

Education Council Meeting
Thursday, June 4, 2020, 4:00 p.m.
Via Collaborate

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

<p>Okanagan College Education Council Agenda Meeting of Thursday, June 4, 2020 4:00 pm Via Collaborate</p>

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- 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, September 17, 2020 at 4:00 pm

8. Deadline for agenda items – Wednesday, August 26, 2020 at 12:00 pm

9. Adjournment

Appendix 3.1

Approval of the Minutes from the May 7, 2020 Education Council meeting

Motion: “That Education Council approves the minutes from the May 7, 2020 meeting as presented.”

Okanagan College Education Council Minutes of Thursday, May 7, 2020 4:00 pm Via BlueJeans
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Present: A Hay, B Burge, W Gillett, R Tyner, D Silvestrone, M Somerville, C Farrow, D Marques, G Coulthard, N Davis, A Schmidt, K Douglas, C Newitt, T Walters, V Neykov, S Cook, C Leong

Regrets: J Hamilton, A Krebs, R Sawatzky,

Absent: S Stirling, M Chibota, R Whermann

Guests: R Huxtable, H Hisdal, S Moores, C DiBiase, V Simpson, J Hobart, D Williams, R Light, G De Pluzer, T Berg, W Wheeler, Y Moritz, L Thurnheer

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/ M Somerville

That Education Council approves the agenda as presented.

- ECON 251 has been withdrawn from the agenda. It will be presented at the June 2020 Education Council meeting.
- A temporary revision to the Therapists Assistant Diploma has been added to the agenda due to issues that have arisen given COVID19.

Carried

3. Approval of the minutes

Motion: D Marques/ M Somerville

That Education Council approves the minutes of the April 2, 2020 Education Council meeting as presented.

Carried

4. Business arising

5. New business

5.1 CPRC – T/A curriculum

a. Program revision: Electrician Pre-Apprenticeship Program

Motion: D Marques/ M Somerville

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

- C DiBiase explained that the revision was to meet new harmonization standards. The title for ELEC 111 is being changed to “Controls and Lighting”, as the previous title was too broad. The graduation requirements have been revised to read that students need 70% overall. This is in line with the apprenticeship program.

Carried

5.2 CPRC – AFP curriculum

a. New course: ECON 251 Economic Data: Prediction, Analysis and Presentation

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

Withdrawn

b. New course: HIST 320 Rise of Modern Capitalism

Motion: D Marques/ M Somerville

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

- H Hisdal advised that the course would give students a 500 year perspective on capitalism. This course will be beneficial for business and arts students.
- A member questioned how the department chose the title. H Hisdal explained that capitalism courses are very popular right now and business students in particular like the title.
- A member noted the inclusion of space exploration as a topic within the course and hoped that the scientific aspects of space exploration would be discussed as well. H Hisdal confirmed that they would.

Carried

5.3 Curriculum recommended by Continuing Studies

a. Program revision: Gastroenterology Nursing Certificate

Motion: D Marques/ M Somerville

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

- V Simpson explained that the admission requirements revision is meant to give students more time to obtain their immunizations.
- The revision to the program description is to remove references to the gastroenterology specialty examination, as the CNA has dropped the exam.

Carried

b. Program revision: PeriAnesthesia Nursing Certificate

Motion: D Marques/ M Somerville

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

- V Simpson advised that the program description revision is to remove language pertaining to the specialty exam as it is no longer provided by the CNA.

Carried

5.4 Curriculum recommended by the CPRC – STH

a. New course: HKIN 100 Personal Well – being

Motion: D Marques/ M Somerville

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

- W Wheeler advised that HKIN 100 is a stand alone course to aid in student success.

Carried

b. Course revision: ELEN 126 Digital Electronics

Motion: D Marques/ M Somerville

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

- D Williams explained that the lab hours are increasing to 3, instead of 2.5 hours per week.

Carried

c. Course revision: ELEN 227 Project and Report

Motion: D Marques/ M Somerville

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

- D Williams explained that the course is the final capstone project for ELEN students. The overall contact hours are not changing; the revision is to increase lab hours and decrease lecture hours, as time spent in a lab is more important for a project course.

Carried

d. Program revision: Network and Telecommunications Engineering Technology Diploma

Motion: D Marques/ M Somerville

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

- T Berg explained that the 2020 – 2021 school year will be the 20th anniversary of the NTEN program. In consultation with industry and PAC, the department noted that the current program title did not clearly identify the focus of the program. The new title, Infrastructure and Computing Technology Diploma, better reflects the content and reflects future trends within the industry. The course codes will change to ICT to accommodate the program name change. There is no change to the content.

Carried

e. Course revision: DSCI 100 Introduction to Data Science 1

Motion: D Marques/ M Somerville

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

- J Hobart gave an overview of the changes to the program. There have been two intakes into the program this past year. In the second intake, the department noticed a lot of business students taking DSCI courses as electives. However, as the courses are part of a Post – Baccalaureate Diploma program, these students found the level of sophistication within the courses not indicative of 100 level courses. This is not fair to students. The major revision is to renumber the courses to reflect the level of difficulty, as well as some housekeeping revisions. The course names are changing to be more descriptive and properly reflect the content of the courses.
- DSCI 100 will become DSCI 300, with a new title to better reflect content. Students will not be able to take DSCI 300 for credit if they have already taken DSCI 100.
- A member noticed a typo in the prerequisites.

Carried

f. Course revision: DSCI 101 Introduction to Data Science 2

Motion: D Marques/ M Somerville

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

- As above.
- A member questioned the new title, “Machine Learning”. J Hobart advised that the students will study machine learning algorithms.

Carried

g. Course revision: DSCI 110 Mathematical Computation

Motion: D Marques/ M Somerville

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

- As above.

Carried

h. Course revision: DSCI 200 Introduction to Data Science 3

Motion: D Marques/ M Somerville

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

- As above.

Carried

i. Course revision: DSCI 390 Data Science Project

Motion: D Marques/ M Somerville

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

- As above.

