.

7. Date, time of next regular meeting – Thursday, May 7, 2020 at 4:00 pm

8. Deadline for agenda items – Wednesday, April 22, 2020 at 12:00 pm

9. Adjournment at 5:15 pm.

Appendix 5.1

Curriculum recommended by the CPRC – T/A

Motion: That Education Council approves the program revision: Electrician Pre-Apprenticeship Program as recommended by the CPRC – T/A:

Program revision:

- Graduation requirements
- Revision of courses
- Program outline

Rationale:

- 1) To change the grading system to encourage student success. (An overall average of 70% calculated on a weighted percentage, based on time allocation.)
- 2) To fulfill the harmonization program outline (Level 1 Requirements), a change to the name reportable ELEC 111 from "AC Motor Control" to "Controls and Lighting".

Graduation requirements:

Existing	Proposed
Minimum passing grade per component is 70%.	Passing grade is a minimum of a graded average of 70% overall.

Revision of courses:

ELEC 111 Existing title – AC Motor Controls
 Proposed title – Controls and Lighting

Program outline:

Existing	Proposed
ELEC 101 Trades Math	ELEC 101 Trades Math
ELEC 102 Trades Science Concepts	ELEC 102 Trades Science Concepts
ELEC 103 Safe Work Practices	ELEC 103 Safe Work Practices
ELEC 104 Rigging & Hoisting Equipment	ELEC 104 Rigging & Hoisting Equipment
ELEC 105 Hand Tools	ELEC 105 Hand Tools
ELEC 106 Portable Power Tools	ELEC 106 Portable Power Tools
ELEC 107 Principles of Electricity	ELEC 107 Principles of Electricity
ELEC 108 Electrical Circuits	ELEC 108 Electrical Circuits
ELEC 109 Conductors & Raceways	ELEC 109 Conductors & Raceways
ELEC 110 Test Equipment	ELEC 110 Test Equipment
ELEC 111 AC Motor Controls	ELEC 111 Controls and Lighting
ELEC 112 Prints & Drawings	ELEC 112 Prints & Drawings
ELEC 113 Canadian Electrical Code	ELEC 113 Canadian Electrical Code
ELEC 114 Solid State Devices	ELEC 114 Solid State Devices
ELEC 115 Level One Technical Exam	ELEC 115 Level One Technical Exam

Implementation date: June 2020

Cost: N/A

Appendix 5.2

Curriculum recommended by the CPRC – AFP

Motion: That Education Council approves the new course: ECON 251 Economic Data: Prediction, Analysis and Presentation as recommended by the CPRC – AFP:

ECON 251 – 3 – 3

Economic Data: Prediction, Analysis and Presentation

New course

Rationale:

In the last century data has become an important and growing resource for economies and organizations. Data has, and will continue to reshape businesses, industries and economies. It has been suggested that data will replace energy as the key driver of the future economy. Understanding how data is transforming economies and developing the skills to analyze, predict and present economic information will be important skills for the future workforce. This course will provide an overview of the data economy, how analysis and prediction can be used to solve problems, and how to present information to enable effective decision making. Note, students wishing to pursue a career in data analysis will need to take additional courses in data science. This course is designed to provide students an applied view of data analysis through an economic perspective and how it may impact the future economy.

Calendar description:

From the perspective of the discipline of economics, this course will provide an overview of prediction, analysis and presentation of information. We will learn about the data economy and how it may impact the future of economies, review and apply analysis and prediction techniques using economic models and data and learn how to displaying information for effective decision making. We will also develop the skills in Microsoft Excel to work with data.

Prerequisites:

Econ 115, Econ 125

Course outline:

Economics 251	
Economic Data: Prediction, Analysis and Presentation	
Fall 2020	
Course Outline	
Instructor: Brad Clements	Office: C343 Vernon campus. Office hours are posted in Moodle. Email: bclements@okanagan.bc.ca
Credits	3
Format	Lecture, 3.0 hours/week
Prerequisites	Econ 115, Econ 125
Course Description	
From the perspective of the discipline of economics, this course will provide an overview of prediction, analysis and presentation of information. We will learn about the data economy and how it may impact the future of economies, review and apply analysis and prediction techniques using economic models and data and learn how to displaying information for effective decision making. We will also develop the skills in Microsoft Excel to work with data.	
Note: Students wishing to be involved in a career in data analysis are encouraged to take additional courses in data science.	
Course Evaluation	
Weekly Assignments	30.0%
Midterm Exam	35.0%
Final Exam	35.0%
Requirement to pass: An average of at least 50% in exams (midterm + final) and an overall average of at least 50% of all assessments (assignments + exams).	
Dates and other details for assignments and exams can be found by week in Moodle. Your current grades based on completed work will be provided in Moodle gradebook.	
Course Topics	

The Data Economy

Week 1 - 2

In 2002 the first genome was sequenced creating 3 gigabytes of data. In 2010 the world generated approximately 2 trillion gigabytes of data. In 2020 it is estimated the world will generate over 50 trillion gigabytes of data, according to IDC, a market research firm. This deluge of data is giving rise to a new economy. Last year Statistics Canada estimated the total value of the country's data (its stock plus related software and intellectual property) was between \$157 billion to \$218 billion. It has been suggested that data will replace energy as the key resource to the future economy.

In this section we will discuss this new economy, the decisions that must be made regarding ownership of data, and the possible implications for the future.

Learning Outcome: Be able to explain the digital economy and the impact it may have on the future economy.

The art and science of data analysis

Week 3

Data is becoming a key resource for economies and organizations. As more economic and business data is collected, the need to turn data into useable knowledge will increase. In this section we will discuss data analysis and how it can be used to develop and test economic theory, solve problems and predict the future.

Learning Outcome: Be able to explain and exhibit how data analysis can be used to address a wide range of economic and business needs.

Defining the question

Week 4

Effective economic analysis and theory development begins with a good question. In this section we will review and discuss the types of questions, the characteristics of a good question and the iterative process to refine the question.

Learning Outcome: Be able to explain how to develop and refine a question that can be addressed through data analysis.

Validating and exploring the data

Weeks 5 - 6

Once our question is clearly defined, we must ensure the data available will effectively address the question posed. In this section we will learn to validate sources of information, check attributes of data sets pulled from multiple databases to ensure data is correct, validate data samples with external sources to ensure it represents the population, and use basic descriptive statistics to summarize features of the data.

Learning Outcomes:

1. Be able to ensure that data being analyzed is authentic and contains the information required to effectively address the question.
2. Be able to exhibit skills to sort, manipulate, and analyze data using Microsoft Excel.

Building association models

Weeks 7 - 8

Models are used extensively in economics. From the basic supply and demand model to the latest monetary policy theory developed in response to the Great Recession, models form the basis for economic thought and policy development. In this section we will discuss what a model is and review the process of building an association model in order to develop or test a theory. We will then discuss the process to refine the model that will best summarize the data and answer the question posed.

Learning Outcome: Be able to build and explain association models using data.

Building prediction models

Weeks 9 - 10

Economic models and theory are often used to predict the future. In this section we will learn the difference between association analysis and prediction analysis and review the process to develop a predictive model. This involves 1) splitting dataset into training and test sets, 2) fitting the model to the training data, 3) making prediction of the test sets, and 4) comparing the predictions to the test sets. We will then review various metrics to understand how accurate our forecasts are and how we may improve our predictions.

Learning Outcome: Be able to build and explain prediction models using data.

11

Interpretation is a continuous part of the data analysis process that will be used to develop and refine models or theory. It is also a key component of the later stages of economic analysis before making any conclusions from your data. In this section we will review how to confirm your question is still valid and not biased, that your model and question match, ensure your primary results reflect the population and the relationships involved in the question.