Carried

j. Program revision: Post – Baccalaureate Diploma in Marketing and Data Analytics

Motion: D Marques/ M Somerville

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

- As above.
- A member questioned if students who took the courses at the 100 level could apply to receive 300 level credit with the registrar's office. B Burge advised that this would be assessed on an individual basis, although the registrar's office does not usually allow student to reuse credit.

Carried

k. New program: Concentration in Data Science and Statistics

Motion: D Marques/ M Somerville

That Education Council approves the new program: Concentration in Data Science and Statistics as recommended by the CPRC – STH:

- J Hobart explained that the new concentration follows the flow of the concentrations in computer science and communications. The DSCI courses have been packaged in a way that computer science students and business students can take the courses as electives and receive additional distinction on their transcripts.
- Students must take both introductory DSCI courses. They also need a course on linear algebra, introductory statistics, and two additional courses from the list including the other DSCI courses or 300 and 400 level statistics courses.
- A member noticed a typo in the program outline.
- A member questioned the admission requirements and how students could receive admission into a concentration. J Hobart explained that the program was designed within the confines of the current Education Council forms. The concentration follows the example of the concentration in communications.
- A member questioned if the department would consider other equivalent STAT courses, like PSYC 270. J Hobart advised that he would have to look at this at a case by case basis.

Carried

5.5 Recommendations by the ARP committee

a. Emerita/Emeritus Status Policy

Motion: D Marques/ M Somerville

That Education Council approves the Emerita/Emeritus Status Policy as recommended by the ARP committee:

- A Hay explained that this policy combines the original emerita/emmeritus policies for faculty and administrators. The policy defines appointment and procedure details. It was posted on the board of governor's page for comments before being presented at ARP. After Education Council approval, the policy will be presented at the board of governors.
- A member questioned whether the policy meant appointees could only present at a seminar once a year. A Hay noted the policy does not preclude appointees from presenting more than once a year. The inclusion of this language was just to point out that the opportunity to present at seminars is available for appointees.
- A member questioned why the two policies had been combines. A Hay advised that it is simpler to have one policy.

Carried

Program revision: Therapist Assistant Diploma

Motion: D Marques/ M Somerville

That Education Council approves the temporary program revision: Therapist Assistant Diploma program as presented.

- Members were sent documents related to emergency temporary changes to the Therapist Assistant Diploma. Given the pandemic, students are unable to complete their practicum hours.
- Y Moritz noted students were having difficulty finding clinical placements. The accrediting body has been meeting with schools to discuss the issue and have agreed to a reduction of practicum hours over the two year program. This change is temporary.
- A member questioned if there are other programs whose practicums have been delayed and if any changes have been made for those students. Y Moritz noted it depends on the accrediting body as it is their decision – hours cannot be reduced without their approval. She added that most health students are still able to attend their practicums as they are considered an essential service. While there have been changes in other programs, hours have not been reduced.
- A member questioned how this would be noted in the calendar. Y Moritz advised that she would work with B Burge to work this out.

Carried

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

- During the April 2, 2020 Education Council meeting, B Burge made the first call for nominations of chair and vice chair of Education Council. C Newitt was nominated for chair and D Marques was nominated for vice chair.
- B Burge made the second and third call for nominations of Education Council chair. As no other nominations were made, C Newitt was acclaimed to the position.
- B Burge made the second and third call for nominations of Education Council vice chair. As no other nominations were made, D Marques was acclaimed to the position.

5.7 Standing committee reports

- a. Operations Committee
 - The committee will be meeting May 12, 2020 to approve candidates for graduation.
- b. ARP Committee
 - Not yet met.
- c. CCC Committee
 - The CCC committee is involved in the CCM project. It has been difficult to get together given the current environment.
- d. Tributes Committee
 - Not yet met.

6. Reports

6.1 Council Chair's report – C Newitt

- C Newitt noted that the day to day operations of Education Council are continuing smoothly.

6.2 President & Vice-President Education report – A Hay

- A Hay noted that they have contacted the ministry to say we are still waiting for approval for the applied degree.

6.3 Registrar's report – B Burge

- No report.

6.4 Board of Governor's report – S Cook

- No report.

6.5 Curriculum and calendar management project update

- With the transition to remote teaching and the chaos that ensued, project has stalled. The registrar's office is in the process of uploading data from banner into Kuali so the implementation team can do more tests.

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

8. Deadline for agenda items – Wednesday, May 20, 2020 at 12:00 pm

9. Adjournment at 5:09 pm.

Okanagan College Education Council Agenda
Meeting of Thursday, June 4, 2020 4:00 pm
Via Collaborate

Appendix 5.1

Curriculum recommended by the CPRC – AFP

Motion: That Education Council approves the new course: PHIL 270 Feminist Philosophy as recommended by the CPRC – AFP:

PHIL 270 – 3 – 3

Feminist Philosophy

New course

Rationale:

The history of Western Philosophy is a male dominated discourse and despite the fact that some of the most significant recent contributions to academic philosophy have been made by non-males, the Philosophy Department doesn't currently offer any courses devoted to Feminist Philosophy. Feminist thought promotes social justice by offering a means of identifying and overcoming sources of oppression. As a result, this course will be applicable to students in a variety of programs.

Calendar description:

The purpose of this course is to familiarize students with the central questions of feminist philosophy: What is oppression, how do we know who is oppressed and what should we do about it? The course works through the development of feminist thought up to and including contemporary social justice issues. The course is cross-listed with GSWS 270.

Prerequisites:

Second year standing

Course outline:

PHIL270 - Feminist Philosophy

Calendar Description

The purpose of this course is to familiarize students with the central questions of feminist philosophy: What is oppression, how do we know who is oppressed and what should we do about it? The course works through the development of feminist thought up to and including contemporary social justice issues. The course is cross-listed with GSWS 270.

Instructor: Ruth Lowe-Walker
Office Hours: TBA
Term: TBA
Time: TBA
Location:
TBA

Course Format

- Seminar—lecture, discussion and student presentations
- Learning management tools
 - Moodle—course communications, group work, grades and assignment guidelines
 - Turnitin—assignment submission and evaluation

Course Overview, Content, and Objectives

Philosophy has had a difficult and often-tempestuous relationship with feminism. This, sometimes overt, acrimony apparent in the history of the Western tradition has almost exclusively proffered masculine approaches to philosophical problems but when it comes to the idea of social oppression, feminists have taken a leading role. The purpose of this course is to familiarize students with that enterprise by exploring the central questions: What is oppression, how do we know who is oppressed and what should we do about it? Although this is a philosophy course, feminist theory is an interdisciplinary field of study; as a result, the course begins with a series of readings that offer a means to navigating the diverse theoretical approaches explored in the course. The course will follow two of the most influential themes explored by feminist theorists with regard to identifying and overcoming oppression. First, different articulations of social constructivism will flesh out the problems of gender and disability with relation to socially situated identities. Second, methods of knowledge production are examined from multiple perspectives including standpoint theory and contextualized understanding. Students are asked to embrace the groundbreaking contribution these theories have to offer contemporary issues in Canadian contexts.

Learning Outcomes

After completing this course, students should be able to:

- Demonstrate a clear and complicated understanding of the ideas of oppression, social construction and feminist epistemology
- Apply these concepts and theories to current affairs
- Develop a line of inquiry for the purpose mounting a philosophical argument on the subject utilizing two formats: The comparative paper and the critical reflection
- Collaborate with other students to produce a topical presentation designed to encourage class discussion

Additional Course Requirements

This course requires:

- Significant out-of-class reading and research
- Strong written and oral communication skills

Evaluation Criteria and Grading

- Comparative Paper (25%) 1000 words - Due Week 5
 - Compare and contrast the key features of de Beauvoir's idea of the 'other'

- and Nussbaum's articulation of exclusion. Do these approaches complement each other, or do the differences put them in conflict?
- Defend your response with a clearly defined argument and examples.
 - **Group Presentation/Individual Paper (45%) – Multiple Dates**
 - **Presentation (15%)** A list of topics and dates available for presentations will be posted on Moodle the first week of classes. You will be able to sign up on Moodle and your group will submit your visuals (power point, prezi, etc.) the day of your presentation.
You should include a few critical observations or questions during your presentation designed to stimulate class discussion. The presentation and discussion should take about 30 minutes. Everyone in the group receives the same grade for the presentation.
 - **Paper (30%)** Each member of the group will submit an individual paper (1200 words) due the day of your presentation. This paper will be graded individually and should focus on the same topic as your presentation; however, it should be written as a critical reflection on the topic in relation to the themes of the course.
 - **Final Exam (30%)**
 - The final exam will consist of three essay questions that can be answered in about 500 words each. The students will be given four questions in advance and be asked to answer any three of those four in essay form.
 - This course is graded on a numeric (percentage) basis and follows the guidelines in the academic calendar.

Required Readings and Videos

Theorizing Feminisms: A Reader, Oxford University Press: 2006
 Edited by Elizabeth Hackett and Sally Haslanger

Course Schedule

	Topics	Required Reading(s)
	Part 1 – Groundwork	
Week 1	Oppression	Iris M. Young, "Five Faces of Oppression"
Week 2	Social Construction	Sally Haslanger, "Gender and Social Construction: Who? What? When? Where? How?" Susan Wendell, "The Social Construction of Disability"
Week 3	Feminist Epistemology	Uma Narayan, "Cross-Cultural Connections, Border-Crossings, and 'Death by Culture'" Linda Alcoff, "The Problem of Speaking for Others"

	Part 2 – Approaches to Oppression	
Week 4	The 'Sameness Approach'	John Stuart Mill, The Subjection of Women, Chapter 1 Simone de Beauvoir, The Second Sex, Introduction
Week 5	The 'Sameness Approach'	Martha C. Nussbaum, "Human Capabilities, Female Human Beings" Susan Schechter, "Social Change on Behalf of Battered Women: Reforming the Criminal Justice System"

Week 6	The 'Difference Approach'	Iris M. Young, "Humanism, Gynocentrism, and Feminist Politics" Jane Addams, "Women and Public Housekeeping"
Week 7	The 'Difference Approach'	Carol Gilligan, "Moral Orientation and Moral Development" Vandana Shiva, "Women's Indigenous Knowledge and Biodiversity"
Week 8	The 'Dominance Approach'	Catharine MacKinnon, "Difference and Domination: On Sex Discrimination" Catherine MacKinnon, "Desire and Power"
Week 9	The 'Dominance Approach'	Sandre Lee Bartky, "Foucault, Femininity, and the Modernization of Patriarchal Power" Marilyn Frye, "Willful Virgin or Do You Have to Be a Lesbian to Be a Feminist?"
	Part 3 – Oppression and Identity	
Week 10	Post Modern Feminism	Judith Butler, from Gender Trouble bell hooks, "Postmodern"
Week 11	Feminist Identity Politics	Barbara Christian, "The Race for Theory" Combahee River Collective, "A Black Feminist Statement" Mari Matsuda, "On Identity Politics"
Week 12	Post-Colonial Theory	Nancy Fraser, "Multiculturalism, Antiessentialism, and Radical Democracy: A Genealogy of the Current Impasse in Feminist Theory" Leela Gandhi, "Postcolonialism and Feminism"
Week 13	Queer Theory	Gayle S. Rubin, "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" Judith Butler, "Against Proper"

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed.