Learning Outcome: Be able to build and explain prediction models using data.

Effectively presenting information

Week 12

The intended outcome of data analysis is better decision making. While the analysis is an integral part of that decision-making process, the presentation of information can also be crucial. In January 1986 a decision to launch the space shuttle Challenger resulted in an explosion 73 seconds after launch killing all 7 crew members. In July of 1988 Iran flight 655 was shot down by a surface-to-air missile from the USS Vincennes. In both situations proper analysis revealed the better outcome, however the way the information was presented resulted in a poor decision. In this section we will review behavioural economic biases that can influence our decision-making process and principles for presenting information effectively.

Learning Outcome: Be able to present data and information in a meaningful way to assist decision making.

Course Reference Materials

The Data Economy

1. Opher, A, et.al. (2016) *The Rise of the Data Economy: Driving Value through Internet of Things Data Monetization*. IBM Global Services, Somers, NY. Retrieved from <https://www.ibm.com/downloads/cas/4JROLDQ7>. Accessed February 2020.
2. Statistics Canada. (2019, July) *The value of data in Canada: Experimental estimates*. Retrieved from <https://www150.statcan.gc.ca/n1/pub/13-605-x/2019001/article/00009-eng.htm>. Accessed February 2020.
3. The Economist. (2020, February) *Special Report: The Data Economy*. Retrieved from <https://www.economist.com/special-report/2020/02/20/a-deluge-of-data-is-giving-rise-to-a-new-economy>. Accessed February 2020.
4. The Economist. (2017, May) *Briefing: Fuel of the Future – Data is giving rise to a new economy*. Retrieved from <https://www.economist.com/briefing/2017/05/06/data-is-giving-rise-to-a-new-economy>. Accessed February 2020.

Data Analysis

1. Jaggia, S., et al. (2020) *Business Analytics, 1st Edition*, New York, NY, McGraw-Hill Education.
2. Koomey, J. (2017) *Turning Numbers into Knowledge: Mastering the Art of Problem Solving*, Oakland, CA, Analytics Press.
3. Peng, R. D., Matsui, E. (2018) *The Art of Data Science: A Guide for Anyone Who Works with Data*, <http://leanpub.com/artofdatascience>.

Prediction

Prince, J., (2019) *Predictive Analytics for Business Strategy, 1st Edition*, New York, NY, McGraw-Hill Education.

Presenting Data

1. Few, S. (2004) *Show me the Number: Designing Tables and Graphs to Enlighten*, Oakland, CA, Analytics Press.
2. Miller, J. E. (2004) *The Chicago Guide to Writing About Numbers*, Chicago, IL, The University of Chicago Press.
3. Tufte, E. R. (1983) *The Visual Display of Quantitative Information*, Cheshire, CT, Graphics Press.
4. Tufte, E. R. (1997) *Visual Explanations, Images and Quantities, Evidence and Narrative*, Cheshire, CT, Graphics Press.
5. Tufte, E. R. (2006) *Beautiful Evidence*, Cheshire, CT, Graphics Press.

The reference materials listed above are not required texts for the course. Course material, lessons, lecture notes, links to open education resources (OERs), practice questions and assignments are all available by week in Moodle.

Course Policies and Expectations

Grade Policy

- All assignments and exams will be graded within 3 days of submission.
- All grades will be assessed on the actual work as submitted in accordance to the grading requirements.
- All grades will be posted in Moodle and your current grade in the course based on work completed will be updated after each assessment (assignment or exam).
- Questions regarding your grade must be discussed within one week of grading. Negotiating for a better grade is not permitted.
- There will be no make-up options for assignments or exams without a documented legitimate medical or legal reason.
- Passing the course will require an average of at least 50% in your exams (midterm + final) as well as an overall average of at least 50% (assignments + exams). If a student receives a failing average grade (less than 50%) in the exams, the final mark for the whole course will be no more than 49%.

Student Academic Conduct Expectations

It is expected that all students will:

- attend classes on time and prepared,
- not interfere with the learning of others,
- show respect to fellow students,
- show respect to the instructor,
- participate in class discussions,
- ask questions if material is presented in a manner that does not facilitate learning for you,
- not cheat on assignments and exams,
- not plagiarize.

What Is Cheating?

Cheating includes dishonest conduct during exams and assignments. In exams this includes using aids not authorized by the examiner, communicating with others, copying from the work of others and purposely conveying information to other students. Cheating on an exam will result in a grade of 0% on that exam.

Students may work collaboratively on assignments to discuss how to answer a question, however each student must submit independently created work and not copy work from other students. Students who share their work for the purpose of copying assignments are equally involved in cheating. Cheating on an assignment will result in a grade of 0% on that assignment.

What Is Plagiarism?

Plagiarism is the use of another person's work or ideas without proper acknowledgement. That is, you cannot copy the work of others to present it as your own work or idea. It is the serious academic offence. Students must acknowledge the sources of information used on all their assignments. This requires putting the authors' name and the year of publication in parentheses after the sentence in which you used the material, then at the end of your document, writing out the complete references in a reference section.

Students are expected to use the American Psychological Association (APA) or Modern Language Association (MLA) style and cite references using the APA guidelines. A copy of the APA manual is available in the OC libraries, and the library website has online resources available on both major citing styles.

For more information on cheating and plagiarism, please review the Okanagan Academic Integrity Policy. A link is provided below.

<https://webapps-5.okanagan.bc.ca/ok/Calendar/AcademicIntegrity>

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the new course: HIST 320 Rise of Modern Capitalism as recommended by the CPRC – AFP:

HIST 320 – 3 – 3 Rise of Modern Capitalism

New course

Rationale:

This course is intended to provide background and historical depth on the development of modern capitalism to the third and fourth year Business students. This course should also appeal to Arts and Science students who wish to understand how capitalism developed.

Calendar description:

This is a survey course on the history of modern capitalism from the voyages of exploration in the 15th century to the voyages of space exploration of the 21st century. Capitalism will be examined as a cultural and historical divergence from the norms of ancient civilizations and traditional cultures.

Prerequisites:

Students must have third year standing or six History credits.

Course outline:

Course Code: Hist			Number: 320	Number of Credits:
Calendar Title: Rise of Modern Capitalism (Short form: Capitalism)				
Name of Institution: Okanagan College				
Pick one: Division, Faculty or School: Arts		Department: History		Program as Applicable: Arts
Course Level: x New Course Revised Course Replacement First Year Second Year X Third Year Fourth Year			Former Course Code(s) and Number(s) (If applicable): None.	
Precluded Courses: None.				
Calendar Description: <i>This is a survey course on the history of modern capitalism from the voyages of exploration in the 15th century to the voyages of space exploration of the present. Capitalism is examined as a cultural and historical divergence from the norms of ancient</i>				
Date First Offered: January- May 2021				

Total Hours: 39 Total Weeks: 13

Typical Structure of Instructional Hours:

This course is offered only on-line:

YES

NO

X If yes, please indicate on-line or tutor

interaction hours: **Practicum Hours (If applicable):**

If Other Contact Hours are specified, please list: At least one office hour per week will be available for students to consult with the professor.

Pre-requisite Statement (If there are no prerequisites, type NONE):

Third year standing for Business students, or six history credits for Arts and Science students.

Non-Course Prerequisites (List if applicable or type NONE):

None.

Co-requisite Statement (List if applicable or type NONE):

None.