A more detailed description of academic integrity, including College policies and procedures, may be found in the Academic Calendar at

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

The policy governing Non-Academic Conduct can be found here:

[https://www.okanagan.bc.ca/Assets/Departments+\(Administration\)/Legal+Affairs/Student+Non-Academic+Conduct+Policy.pdf](https://www.okanagan.bc.ca/Assets/Departments+(Administration)/Legal+Affairs/Student+Non-Academic+Conduct+Policy.pdf)

Final Examinations

The final exam schedule will be published online at the link below. All students are expected to write Final Exams at the scheduled date and time. All requests for out-of-time exams must be submitted to the appropriate Dean. For more information and request forms visit:

https://www.okanagan.bc.ca/Student_Services/registrar/Final_Exam_Schedule.html

Accessibility Services

The purpose of Accessibility Services is to provide equal access to educational opportunities for students with disabilities at Okanagan College. If you are a student with a documented disability

and you want to know more about our services, please contact an Accessibility Services Coordinator in your area. https://www.okanagan.bc.ca/Student_Services/students/accessibility-services.html

Health and Wellness

Okanagan College is happy to support the optimal health and wellness of students and the campus community by providing information on services and resources available in the Okanagan Region. The Okanagan is home to easily accessible and client-centred state-of-the-art medical facilities and a range of community services.

https://www.okanagan.bc.ca/Student_Services/students/StudentHealth.html

Campus Safety

Okanagan College is committed to the safety and well-being of its students, employees, and visitors. Keeping Okanagan College safe is also a shared responsibility. Be aware and be prepared. Know what to do, who to call, and where to go.

Here, you will find resources and links to information, services, and supports that exist on and off campus.

https://www.okanagan.bc.ca/Campus_and_Community/Safety_Security.html

Emergency contact for Security can be made by dialing 6699 from any local or from any Campus Phone conspicuously placed at each campus.

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the new course: GSWS 270 Feminist Philosophy as recommended by the CPRC – AFP:

GSWS 270 – 3 – 3

Feminist Philosophy

New course

Rationale:

The history of Western Philosophy is a male dominated discourse and despite the fact that some of the most significant recent contributions to academic philosophy have been made by non-males, the Philosophy Department doesn't currently offer any courses devoted to Feminist Philosophy. Feminist thought promotes social justice by offering a means of identifying and overcoming sources of oppression. As a result, this course will be applicable to students in a variety of programs.

Calendar description:

The purpose of this course is to familiarize students with the central questions of feminist philosophy: What is oppression, how do we know who is oppressed and what should we do about it? The course works through the development of feminist thought up to and including contemporary social justice issues. The course is cross-listed with PHIL 270.

Prerequisites:

Second year standing

Course outline:

PHIL270 - Feminist Philosophy

Calendar Description

The purpose of this course is to familiarize students with the central questions of feminist philosophy: What is oppression, how do we know who is oppressed and what should we do about it? The course works through the development of feminist thought up to and including contemporary social justice issues. The course is cross-listed with GSWS 270.

Instructor: Ruth Lowe-Walker
Office Hours: TBA
Term: TBA
Time: TBA
Location:
TBA

Course Format

- Seminar—lecture, discussion and student presentations
- Learning management tools
 - Moodle—course communications, group work, grades and assignment guidelines
 - Turnitin—assignment submission and evaluation

Course Overview, Content, and Objectives

Philosophy has had a difficult and often-tempestuous relationship with feminism. This, sometimes overt, acrimony apparent in the history of the Western tradition has almost exclusively proffered masculine approaches to philosophical problems but when it comes to the idea of social oppression, feminists have taken a leading role. The purpose of this course is to familiarize students with that enterprise by exploring the central questions: What is oppression, how do we know who is oppressed and what should we do about it? Although this is a philosophy course, feminist theory is an interdisciplinary field of study; as a result, the course begins with a series of readings that offer a means to navigating the diverse theoretical approaches explored in the course. The course will follow two of the most influential themes explored by feminist theorists with regard to identifying and overcoming oppression. First, different articulations of social constructivism will flesh out the problems of gender and disability with relation to socially situated identities. Second, methods of knowledge production are examined from multiple perspectives including standpoint theory and contextualized understanding. Students are asked to embrace the groundbreaking contribution these theories have to offer contemporary issues in Canadian contexts.

Learning Outcomes

After completing this course, students should be able to:

- Demonstrate a clear and complicated understanding of the ideas of oppression, social construction and feminist epistemology
- Apply these concepts and theories to current affairs
- Develop a line of inquiry for the purpose mounting a philosophical argument on the subject utilizing two formats: The comparative paper and the critical reflection
- Collaborate with other students to produce a topical presentation designed to encourage class discussion

Additional Course Requirements

This course requires:

- Significant out-of-class reading and research
- Strong written and oral communication skills

Evaluation Criteria and Grading

- Comparative Paper (25%) 1000 words - Due Week 5
 - Compare and contrast the key features of de Beauvoir's idea of the 'other'

and Nussbaum's articulation of exclusion. Do these approaches complement each other, or do the differences put them in conflict?

- Defend your response with a clearly defined argument and examples.
- **Group Presentation/Individual Paper (45%) – Multiple Dates**
 - **Presentation (15%)** A list of topics and dates available for presentations will be posted on Moodle the first week of classes. You will be able to sign up on Moodle and your group will submit your visuals (power point, prezi, etc.) the day of your presentation.
You should include a few critical observations or questions during your presentation designed to stimulate class discussion. The presentation and discussion should take about 30 minutes. Everyone in the group receives the same grade for the presentation.
 - **Paper (30%)** Each member of the group will submit an individual paper (1200 words) due the day of your presentation. This paper will be graded individually and should focus on the same topic as your presentation; however, it should be written as a critical reflection on the topic in relation to the themes of the course.
- **Final Exam (30%)**
 - The final exam will consist of three essay questions that can be answered in about 500 words each. The students will be given four questions in advance and be asked to answer any three of those four in essay form.
- This course is graded on a numeric (percentage) basis and follows the guidelines in the academic calendar.