Transfer Agreements:

This is a revision of an existing course and is being submitted for re-articulation: YES NO X

To find out how this course transfers, visit the BC Transfer Guide at bctransferguide.ca

Detailed Course Content, Topics and Sequence Covered:

Lecture Topics: (using Joyce Appleby's *The Relentless Revolution*)

1. The Traditional Pre-Capitalist World. A look at the economies of the ancient empires and traditional agricultural societies where 80% of the population had to farm and famine was an ever-present danger. A capitalist revolution leading to agricultural and industrial revolutions was a unique event in world history. It was not inevitable.

2. Europe Discovers the World Ocean (1450-1600). European explorers, led by the Portuguese and Spanish, but followed by the Dutch, English and French, discover the world ocean. The Spanish and Portuguese use their looted gold and silver to buy their goods from the Dutch and English, thus dropping from the lead in the history of capitalism.

3. The Agricultural Revolution (1500-1850). Europe led by the Dutch, improves its agriculture, but England moves to the front of the agricultural revolution from medieval to modern commercial agriculture. The percentage of the population engaged in farming starts to decline to the 3% it is today in developed countries. Famines cease in England.

4. Trade and Empire (1600-1750) Mercantilism arose along with debate about how a nation's wealth could be measured. Joint stock and insurance underwriting, the Bank of England, a national market, and capitalism all arise in England during a time of religious turmoil and civil war. The French call it the "English miracle."

5. Slaves and Factory Workers (1750-1850). In the European New World colonies, commodities such as sugar, tobacco, and cotton are grown on plantations with African slave labour. In England, capitalists harness the scientific revolution to use the energy of fossil fuels, starting with coal, in an industrial revolution. The carbon buildup in the atmosphere will start. Women will work in the new mines and factories. In 1776, Adam Smith writes *Wealth of Nations*.

6. Germany and the United States take the Lead (1850-1914). Britain becomes the first modern nation with railways and telegraph. After 1850, the United States and Germany will move ahead in steam and steel but also in chemistry, electricity, internal combustion engines, and aviation. Britain now fades from the history of capitalism.

7. The Industrial Giants and Opponents of Capitalism (1870-1914). American and German entrepreneurs: Vanderbilt, Carnegie, Rockefeller, Morgan, Thyssen, Zeiss, Krupp, Siemens, and Haber, changed the lives of working class men and women. Syndicalists, anarchists, Marxists,

socialists, and unions arise to support labour.

8. New Imperialism (1870-1914). At the end of the nineteenth century, European nations and America, joined by Japan, develop a new style of imperialist capitalism in Africa and elsewhere. Firms become organized with Chief Executive Officers (CEOs) striving to keep them competitive. In America Bell, Edison, Tesla, and Westinghouse made telephones, lightbulbs, and power grids. Ford mass produced automobiles that his workers could buy. Workers become consumers.

9. Wars and Depression (1914-1945). The First World War killed optimism and created an anti-capitalist nation in 1917: the Soviet Union, a communist nation with a command economy. Nissan and Datsun emerge in Japan. Women went from factory to white-collar jobs. The Great Depression of the 1930s pointed out the dangers of capitalism. Keynes recommended that governments create jobs. The Second World War increased American power and accelerated technological progress. General Motors defeated Porsche on the battlefield. The war accelerated the breakup of the old colonial empires. A new communist empire arose in Eastern Europe to challenge capitalism in a Cold War.

10. Golden Age (1945-1973). The Americans assumed the role of economic leadership that they had avoided in the 1930s and rebuild Europe with the Marshal Plan. European countries become more economically cooperative leading to the European Union in 1992. Volkswagen emerged in Germany. European birthrates decline below 2.1. Women enter many new careers. President Eisenhower builds the interstate highway system and subdivisions flourish. In the 1960s shopping malls and national credit cards appear. The birth control pill is developed. Television joins radio as a mass media. Air travel becomes common. Space exploration develops in the Cold War. Plastics proliferate. Environmentalism arises. Computers are developed. In 1973, the Middle East oil crisis hits capitalism and the golden age ends.

11. Capitalism Spreads (1973-2000). Friedman contributed to Japan's post-war recovery. By 2008, Toyota passed General Motors as the world's largest carmaker. Other Asian countries followed Japan's lead: Hong Kong, Singapore, Taiwan, and South Korea all became developed countries. In America Walmart, Home Depot, Costco, and Target arose following Walmart's lead. With the internet and mass communications, ideas of human rights have spread to women in developing countries. Deaths from warfare started a great decline that continues. Agriculture develops into the Green Revolution in places like India and China. The Soviet Union collapses and capitalism prevails in Europe.

12. New Powers Emerging (1980-2019). China has proven that capitalism can flourish without democracy. India, the other great rising economic power, is the world's largest democracy and invests more in education than China. The World Trade Organization promotes globalization of trade; with neo-liberalism, this becomes a race for the bottom.

13. Problems with Capitalism. The 2008 recession was caused by risky mortgage practices in the United States. Between 1978 and 2008, CEO salaries went from 35 to 275 times that of the average worker. Wages failed to keep up with productivity. Climate change increases. Capitalism has changed in the past; will it change in time for the future?

Skills:

- Research historical topics on capitalism and economic history systematically and effectively.
- Identify and effectively use primary and secondary sources.
- Interpret research results critically and with relevance to a particular field of academic history, which in this case is the rise of modern capitalism.
- Demonstrate the conventions of academic historical writing using Chicago style.
- Write clearly and effectively with audience expectations in mind.
- Speak clearly and effectively to and in a group.

Historical Consciousness:

- Differentiate between the past and the products of historians.
- Understand that the past is different from the present and attempt to take historical perspectives.
- Explain how the past takes place within a context that changes over time.
- Outline the causes and consequences of historical events.

Knowledge and Disciplinary Understandings

- Identify the major fields of historical study both across the discipline and within narrow

- regional, national, or thematic areas.
- Outline the broad historical development of modern capitalism.
- Discuss the range of historical work inside and outside the academic setting.

Typical Evaluation Methods and % of Total Grade: Quizzes 20%, a midterm test 20%, a major essay 20%, a small group presentation 10% and a three-hour final examination 30%.

Grading System

Check whichever applies to this course:

Letter Grades: Percentage:
 X Pass/Fail: Other:

Specify passing grade: 50%

Typical Activities and Weighting (in %)

Final Exam: 30	Assignments: 2	Portfolio: %	Practicum: %
Midterm Exam: 20	Lab Work:	Project: 10%	Other: %
Quizzes/Test: 20	Field Experience: %	Participation: %	Total Must Equal At Least 100% (can be more if options provided)

- Specify # of assignments (if applicable): 2 (one essay 20% and one group presentation 10%)
- Specify nature of participation (if applicable): Inherent in the quizzes and group presentation project.
- Include number of and the variety and nature of writing assignments: One major essay (2500-3000) words in Chicago Style) and one group presentation with power point.

Typical Proportion of Individual Work and Group Work

% of Individual Work: 90% % of Group Work: 10%

<u>Required</u>	<u>Author Surname, Initials</u>	<u>Title</u>	<u>Current Edition</u>	<u>Place of Publication</u>	<u>Published</u>
X	Ablebv. Jovce	The Relentless Revolution	X	Norton	2011 1-13
X	Kishtainy, Niall	A Little History of Economics	X	Yale	2017 1-40
	Neal, Larry and Cameron, Rondo	A Concise Economic History of the World	X	Oxford	2016 5-16

Implementation date: January 2021

Cost: N/A

Appendix 5.3

Curriculum recommended by Continuing Studies

Motion: That Education Council approves the program revision: Gastroenterology Nursing Certificate as recommended by Continuing Studies and the CPRC – STH:

Program revision:

- **Program description**
- **Admission requirements**

Rationale:

Continuing Studies proposes to the following changes:

1. Program Description: Remove the following program description wording from the Gastroenterology Nursing Certificate (GNC): Graduates of the GNC Certificate program will be prepared to write the Canadian Certified Gastroenterology Nurse, CGN(C), specialty examination.

The Canadian Nurses Association (CNA) has retired the Gastroenterology Nursing exam. After much consultation with the Gastroenterology nursing specialty association, CNA has decided to retire this exam after November 2019. The OC GNC Certificate education is still considered essential training as hospitals require this type of additional training for RN's to provide competent care in this specialized department.

2. Admission Requirements: Remove the Admission Requirements that are immunizations and add them to Program Requirements. This change will provide extra time for students to obtain immunizations and provide these records prior to starting their practicum.

Program description:

Existing:

The 302-hour online Gastroenterology Nursing Certificate (GNC) provides learners with the knowledge and practical skills for entry into endoscopic nursing. This program includes theory, demonstrations, and practical skill training in endoscopic work areas. Topics include: anatomy and physiology, pre- and post-nursing care for gastroenterology procedures performed in the ambulatory care setting and the handling and care of scopes and accessories. Graduates of the GNC Certificate program will be prepared to write the Canadian Certified Gastroenterology Nurse, CGN(C), specialty examination.

Proposed:

The 302-hour online Gastroenterology Nursing Certificate (GNC) provides learners with the knowledge and practical skills for entry into endoscopic nursing. This program includes theory, demonstrations, and practical skill training in endoscopic work areas. Topics include: anatomy and physiology, pre- and post-nursing care for gastroenterology procedures performed in the ambulatory care setting and the handling and care of scopes and accessories.

Admission requirements:

Existing	Proposed
<ul style="list-style-type: none"> • Proof of an active practicing license with a respective provincial professional body (RN, LPN) • Provide written proof of a minimum of two years acute care experience • Provide a written agreement of a practicum placement by an endoscopy unit manager • Current certification in CPR Level C. This must be maintained throughout the program. • A criminal record check clearance from the B.C. Ministry of Public Safety and Solicitor General's Criminal Records Review Office. Okanagan College's admission offices will provide applicants with instructions and forms for applicants to submit to the Solicitor General's Office and a deadline for the College to receive the clearance letter. Applicants should only initiate their criminal record check when instructed by Admissions. Failure to provide a clearance letter by the deadline will result in a cancellation of the applicant's admission application. • Results of tuberculin testing done no more than six months before the date of application, with evidence of appropriate follow up if the test was positive. • Up-to-date Immunization Record based on vaccinations listed below. Please provide a 	<ul style="list-style-type: none"> • Proof of an active practicing license with a respective provincial professional body (RN, LPN) • Provide written proof of a minimum of two years acute care experience • Provide a written agreement of a practicum placement by an endoscopy unit manager • Current certification in CPR Level C. This must be maintained throughout the program. • A criminal record check clearance from the B.C. Ministry of Public Safety and Solicitor General's Criminal Records Review Office. Okanagan College's admission offices will provide applicants with instructions and forms for applicants to submit to the Solicitor General's Office and a deadline for the College to receive the clearance letter. Applicants should only initiate their criminal record check when instructed by Admissions. Failure to provide a clearance letter by the deadline will result in a cancellation of the applicant's admission application. <p>Program Requirements</p> <ul style="list-style-type: none"> • Results of tuberculin testing done no more than six months before the date of application, with evidence of appropriate follow up if the test was positive.

<p>photocopy of your completed immunization record; this record will be kept in your student file. Applicants are advised that, if they choose not to complete this recommended immunization schedule, any outbreak of an infectious disease can have serious implications for their practice experience because of a requirement by the Health Authority that all those not immunized remain outside of the practice area.</p> <ol style="list-style-type: none"> 1. Tetanus and Diphtheria Toxoid (Td) - Booster doses of Td are recommended every 10 years, or as a minimum at least once during adult life. 2. Measles Vaccine - If born between 1957 and 1970, you should have proof of two live measles vaccinations, documentation of physician-diagnosed measles or laboratory evidence of immunity. If you already received one dose of measles vaccine, a second dose of vaccine is recommended and is given as Measles Mumps (MMR) vaccine. 3. Polio Vaccine - Primary immunization with inactivated poliomyelitis vaccine (IPV) is indicated for all who have not had a primary course of poliovirus vaccine (OPV or IPV). If you have not been given a full primary course, you should have the series completed with IPV regardless of the interval since the last Booster doses of IPV are not required in Canada. 4. Rubella Vaccine - If you do not have documented immunity as described above under Measles, you should be vaccinated with MMR, unless there are contraindications. 5. Hepatitis B Vaccine - Recommended because of potential exposure to blood or body fluids, as well as increased risk of penetrating injuries. 6. Varicella Vaccine - Indicated for those who do not have either reliable history of disease or serologic evidence of immunity. 7. Flu Immunization - Annual Flu immunization is recommended. 	<ul style="list-style-type: none"> • Up-to-date Immunization Record based on vaccinations listed below. Please provide a photocopy of your completed immunization record; this record will be kept in your student file. Applicants are advised that, if they choose not to complete this recommended immunization schedule, any outbreak of an infectious disease can have serious implications for their practice experience because of a requirement by the Health Authority that all those not immunized remain outside of the practice area. <ol style="list-style-type: none"> 1. Tetanus and Diphtheria Toxoid (Td) - Booster doses of Td are recommended every 10 years, or as a minimum at least once during adult life. 2. Measles Vaccine - If born between 1957 and 1970, you should have proof of two live measles vaccinations, documentation of physician-diagnosed measles or laboratory evidence of immunity. If you already received one dose of measles vaccine, a second dose of vaccine is recommended and is given as Measles Mumps (MMR) vaccine. 3. Polio Vaccine - Primary immunization with inactivated poliomyelitis vaccine (IPV) is indicated for all who have not had a primary course of poliovirus vaccine (OPV or IPV). If you have not been given a full primary course, you should have the series completed with IPV regardless of the interval since the last Booster doses of IPV are not required in Canada. 4. Rubella Vaccine - If you do not have documented immunity as described above under Measles, you should be vaccinated with MMR, unless there are contraindications. 5. Hepatitis B Vaccine - Recommended because of potential exposure to blood or body fluids, as well as increased risk of penetrating injuries. 6. Varicella Vaccine - Indicated for those who do not have either reliable history of disease or serologic evidence of immunity. 7. Flu Immunization - Annual Flu immunization is recommended.
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Implementation date: July 2020

Cost: N/A

Motion: That Education Council approves the program revision: PeriAnesthesia Nursing Certificate as recommended by Continuing Studies and the CPRC – STH:

Program revision:

- **Program description**

Rationale:

Continuing Studies proposes to remove the following program description wording from the Perianesthesia Nursing Certificate (PAR): The PeriAnesthesia Nursing Certificate program prepares the graduate to write the PANC(C) specialty examination as per the Canadian Nurses Association (CNA).

The Canadian Nurses Association (CNA) has retired the Perianesthesia Nursing exam. After much consultation with the Perianesthesia nursing specialty association, CNA has decided to retire this exam after November 2019.

The OC PAR Certificate education is still considered essential training as hospitals require additional training for RN's to provide competent care in this specialized department.