Required Readings and Videos

Theorizing Feminisms: A Reader, Oxford University Press: 2006
 Edited by Elizabeth Hackett and Sally Haslanger

Course Schedule

	Topics	Required Reading(s)
	Part 1 – Groundwork	
Week 1	Oppression	Iris M. Young, "Five Faces of Oppression"
Week 2	Social Construction	Sally Haslanger, "Gender and Social Construction: Who? What? When? Where? How?" Susan Wendell, "The Social Construction of Disability"
Week 3	Feminist Epistemology	Uma Narayan, "Cross-Cultural Connections, Border-Crossings, and 'Death by Culture'" Linda Alcoff, "The Problem of Speaking for Others"

	Part 2 – Approaches to Oppression	
Week 4	The 'Sameness Approach'	John Stuart Mill, The Subjection of Women, Chapter 1 Simone de Beauvoir, The Second Sex, Introduction
Week 5	The 'Sameness Approach'	Martha C. Nussbaum, "Human Capabilities, Female Human Beings" Susan Schechter, "Social Change on Behalf of Battered Women: Reforming the Criminal Justice System"

Week 6	The 'Difference Approach'	Iris M. Young, "Humanism, Gynocentrism, and Feminist Politics" Jane Addams, "Women and Public Housekeeping"
Week 7	The 'Difference Approach'	Carol Gilligan, "Moral Orientation and Moral Development" Vandana Shiva, "Women's Indigenous Knowledge and Biodiversity"
Week 8	The 'Dominance Approach'	Catharine MacKinnon, "Difference and Domination: On Sex Discrimination" Catherine MacKinnon, "Desire and Power"
Week 9	The 'Dominance Approach'	Sandre Lee Bartky, "Foucault, Femininity, and the Modernization of Patriarchal Power" Marilyn Frye, "Willful Virgin or Do You Have to Be a Lesbian to Be a Feminist?"
	Part 3 – Oppression and Identity	
Week 10	Post Modern Feminism	Judith Butler, from Gender Trouble bell hooks, "Postmodern"
Week 11	Feminist Identity Politics	Barbara Christian, "The Race for Theory" Combahee River Collective, "A Black Feminist Statement" Mari Matsuda, "On Identity Politics"
Week 12	Post-Colonial Theory	Nancy Fraser, "Multiculturalism, Antiessentialism, and Radical Democracy: A Genealogy of the Current Impasse in Feminist Theory" Leela Gandhi, "Postcolonialism and Feminism"
Week 13	Queer Theory	Gayle S. Rubin, "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" Judith Butler, "Against Proper"

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed.

A more detailed description of academic integrity, including College policies and procedures, may be found in the Academic Calendar at

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

The policy governing Non-Academic Conduct can be found here:

[https://www.okanagan.bc.ca/Assets/Departments+\(Administration\)/Legal+Affairs/Student+Non-Academic+Conduct+Policy.pdf](https://www.okanagan.bc.ca/Assets/Departments+(Administration)/Legal+Affairs/Student+Non-Academic+Conduct+Policy.pdf)

Final Examinations

The final exam schedule will be published online at the link below. All students are expected to write Final Exams at the scheduled date and time. All requests for out-of-time exams must be submitted to the appropriate Dean. For more information and request forms visit:

https://www.okanagan.bc.ca/Student_Services/registrar/Final_Exam_Schedule.html

Accessibility Services

The purpose of Accessibility Services is to provide equal access to educational opportunities for students with disabilities at Okanagan College. If you are a student with a documented disability

and you want to know more about our services, please contact an Accessibility Services Coordinator in your area. https://www.okanagan.bc.ca/Student_Services/students/accessibility-services.html

Health and Wellness

Okanagan College is happy to support the optimal health and wellness of students and the campus community by providing information on services and resources available in the Okanagan Region. The Okanagan is home to easily accessible and client-centred state-of-the-art medical facilities and a range of community services.

https://www.okanagan.bc.ca/Student_Services/students/StudentHealth.html

Campus Safety

Okanagan College is committed to the safety and well-being of its students, employees, and visitors. Keeping Okanagan College safe is also a shared responsibility. Be aware and be prepared. Know what to do, who to call, and where to go.

Here, you will find resources and links to information, services, and supports that exist on and off campus.

https://www.okanagan.bc.ca/Campus_and_Community/Safety_Security.html

Emergency contact for Security can be made by dialing 6699 from any local or from any Campus Phone conspicuously placed at each campus.

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the course revision: EAPD 040 Academic Discussion Skills 4 as recommended by the CPRC – AFP:

EAPD 040 – 70 hours Academic Discussion Skills 4

Course revision:

- **Contact hours**

Rationale:

EAPD 040 is the only remaining discussion course whose contact hours have not yet been increased. The increase in hours will better meet the oral and aural objectives and outcomes at this advanced level. These include using appropriate citation practices, a wide variety of verb tenses, and complex sentences in extended presentations.

Contact hours:

	Current	Proposed
Lecture	5	10

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the new course: FREN 106 Beginners' French II as recommended by the CPRC – AFP:

FREN 106 – 3 – 3 Beginners' French II

New course

Rationale:

The proposed improved alignment of our current four introductory French courses with current CEFR and DELF definitions and standards will remove Fren 102, Oral Expression II, from the lineup. This will create a gap in knowledge between Fren 105 and our current Fren 111. Fren 106 will fill that gap.

Calendar description:

This course is for students who have completed FREN 105 or equivalent.

Students will continue to develop communicative skills in reading, writing, speaking and listening.

Successful completion of Fren 106 corresponds to the second half of the DELF A1 level.

Students are required to complete individual and group assignments outside of scheduled class hours.

Prerequisites: Fren 105

Students with credit for FREN 102 cannot take FREN 106 for further credit. (3,0,0)

Prerequisites:

FREN 105

Course outline:

Course Code: Fren **Number:** 106 **Number of Credits:** 3

Beginners' French II

Okanagan College

Arts & Foundational Programs

Modern Languages

Program as Applicable:

New Course Revised Course Replacement

Course Level:

First Year Second Year Third Year Fourth Year

Former Course Code(s) and Number(s) (If applicable):

Fren 120 (no longer in calendar)

Precluded Courses:

Calendar Description:

This course is for students who have completed FREN 105 or equivalent.

Students will continue to develop communicative skills in reading, writing, speaking and listening. Successful completion of Fren 106 corresponds to the second half of the DELF A1 level.

Students are required to complete individual and group assignments outside of scheduled class hours.