Program description:

Existing:

The 421-hour online PeriAnesthesia Nursing Certificate provides learners with the knowledge and practical skills for entry into PeriAnesthesia Nursing. This program includes theory, demonstrations, and practical skills education in PeriAnesthesia work areas. Topics include pre-operative, intra-operative and post-operative care considerations for all PeriAnesthesia phases with a focus on Phase 1. The PeriAnesthesia Nursing Certificate program prepares the graduate to write the PANC(C) specialty examination as per the Canadian Nurses Association (CNA).

Proposed:

The 421-hour online PeriAnesthesia Nursing Certificate provides learners with the knowledge and practical skills for entry into PeriAnesthesia Nursing. This program includes theory, demonstrations, and practical skills education in PeriAnesthesia work areas. Topics include pre-operative, intra-operative and post-operative care considerations for all PeriAnesthesia phases with a focus on Phase 1.

Implementation date: July 2020

Cost: N/A

Appendix 5.4

Curriculum recommended by the CPRC – STH

Motion: That Education Council approves the new course: HKIN 100 Personal Well-being as recommended by the CPRC – STH:

HKIN 100 – 3 – 3 Personal Well-being

New course

Rationale:

This new course proposal is in response to the recommendations from the Creating a Path to Success: The Feasibility of a Student Success Course at Okanagan College (Janyk & Rochlin, 2019). It addresses one key finding: that students are lacking psychosocial skills to thrive in post-secondary setting and the deficiencies are affecting their academics. It acts on several key recommendations: (1) take a holistic approach, (2) develop and introduce a student success/development course, (3) incorporate health and wellness curriculum into a student success course, alongside academic skills.

This course complements, and does not replace, other department-specific and student-service approaches such as: admission criteria, orientation, targeted refreshers/upgrading (assessment and remedial work), integrated introductory program coursework (departmental expectations and faculty feedback), Dean's office interventions and student service programs and supports.

The implementation of a health-focused course is supported by evidence from correlational studies which suggest that between 15-25% of college GPA is related to cognitive/academic skills and 22% of college GPA is related to health-related factors (Bacon & Bean, 2006; Goldman & Slaughter, 1976; Larson et al, 2016). The 3-credit course model is consistent with some other universities and colleges across North America as part of an institution-wide response to growing concerns about student mental health and wellbeing.

This course will be grounded in academic theory and evidence-informed practice. It has several experiential learning components designed to enhance college student health and develop life skills. It is tailored to meet the needs of emerging adults during the developmental period between 18 - 30 years but also includes learning outcomes of value to anyone going through life transitions as part of the educational experience at Okanagan College.

Calendar description:

This course is designed to enhance college student success by exploring evidence-informed practices known to improve human health and well-being. Students will complete experiential learning tasks to develop physical, social, mental and financial well-being. Students with credit for HKIN 101 or HKIN 152 cannot take HKIN 100 for further credit.

Course outline:

COURSE INFORMATION:	
Subject and course number:	HKIN 100
Course title:	Personal Well-being
Semester credits:	3
Contact hours per week:	(3,0,0)
Number of weeks per semester:	13
Prerequisite(s):	none
Transferability:	Articulation requests will be made for a similar courses, such as: UBCO HEAL 100 CNC KINS 101
Semester:	Fall 2020
Meeting times and location: (see schedule for more details)	Lectures: 2 x 1.5 hours or 1 x 3 hours Scheduled in regular academic blocks
INSTRUCTOR INFORMATION:	
Name	Wendy Wheeler, M.Ed., M.Sc.
Office:	PC 236

Telephone:	492-4305 x 3258
Email:	wwheeler@okanagan.bc.ca
DEPARTMENT INFORMATION:	
Portfolio:	Science, Technology, and Health
Department:	Human Kinetics
Program:	Student Success and Wellbeing Elective
Course Proposal Date	February 2020
Education Council Approval Dated	

Calendar Description:

This course is designed to enhance college student success by exploring evidence-informed practices known to improve human health and well-being. Students will complete experiential learning tasks to develop physical, social, mental and financial well-being. Students with credit for HKIN 101 or HKIN 152 cannot take HKIN 100 for further credit. Learning Outcomes:

At the conclusion of this course, successful students will be able to:

1. Understand the relationship between student health, academic success and life skills.
2. Explain the interdependence of personal responsibility, with other social and environmental factors that affect health.
3. Interpret results from selected inventories and assessments to reflect on one's own health status from a variety of theoretical perspectives.
4. Use the principles of health behaviour change to build a healthy lifestyle and prevent disease.
5. Discuss the role of Okanagan College Student Services, local community programs, online resources and the health care system in Canada for promoting and maintaining personal health and wellbeing.

Grading of Student Performance:

Students will receive a final percent grade consistent with Okanagan College's Grading Practices. This grade will be determined upon completion of the following assessments.

Assessment Item	Relative Value
Term Exam(s) (Individual)	20%
Final Exam (Individual)	30%
Experiential Learning Tasks (Individual)	50%
<ol style="list-style-type: none"> 1) Personal Strengths and Building Relationships 2) Personal Priorities and Lifestyle Habits 3) Stress and Coping Strategies 4) Mindfulness and Neurological Systems 5) Motivation and Goal Setting 6) Acts of Kindness and Gratitude 7) Sleep and Physical Activity 8) Nutrition and Healthy Eating 9) Financial Balance and Personal Investment 10) Passion, Purpose and Service 	
TOTAL	100%

- The course professor will specify assignments due dates and submission instructions. A failure to complete submission instructions, as specified, may result in grade deductions.

- Experiential Learning Task submissions will not be accepted late for evaluation. Assignment deadline extensions will only be considered under exceptional circumstances, when discussed with your course professor prior to the due date. It is the responsibility of the student to address individual circumstances at the earliest reasonable opportunity.
- Unless there are exceptional circumstances, students are required to write all examinations at the scheduled time. In the event of exceptional circumstances, students must discuss their situation with the instructor as soon as possible. These circumstances may include:
 - Medical/Health: includes injury, hospitalization, communicable disease or continuing care. Written confirmation from a physician required.
 - Compassionate: includes death or serious illness of an immediate family member. Written confirmation or documentation required.
 - Legal Obligations: includes jury duty or court appearances. Written confirmation or documentation required.
 - Extraordinary athletic competition: Written confirmation from sport coach required.

Elective health procedures are not normally considered exceptional. Family vacations and/or personal trips (e.g. concerts) are not considered exceptional.

- Final percent grades are not negotiable; this syllabus is the contract you agree to by registering for this course. The evaluation components are outlined above and any changes to these will be equally applied to all students. There are no additional assignments to increase your grade at the end of the term. Grade appeals are subject to college policy; procedures are outlined in the College Calendar Okanagan College Grading Practices.
- Academic integrity is a cornerstone in the development and acquisition of knowledge. It is founded on values of trust, fairness, respect, honesty and responsibility. Academic integrity protects the quality of education at Okanagan College. It is expected that all students will adhere to these ethical values in all of their activities at the College. Students who are in doubt as to what constitutes a violation of academic integrity in any particular instance should consult their College professor. Further details are provided online at Academic Integrity Policy in the College Calendar

Methods of Instruction:

The learning experience will include a variety of teaching and learning methods, such as; lecture presentations, small and large group discussions, independent readings, reading questions and worksheets, online learning activities, student research – individual or small groups, experiential learning tasks and written assignments.

The course is designed for face-to-face interaction in a classroom setting supported by online learning via Moodle. Successful students will attend class regularly and actively engage with resources available online. TurnItIn may be used to help students learn about and avoid plagiarism.