Prerequisites: Fren 105

Formerly Fren 102 - Students with credit for FREN 120 cannot take FREN 106 for further credit. (3,0,0)

Date First Offered: 09/01/2020

Total Hours: 3 Total Weeks: 13

Typical Structure of Instructional Hours:

Breakdown	Duration
Lecture Hours	3
Seminars/Tutorials	
Laboratory Hours	
Field Experience Hours	
Other Contact Hours	
Total	3

If Other Contact Hours are specified please list:

This course is offered only on-line: YES NO

If yes, please indicate on-line or tutor interaction hours:

Practicum Hours (If applicable):

Type of Practicum	Duration
On-the-job Experience	
Formal Work Experience	
Other	
Total	0

If Other, please list:

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

Fren 105 or equivalent

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

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

Horizons

Detailed Course Content, Topics and Sequence Covered: Horizons, 7th edition, chapters 3 – 5, l'Europe francophone and Révision 2

Chapter 3: The general topic is **a new apartment**; the geographical area examined is **Québec**. Sections covered: where one lives, all numbers, prepositions and contractions, room descriptions, possessions, *avoir*, adjective forms and placement, addresses, phone numbers, interrogative and demonstrative adjectives. Cultural exploration: modern Quebec. Video and reading activities are included.

Chapter 4: The general topic is **family**; the geographical area examined is **Louisiana**. Sections covered: family designations and descriptions, appearance, feelings, idiomatic expressions with *avoir*, where to go for activities (to swim, jog, etc), directions and transportation, *aller, venir, venir*, pronoun *y*, going somewhere and returning, near future, imperative. Cultural exploration: Creole culture in Acadia. Video and reading activities are included.

Chapter 5: The general topic is **weekend and travel plans**; the geographical area examined is **France**. Sections covered: last weekend's activities, parts of the day, *passé composé* with *avoir* and *être*, weather, *faire* and idiomatic expressions with *faire*, ne... rien, clothing, *mettre*, 3rd person direct object pronouns. Cultural exploration: sport and free time. Video and reading activities are included.

Revision chapter, section R2.

L'Europe francophone

Also introduced throughout the semester will be: 1st and 2nd person direct object pronouns, including pronominals, and the general concept of the *subjonctif*.

Learning Outcomes/Course Goals: After successfully completing this course, students will have basic knowledge of the French-speaking world and will be able to:

- understand and react appropriately to basic questions about predictable topics, such as their families, their hobbies and preferences, travel, their environment and their plans
- relate information about basic everyday events and pose questions to get information from others on familiar topics like travel, sport, clothing etc in the present, near future and the past.
- engage in short conversations to exchange information, to make small talk and to offer opinions and make suggestions
- describe events, activities and people in complete sentences, using correct vocabulary and idiomatic expressions
- read level-appropriate texts and talk or write about them
- write brief essays (150 – 175 words) about situations, people and locations and express feelings, reactions and opinions
- know how to identify what is asked for and give the correct information on forms, questionnaires and like documents

Please list specifics for any of the following:

Knowledge:

- all numbers, prices, bill paying
- common irregular verbs and idiomatic expressions, *avoir besoin de, faire du ski, etc*
- adjective placement
- the *futur proche* and *passé composé*
- interrogative and demonstrative adjectives
- prepositions
- weather
- free-time activities
- clothing
- direct object pronouns

Attitudes: - exposure to the geography, culture and language of Brittany, Louisiana, francophone Europe and France in particular.

Skills:

- **listening** to and understanding instructions, general basic information and questions about oneself, one's environment and one's family
- **speaking** skills include responding appropriately and idiomatically to simple questions, offering information, suggestions and opinions and doing so with proper pronunciation and intonation
- **reading** pertinent texts, including menus, advertisements, blogs etc and extracting needed information from them
- **writing** short passages to convey information, make comparisons, express feelings and convey plans
- continued development of general reading skills, such as the use of context, one's knowledge of the world, the guessing of meaning, the understanding of sequence, etc

Technologies: use of online language-learning material - *MindTap*

Typical Evaluation Methods and % of Total Grade: 100

Grading System

Check whichever applies to this course:

Letter Grades: Percentage: Pass/Fail: Other:

Specify passing grade:

Typical Activities and Weighting (in %)

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

- Specify # of assignments (if applicable): -
 - 2 short essays and corrections
 - 3 paragraphs (“journals”)
 - submission of the individual study online (lab manual and workbook-type) material that parallels the textbook chapters is included in the assignment category
 - oral assignments are included in the quiz marks
 - the “projects” are 2 in-class presentation on topics like “my trip”, “my hobbies” etc
- Specify nature of participation (if applicable):
participate in group exercises, practice conversations, verify homework etc
- Include number of and the variety and nature of writing assignments:
 - 2 essays (150 – 175 words) and corrections on basic topics, like “the best weekend” or “sport is important”
 - 3 paragraphs (“journals”) to write on topics that correspond to grammar and vocabulary in the textbook’s chapters, like “my apartment” or “my plans”
 - frequent quizzes and 1 midterm test
 - the final exam mark comprises oral and written evaluations

Typical Proportion of Individual Work and Group Work

% of Individual Work: 60 -70% (depending on choice of single or group presentation)
% of Group Work: 30 -40% (depending on choice of single or group presentation)

Typical Text(s) and Resource Materials (if you require more space, please download Text(s) and Resource Materials supplemental form):

	<u>Required</u>	<u>Author Surname, Initials</u>	<u>Title</u>	<u>Current Edition</u>	<u>Place of Publication</u>	<u>Published</u>	<u>Chapter(s) Covered</u>
1.	x	Manley, Smith, McMinn-Reyna, Prévost	<i>Horizons</i>	x	USA	2019	
2.	x		MindTap online resources for <i>Horizons</i>	x			
3.	x		a good English-French/French-English Dictionary	<input type="checkbox"/>			
4.	x		a good verb conjugation guide, ie: L'art de conjuguer	<input type="checkbox"/>			
5.	<input type="checkbox"/>			<input type="checkbox"/>			

Course Outline Contact Person: Franziska Birker

Other Pertinent Information Relevant to Transfer: textbook and course align with the requirements for A1.2 level

For more information on BC Transfer System Instructor qualification standards, go to bccat.ca/articulation/qualification.cfm

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the course revision: FREN 105 Beginners' French as recommended by the CPRC – AFP:

FREN 105 – 3 – 3 **Beginners' French**

Course revision:

- Calendar description

Rationale:

To clarify course structure so that it reflects its alignment with the Council of Europe's Common European Framework of Reference for Languages (CEFRL) and the levels of the DELF diplomas.

Calendar description:

Existing:

This course is for students who have not completed grade 11 French or equivalent. Activities are designed to develop skills in reading, writing, speaking and listening. Students are required to complete individual and group assignments outside of scheduled class hours.

Proposed:

This course is for beginners and students who have not completed grade 11 French or equivalent.

Activities are designed to develop communicative skills in reading, writing, speaking and listening.

Successful completion of Fren 105 corresponds to the first half of the DELF A1 level.

Students are required to complete individual and group assignments outside of scheduled class hours.

Students with credit for FREN 110 cannot take FREN 105 for further credit. (3,0,0)

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the course revision: FREN 111 Introductory French I as recommended by the CPRC – AFP:

FREN 111 – 3 – 3 Introductory French I

Course revision:

- **Course code – new code – FREN 107**
- **Calendar description**
- **Prerequisites**
- **Content**

Rationale:

- to clarify course structure so that it reflects its alignment with the Council of Europe' s Common European Framework of Reference for Languages (CEFR) and the levels of the DELF diplomas
- to make the sequence and course numbering clearer than it currently is

Calendar description:

Existing:

This course is for students who have completed grade 11 French or FREN 105 or equivalent. Students will practice writing, reading, speaking and listening to French. Students are required to complete individual and group assignments outside of scheduled class hours. (3,0,0)

Proposed:

This course is for students who have completed grade 11 French or FREN 106 or equivalent. Students will continue to develop communicative skills in reading, writing, speaking and listening. Successful completion of FREN 107 corresponds to the first half of the DELF A2 level.

Students are required to complete individual and group assignments outside of scheduled class hours. Formerly FREN 111 - Students with credit for FREN 111 cannot take FREN 107 for further credit. (3,0,0)

Prerequisites:

Existing	Proposed
French 11 or FREN 105 (+ suggested FREN 102)	FREN 106

Content:

The Department is organizing and renumbering some of its introductory French courses for the sake of clarity, and in order to clarify that the content aligns with the current CEFR standards.

The Conditional mood and the future tense are now studied in Fren 107.

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the course revision: FREN 121 Introductory French II as recommended by the CPRC – AFP:

FREN 121 – 3 – 3 Introductory French II

Course revision:

- **Course code – new code – FREN 108**
- **Calendar description**
- **Prerequisites**
- **Content**

Rationale:

- to clarify course structure so that it reflects its alignment with the Council of Europe' s Common European Framework of Reference for Languages (CEFR) and the levels of the DELF diplomas
- to make the sequence and course numbering clearer than it currently is

Calendar description:

Existing:

This course is a continuation of FREN 111. (3,0,0)

Proposed:

This course is for students who have completed FREN 107 or equivalent. Students will continue to develop communicative skills in reading, writing, speaking and listening. Successful completion of FREN 108 corresponds to the second half of the DELF A2 level.

Students are required to complete individual and group assignments outside of scheduled class hours. Formerly FREN 121 - Students with credit for FREN 121 cannot take FREN 108 for further credit. (3,0,0)

Prerequisites:

Existing	Proposed
FREN 111	FREN 107

Content:

The Department is organizing and renumbering some of its introductory French courses for the sake of clarity, and in order to clarify that the content aligns with the current CEFR standards.

The use of the subjunctive mood compared to an infinitive construction or imperatives is examined in greater detail than before.

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the course deletion: FREN 102 Oral Expression II as recommended by the CPRC – AFP:

FREN 102 – 3 – 3 Oral Expression II

Course deletion

Rationale:

The Department is planning to replace FREN 102 with a new course, FREN 106, which will be a better fit for a second-semester Beginners' French course.

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the course revisions: POLI 202 Women and Politics; POLI 204 Canadian Environmental Policy; POLI 206 Religion and Politics; POLI 210 Canada and the United States; POLI 211 Comparative Government; POLI 220 The Politics of Human Rights; POLI 221 Global Politics; POLI 222 Global Political Economy; and POLI 240 Contemporary Political Ideologies as recommended by the CPRC – AFP:

POLI 202 – 3 – 3	Women and Politics
POLI 204 – 3 – 3	Canadian Environmental Policy
POLI 206 – 3 – 3	Religion and Politics
POLI 210 – 3 – 3	Canada and the United States
POLI 211 – 3 – 3	Comparative Government
POLI 220 – 3 – 3	The Politics of Human Rights
POLI 221 – 3 – 3	Global Politics
POLI 222 – 3 – 3	Global Political Economy
POLI 240 – 3 – 3	Contemporary Political Ideologies

Course revision:

- **Prerequisites**

Rationale:

POLI 202:

a) Elimination of WMST 100: WMST subject code should be replaced by GSWS.

b) Prerequisite Changes:

i) The department decided to revise the prerequisites of its 200 and 300 level courses in order to update and harmonize them with other post-secondary institutions in the province, and to ensure consistency among upper level POLI course offerings.

ii) Harmonization of POLI and GSWS prerequisites.

POLI 204, 206, 210, 211, 220, 221, 222, 241:

The department decided to revise the prerequisites of its 200 and 300 level courses in order to update and harmonize them with other post-secondary institutions in the province, and to ensure consistency among upper level POLI course offerings.

Prerequisites:

	Existing	Proposed
POLI 202	POLI 101 or WMST 100 or GSWS 100 or second-year standing	Three credits of political science or three credits of GSWS 100 or second- year standing

POLI 204	Second-year standing	Three credits of political science or second year standing
POLI 206	-	Three credits of political science or second year standing
POLI 210	Second-year standing	Three credits of political science or second year standing
POLI 211	Second-year standing	Three credits of political science or second year standing
POLI 220	POLI 101 or second-year standing	Three credits of political science or second year standing
POLI 221	Second-year standing	Three credits of political science or second year standing
POLI 222	Second-year standing	Three credits of political science or second year standing
POLI 240	Second-year standing	Three credits of political science or second year standing

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the course revision: POLI 219 Canadian Public Administration as recommended by the CPRC – AFP:

POLI 219 – 3 – 3 Canadian Public Administration

Course revision:

- **Calendar description**
- **Prerequisites**

Rationale:

i) Prerequisite: The department decided to revise the prerequisites of its 200 and 300 level courses in order to update and harmonize them with other post-secondary institutions in the province, and to ensure consistency among upper level POLI course offerings.

ii) Course description: Current course description does not explicitly state the role and function of the three levels of government in Canadian public administration.