Course Readings and Resource List:

A variety of relevant multimodal resources will be curated for this course and be made available to students via the college bookstore, library services and Moodle (i.e. online learning management system). A reasonable attempt will be made to reduce course costs for students – open access materials may be substituted, where a suitable alternative can be identified.

Donatelle, R.J. and Thompson, A.M. (2018). Health: The Basics (7th Canadian Edition). Toronto, ON: Pearson Education Canada.

Danish, S.J. & Forneris, T. (2018) Enhancing Performance and Quality of Life. West Virginia University: FIT Publishing.

Course Content and Syllabus:

	Course Content
Week 1	Theoretical perspectives on health, wellbeing and success
Week 2	Connections between student health, academic success and life skills
Week 3	Relationships and belonging
Week 4	Stress and human capacity
Week 5	Mindfulness and neurological systems
Week 6	Motivation and goal setting
Week 7	Mood and emotional regulation
Week 8	Sleep
Week 9	Physical activity
Week 10	Nutrition and healthy eating
Week 11	Financial balance and investment
Week 12	Passion, purpose and service
Week 13	Exams

Technology in the Classroom (i.e. personal student devices):

- Please avoid using electronic devices for communication (e.g. phone calls / text messages / emails) during class time. If there are exceptional circumstances, please discuss this with the instructor at the beginning of class.
- Students need permission from their instructor before taking any pictures and/or recording audio or video information during lecture and/or lab classes. Class materials have been posted for review on Moodle.
- The use of technology during class-time is supported when it is used to enhance your learning of the content that is being covered in that class. If the use of technology detracts from the learning environment for yourself or your classmates (e.g. running non-course related apps), you will be required to turn off your device.
- There is a zero tolerance policy for electronic communication/recording devices within examination areas. Students found with communication/recording devices on their person (whether or not they are in use) will be subject to sanctions. Please turn off all personal communication/recording devices (e.g. phones, watches, etc.) and store them safely during exams.

Academic Integrity Policy:

- Students are encouraged, both in and out of class, to work, study and learn together.
- College students at this level will incorporate, into their own exploration and analysis, the work of others as found in books, journal articles, electronic media, interviews, private conversations and the like. Unless otherwise stated however, students are expected to submit assignments that are unique and distinct from any other persons work.
- Students need permission of the instructor to submit their own work from another class for evaluation in this one.
- All relevant resource material must be cited appropriately to avoid plagiarism.

- Okanagan College requires that students are informed about actions that would violate the policy such as plagiarism or cheating. All students must review relevant policies online at <https://webapps-5.okanagan.bc.ca/ok/Calendar/AcademicIntegrity> as stated below.

Academic integrity violations covered by this policy can take a number of forms. While the following list of examples characterizes the most common instances of integrity violations, the list is not intended to be exhaustive:

- a. Plagiarism includes but is not limited to, when a student:
 - i. submits or presents work of another person, in whole or part, as that of the student's own work;
 - ii. fails to provide adequate attribution (author/creator must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation) to an author or creator whose work is incorporated into the student's work, including another person's words, ideas, or entire works;
 - iii. paraphrases material from a source without sufficient acknowledgement;
 - iv. does not ensure the work is the student's own after the student has sought assistance from a tutor or other scholastic aids.

- b. Cheating in assignments, projects, examinations or other forms of evaluation, may include, but is not limited to:
 - i. using or attempting to use another person's answers/work;
 - ii. purposely exposing or providing answers to another student(s), or failing to take reasonable measures to protect answers from use by another student(s);
 - iii. unless permitted by the Instructor, a student submitting identical or virtually identical assignments/materials for evaluation, in the case of students who study/work together, or otherwise, as the student's own work;
 - iv. sharing information or answers when doing take-home or take-away assignments, tests or examinations except where the Instructor has authorized collaborative work;
 - v. consulting with another person or unauthorized use or possession of materials or equipment in a lab, test or examination, including, concealing and accessing such aids outside the evaluation room during the evaluation period (e.g. emergency evacuation, washroom break, etc.);
 - vi. resubmitting altered test or examination work after it has already been evaluated;
 - vii. students communicating with one another in any way during a test or examination;
 - viii. accessing or attempting to access examinations or tests before the student is authorized to do so;
 - ix. impersonating another student on a lab, examination or test, facilitating the impersonation of a student, unauthorized use of another person's signature or identification in order to impersonate someone else, or benefiting from the results of such impersonation. Impersonation includes both the impersonator and the person initiating the impersonation.

- c. Multiple submissions - submitting the same, or substantially the same, work more than once (whether the earlier submission was at the College or another institution) unless prior approval has been obtained from the Instructor to whom the material is to be submitted.

- d. Aiding or attempting to aid others in any academic integrity violation.

- e. Academic fraud:
 - i. falsifying or submitting false records or information, orally or in writing;

- ii. failing to provide relevant information when requested;
- iii. falsifying or submitting false documents, transcripts or other academic credentials.

Any behaviour that undermines the College's ability to evaluate a student's academic achievement, or any behaviour that a student knew, or reasonably ought to have known, could gain him/her or others unearned academic advantage or benefit, is a violation of academic integrity

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the course revision: ELEN 126 Digital Electronics as recommended by the CPRC – STH:

ELEN 126 – 3 – 5.5 Digital Electronics

Course revision:

- **Contact hours**

Rationale:

In 2019, the ELEN program went through a major revision that was passed by EDCO. ELEN126 was redesigned to have a 3 hour lab, but we forgot to change the contact hours on the EDCO form. This revision is required to officially set the ELEN126 lab hours to 3 hours which is what they were initially intended to be.

The PAC was not consulted for this change because it is simply a housekeeping item.

Contact hours:

	Existing	Proposed
Lecture	3	3
Lab	2.5	3
Average weekly contact hours	5.5	6

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the course revision: ELEN 227 Project and Report as recommended by the CPRC – STH:

ELEN 227 – 3 – 4.5 Project and Report

Course revision:

- **Contact hours**

Rationale:

The total number of contact hours for this course will not change; the lab hours will increase (from 5 to 7) and the lecture hours will decrease (from 3 to 1). This split better reflects the nature of the course as a student directed project. Most of the contact time in the course involves students working individually or in a group, on their capstone project. The one hour of lecture per week will be reserved for tutorials on things like environmental compliance, sourcing electronic components, proper test and validation procedures, and the IEEE citation format.

Contact hours:

	Existing	Proposed
Lecture	3	1
Lab	5	7
Average weekly contact hours	8	8

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the program revision: Network and Telecommunications Engineering Technology Diploma as recommended by the CPRC – STH:

Program revision:

- **Program name** – new name – **Infrastructure and Computing Technology Diploma**
- **Revision of courses**

Rationale:

The current program name (Network and Telecommunications Engineering Technology Diploma) no longer best describes the breadth, depth, and major threads of our program, nor does it reflect future trends within the industry. In conjunction with thorough discussion and feedback from industry leaders and PAC representatives, our goal is to choose a revised program name that truly represents our diploma and improves the ability for prospective students to identify and understand our program focus, general course content, and overall potential employment opportunities upon graduation.

Revision of courses:

Existing	Proposed
NTEN 111	ICT 111
NTEN 112	ICT 112
NTEN 113	ICT 113
NTEN 117	ICT 117
NTEN 123	ICT 123
NTEN 124	ICT 124
NTEN 127	ICT 127
NTEN 128	ICT 128
NTEN 129	ICT 129
NTEN 137	ICT 137
NTEN 199	ICT 199
NTEN 207	ICT 207
NTEN 211	ICT 211
NTEN 214	ICT 214
NTEN 215	ICT 215
NTEN 217	ICT 217
NTEN 218	ICT 218
NTEN 219	ICT 219
NTEN 221	ICT 221
NTEN 223	ICT 223
NTEN 225	ICT 225
NTEN 227	ICT 227
NTEN 299	ICT 299
NTEN 317	ICT 317
NTEN 327	ICT 327
NTEN 355	ICT 355
NTEN 357	ICT 357

Implementation date: September 2021

Cost: N/A

Motion: That Education Council approves the course revision: DSCI 100 Introduction to Data Science 1 as recommended by the CPRC – STH:

DSCI 100 – 3 – 3

Data Science 1

Course revision:

- **Title** – new title – **Data Wrangling and Visualisation**
- **Course code** – new course code – **DSCI 300**
- **Calendar description**
- **Prerequisites**
- **Corequisites**

Rationale:

We wish to renumber DSCI 100 to DSCI 300 to (a) reflect the level of expectations in the course, (b) reflect the expected level of maturity, (c) reflect the difficulty of the materials and (d) provide additional opportunities for students in the BUAD program to take this course as an elective.

Calendar description:

Existing:

This course is an introduction to Data Science. The class will discuss what data science actually is, the structure of a data science project, formulating data science questions and identifying a successful data science project. Topics: getting and cleaning data, code books, dealing with different data types, missing data, experimental design, and visualization techniques. Note: Students in this course are expected to own a personal laptop (4,0,0)

Proposed:

This course is an introduction to Data Science. The class will discuss what data science actually is, the structure of a data science project, formulating data science questions and identifying a successful data science project. Topics: getting and cleaning data, code books, dealing with different data types, missing data, experimental design, and visualization techniques. Note: Students in this course are expected to own a personal laptop. If a student has taken DSCI 100 for credit, they can not take DSCI 300 for further credit. (4,0,0)

Prerequisites/corequisites:

	Existing	Proposed
Prerequisites	ABE MATH 0121 or Principles of Math 122 or Pre-Calculus 122 or MATH 120 or admission to the Okanagan College Post-Baccalaureate Diploma in Marketing and Data Analytics.	ABE MATH 0121 or Principles of Math 122 or Pre-Calculus 122 or MATH 120 and third year standing or admission to the Okanagan College Post-Baccalaureate Diploma in Marketing and Data Analytics.
Corequisites	DSCI 110	DSCI 310

Implementation date: May 2020

Cost: N/A

Motion: That Education Council approves the course revision: DSCI 101 Introduction to Data Science 2 as recommended by the CPRC – STH:

DSCI 101 – 3 – 4 Introduction to Data Science 2

Course revision:

- **Course title** – new title – **Machine Learning I**
- **Course code** – new code – **DSCI 400**
- **Calendar description**
- **Prerequisites**

Rationale:

We wish to renumber DSCI 101 to DSCI 400 to (a) reflect the level of expectations in the course, (b) reflect the expected level of maturity, (c) reflect the difficulty of the materials and (d) provide additional opportunities for students in the BUAD program to take this course as an elective.

Calendar description:

Existing:

This course is a continuation of Introduction to Data Science I. Topics include: Exploratory graphs, plotting systems, hierarchical clustering, k-means clustering, dimension reduction, principle component analysis and singular value decomposition. (4,0,0)

Proposed:

This course is a continuation of Data Wrangling and Visualisation. Topics include: Exploratory graphs, plotting systems, hierarchical clustering, k-means clustering, dimension reduction, principle component analysis and singular value decomposition. Students who have taken DSCI 101 for credit can not take DSCI 400 for further credit. (4,0,0)

Prerequisites:

Existing	Proposed
DSCI 100, DSCI 110	DSCI 300, DSCI 310

Implementation date: May 2020

Cost: N/A

Motion: That Education Council approves the course revision: DSCI 110 Mathematical Computation as recommended by the CPRC – STH:

DSCI 110 – 3 – 4 Mathematical Computation

Course revision:

- **Course code** – new code – **DSCI 310**
- **Calendar description**
- **Prerequisites**

Rationale:

We wish to renumber DSCI 110 to DSCI 310 to (a) reflect the level of expectations in the course, (b) reflect the expected level of maturity, (c) reflect the difficulty of the materials and (d) provide additional opportunities for students in the BUAD program to take this course as an elective.

Calendar description:

Existing:

This course introduces some of the software commonly used by mathematicians and statisticians including R (and R studio), Excel and LaTeX. Students will learn techniques for dealing with data databases and version control. No prior computer skills are required for this course; however, familiarity with computers is considered an asset. Note: Students in this course are expected to own a personal laptop (4,0,0)

Proposed:

This course introduces some of the software commonly used by mathematicians and statisticians including R (and R studio), Excel and LaTeX. Students will learn techniques for dealing with data, databases and version control. No prior computer skills are required for this course; however, familiarity with computers is considered an asset. Note: Students in this course are expected to own a personal laptop. Students who have taken DSCI 110 for credit can not take DSCI 310 for further credit. (4,0,0)

Prerequisites:

Existing	Proposed
ABE MATH 012 (minimum grade of 67%) or Principles of Math 12 (minimum grade of 67%) or Pre-Calculus 12 (minimum grade of 67%) or MATH 120 or admission to the Okanagan College Post-Baccalaureate	ABE MATH 012 (minimum grade of 67%) or Principles of Math 12 (minimum grade of 67%) or Pre-Calculus 12 (minimum grade of 67%) or MATH 120 and 3rd or 4th year standing or admission to the Okanagan College Post-Baccalaureate

Implementation date: May 2020

Cost: N/A

Motion: That Education Council approves the course revision: DSCI 200 Introduction to Data Science 3 as recommended by the CPRC – STH:

DSCI 200 – 3 – 4 Introduction to Data Science 3

Course revision:

- **Course title** – new title – **Machine Learning II**
- **Course code** – new code – **DSCI 401**
- **Prerequisites**

Rationale:

We wish to renumber DSCI 200 to DSCI 401 to (a) reflect the level of expectations in the course, (b) reflect the expected level of maturity, (c) reflect the difficulty of the materials and (d) provide additional opportunities for students in the BUAD program to take this course as an elective.

Prerequisites:

Existing	Proposed
DSCI 101	DSCI 300, DSCI 310

Implementation date: May 2020

Cost: N/A

Motion: That Education Council approves the course revision: DSCI 390 Data Science Project as recommended by the CPRC – STH:

DSCI 390 – 3 – 3

Course revision:

- **Course code** – new code – **DSCI 490**
- **Prerequisites**

Rationale:

We wish to renumber DSCI 390 to DSCI 490 to (a) reflect the level of expectations in the course, (b) reflect the expected level of maturity, (c) reflect the difficulty of the materials and (d) provide additional opportunities for students in the BUAD program to take this course as an elective. Keeping this as a 300 level course with a 400 level prerequisite makes little sense.

Prerequisites:

Existing	Proposed
DSCI 200	DSCI 400, DSCI 401

Implementation date: May 2020

Cost: N/A

Motion: That Education Council approves the program revision: Post – Baccalaureate Diploma in Marketing and Data Analytics as recommended by the CPRC – STH:

Program revision:

- **Revision of courses**

Rationale:

Our current suite of courses are numbered as 100 and 200 level. These need to be changed to 300 and 400 level to properly reflect the level of expectations and difficulty of the courses.

Revision of courses:

DSCI 100, DSCI 101, DSCI 110, DSCI 200, DSCI 390

Implementation date: May 2020

Cost: N/A

Motion: That Education Council approves the new program: Concentration in Data Analytics as recommended by the CPRC – STH:

New program:

Rationale:

Of the top 5 hard job skills outlined by LinkedIn, two of them are Analytical Reasoning and Artificial Intelligence. According to Forbes, Data Literacy is the most important skill an employee can have in 2020. The next 2 items on that list are Critical Thinking and Tech Savvyness. These are the type of skills that students will develop with a concentration in Data Science.

Calendar description:

The Concentration in Data Science and Statistics provides students with skills in applied Data Science and applied Statistics. Students develop competence in areas such as data visualization, machine learning, regression, big data and modern statistical algorithms. Completion of this Concentration will provide students with a valuable skill-set that is applicable to a wide variety of careers.

A concentration in Data Science and Statistics will be of interest to degree students looking to strengthen their principal credential. Students enrolled in a four year degree program at Okanagan College (such as the BBA program) can apply credits earned in the completion of electives in these programs toward a transcript notation awarding them a Concentration in Data Science and Statistics.

Admission requirements:

Admission to the Concentration in Data Science will be given based on admission to a university studies degree program at Okanagan College.

Graduation requirements:

The Concentration in Data Science and Statistics will be granted upon the successful completion of 18 credits including DSCI 300, DSCI 310, either MATH 314 or MATH 221 (note that MATH 221 has a MATH 112 prerequisite

and a MATH 122 co-requisite), one of STAT 121 (minimum grade of 70%), STAT 124 (minimum grade of 70%) or STAT 230, and any 2 courses with the STAT prefix at at least a 300 level or any courses with a DSCI prefix (other than 300 and 310).

Program outline:

Students must successfully complete the following list of courses to receive a Concentration in Data Science:

Both of:

- DSCI 300 – Introduction to Data Science I
- DSCI 310 – Mathematical Computation

One of:

- MATH 221 – Linear Algebra
- MATH 314 – Calculus and Linear Algebra for Business

One of:

- STAT 121 – Elementary Statistics (with a minimum grade of 70%)
- STAT 124 – Business Statistics (with a minimum grade of 70%)
- STAT 230 – Elementary Applied Statistics

Two additional course from the following list:

- Any course with the DSCI prefix (note: students can take any DSCI courses other than DSCI 300 and DSCI 310 to fulfill this requirement)
- STAT 310 – Regression Analysis
- STAT 311 – Modern Statistical Methods
- STAT 390 – Special Topics in Statistics
- STAT 490 – Special Topics in Statistics

Implementation date: May 2020

Cost: N/A

Appendix 5.5

Curriculum recommended by the ARP Committee

Motion: “That Education Council approves the Emerita/Emeritus Status Policy as recommended by the ARP Committee.”



Title	Emerita/Emeritus Status Policy
Policy Area	Human Resources
Policy Number	
See also <i>(related policies)</i>	

Effective Date of Policy:	TBD
Approval Date:	TBD
Applies to:	Former Employees of Okanagan College
Approving Body:	Board of Governors
Supersedes:	Policy on Appointment of Emeritus College Professors at OUC, approved March 24, 1999; Adopted Okanagan College, 2005; Appointment of Emeritus Professors, June 28, 2005; Appointment of Emeritus Administrators, June 28, 2005
Authority	College and Institute Act

The following are responsible for the administration of this policy:

Primary Office:	Contact:
Office of the President	Manager, Executive Office

Policy Statement

- 1.0** The appointment of an individual to Emeritus status is made to enhance teaching, scholarship, research, service and professional practice at the College. The appointment is made to recognize the meritorious service of a College Professor, Instructor, non-instructional Faculty or Administrator who is no longer an employee of the College but wishes to remain connected to the institution to contribute further to the academy. Emeritus status will allow the continuation of the commitment to the mission and mandate of the College. The term “Emerita” and “Emeritus” may be used interchangeably.

2.0 Eligibility Criteria

- a) Emeritus status may be conferred upon an individual if that individual:
 - i) has an established record of scholarship or similar appropriate achievement through academic or professional work in academia, post-secondary institutions, professional practice, community and industry, or through other relevant activities;
 - ii) has demonstrated a commitment to post-secondary education or to the appropriate academic discipline and department;
 - iii) has retired or resigned and either held a position of College professor, instructor or non-instructional faculty at the College for at least five years or has been a senior administrator who has served at least five years in an administrative position; and
 - iv) has not taken up an academic or administrative appointment at another post-secondary institution.

3.0 Appointment Procedures

- a) Generally, an appointment recommendation is made by nomination by the Dean or Director of the area that represents the candidate's field of study, practice or discipline.
- b) An appointment recommendation may also be initiated by any member of a department, and such recommendation will proceed through the appropriate Dean or Director and follow the process outlined herein.
- c) The nomination shall include an up-to-date curriculum vitae and a candidate statement that makes clear the value of the appointment to the College and the candidate. The candidate may also indicate resources and privileges the candidate would be interested in using at the College as outlined in section 4 below.
- d) The nomination will be submitted to the Vice President, Academic.
- e) The Vice President, Academic will strike a Review Committee consisting of the Vice President, Academic, the Vice President, Students and one Dean or Director other than the originator of the nomination. The Committee will review the nomination and if appropriate make a recommendation to the President for approval of the nomination.

4.0 Appointment Details – Privileges, Responsibilities and Revocation

- a) Emeritus status shall generally result in a title that corresponds with the individual's former appointment with the word "Emeritus" or "Emerita" added thereafter. For example, Professor Emeritus, Administrator Emerita, etc.
- b) The granting of Emeritus status is an honorary designation which confers no employment status, employment rights or benefits, membership status or voting rights at the College and involves no assigned duties or responsibilities.
- c) The Emeritus appointee shall be bound by the College's policies and procedures.
- d) Emeritus status may provide various privileges as determined in writing by the Vice President, Academic in consultation with the relevant Dean or Director, and are subject to modification or revocation at any time. The following privileges may be available:

- i) the Emeritus appointee may be eligible to apply for external research grants through the normal College approval processes. Collaborative applications between the Emeritus appointee and members of the department are encouraged;
 - ii) as resources permit, the Emeritus appointee may have access to library, computing services and parking privileges, consistent with College policies;
 - iii) as resources permit, the Emeritus appointee may have laboratory, office or similar space on College premises made available;
 - iv) the Emeritus appointee may be listed on the College website and publications and have the right to identify themselves publicly with their Emeritus title;
 - v) the Emeritus appointee may be invited to participate in the procession at annual Convocation ceremonies; and
 - vi) the Emeritus appointee may present at a seminar to faculty and students annually.
- e) The Emeritus appointee shall not purport to speak on behalf of the College or represent the College unless specifically authorized in writing to do so.
- f) The Emeritus appointment is normally retained for life but may be revoked as noted below:
- i) in situations where the College has determined that an appointee is no longer suitable to hold the status of Emeritus, the relevant Dean, Director or Vice President may make a recommendation to the President that the Emeritus status of an individual be revoked. This may include, without limitation, situations where the appointee is not acting in the best interests of the College, violating the College's policies and standards, or otherwise bringing the College's reputation into disrepute through the appointee's actions or failure to act;
 - ii) the President will consult with the College Executive Administrative Committee and the President will make a determination on the Emeritus appointment status; and
 - iii) if an Emeritus status is revoked and there is work (research projects, student supervision, etc.) in progress, arrangements will be made with the appropriate Dean or Director to manage or assign this work.
 - iv) The decision of the President is final and may not be appealed.

Appendix 5.6

Second and third call for nominations of the Education Council chair and vice chair

Appendix 5.7

Standing Committee Reports

Appendix 6.0 Reports