Calendar description:

Existing:

This course introduces students to the theory and practice of public administration and the machinery of government in Canada. Topics covered include the structures and processes of government bureaucracies, key components and concepts of modern public sector administration and the changing roles Canadian bureaucrats play in policy formulation and implementation processes.

Proposed:

This course introduces students to the theory and practice of public administration and the machinery of government in Canada at three levels: federal, provincial and municipal. Topics covered include the structures and processes of government bureaucracies, key components and concepts of modern public sector administration and the changing roles Canadian bureaucrats play in policy formulation and implementation processes at each level of government.

Prerequisites:

Existing	Proposed
Second-year standing	Three credits of political science or second year standing

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the course revisions: POLI 326 Politics of the Middle East; POLI 339 Sustainable Development; and POLI 346 Institutions of Global Governance as recommended by the CPRC – AFP:

POLI 326 – 3 – 3 Politics of the Middle East
POLI 339 – 3 – 3 Sustainable Development
POLI 346 – 3 – 3 Institutions of Global Governance

Course revisions:

- **Prerequisites**

Rationale:

The department decided to revise the prerequisites of its 200 and 300 level courses in order to update and harmonize them with other post-secondary institutions in the province, and to ensure consistency among upper level POLI course offerings.

Prerequisites:

	Existing	Proposed
POLI 326	6 credits of POLI or third-year standing	Six credits of political science or third-year standing. Of the six credits POLI required, three credits can be taken concurrently.
POLI 339	6 credits of POLI or third-year standing	Six credits of political science or third-year standing. Of the six credits POLI required, three credits can be taken concurrently.
POLI 346	6 credits of POLI or third-year standing	Six credits of political science or third-year standing. Of the six credits POLI required, three credits can be taken concurrently.

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the course revision: CRIM 220 The Politics of Human Rights as recommended by the CPRC – AFP:

CRIM 220 – 3 – 3 The Politics of Human Rights

Course revision:

- **Prerequisites**

Rationale:

Political Science department decided to revise the prerequisites of its 200 and 300 level courses in order to update and harmonize them with other post-secondary institutions in the province, and to ensure consistency among upper level POLI course offerings. CRIM 220 as a cross-listed course needed to be revised as well.

Prerequisites:

Existing	Proposed
POLI 101 or second-year standing	Three credits of political science or second year standing

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the course revision: GSWS 202 Women and Politics as recommended by the CPRC – AFP:

GSWS 202 – 3 – 3 Women and Politics

Course revision:

- **Prerequisites**

Rationale:

a) Elimination of WMST 100: WMST subject code should be replaced by GSWS.

b) Prerequisite Changes:

- i) The department decided to revise the prerequisites of its 200 and 300 level courses in order to update and harmonize them with other post-secondary institutions in the province, and to ensure consistency among upper level POLI course offerings.
- ii) harmonization of POLI and GSWS prerequisites

Prerequisites:

Existing	Proposed
POLI 101 or WMST 100 or GSWS 100 or second-year standing	Three credits of POLI or three credits of GSWS 100 or second-year standing

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the new course: ECON 251 Economic Data: Prediction, Analysis and Presentation as presented:

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:

This course will provide an overview the data economy and econometrics - the application of economic models using data to test hypotheses. 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.

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	
<p>This course will discuss data and the economy and provide an overview of econometrics – the application of economic models using data to develop theories and test hypotheses. We will learn about the data economy and how it may impact the future of economies, review analysis and prediction techniques using economic data and learn how to display information for effective decision making. We will also develop the skills in Microsoft Excel to work with data.</p>	

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.

An introduction to econometrics

Week 3

Using data to understand relationships and develop economic theory is important for making informed decisions. As more organizations collect information, the need to turn data into useable knowledge is increasing. 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 econometrics and how it can be used.

Defining the problem and the process

Week 4

Effective economic analysis and theory development begin with a good question. In this section we will discuss how to define a problem in the form of a question and review the framework used to attempt to solve the problem.

Learning Outcome: Be able to explain the scientific method.

Validating and exploring data

Weeks 5 - 6

With the problem 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 to ensure the data is authentic, check attributes of data sets to ensure data is correct, and validate data samples with external sources to ensure it represents the population.

Learning Outcomes:

1. Be able to explain why validating data is important and how you can ensure the data is authentic.
2. Be able to exhibit skills to sort and manipulate data using Microsoft Excel.

Building 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 a model to develop or test a theory.

Learning Outcome: Be able to explain how to build an economic model using data.

Predicting with models

Weeks 9 - 10

Economic models and theory are often used to estimate the future. In this section we review the process to develop a predictive model and discuss the various metrics to understand how accurate the estimates are.

Learning Outcome: Be able to explain how to build an economic prediction model.

Interpreting your results

Week 11

Interpretation is a continuous part of the process of developing and refining a theory and/or model. 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 ensure your results reflect the population and the relationships involved in the question being asked. From here, we will then determine the meaning of the information analyzed and the implications of the results.

Learning Outcome: Be able to explain the meaning of the results of a model.

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 information in an unbiased 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.

Econometrics (required text)

1. 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.

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

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

Appendix 5.2

Curriculum recommended by Continuing Studies

Motion: That Education Council approves the program revision: Basic Accounting Certificate as recommended by Continuing Studies and the CPRC – BUS:

Program revision:

- Revision of courses
- Delivery format

Rationale:

The Basic Accounting Certificate has run successfully at all of the Okanagan College campuses for many years but the program has not seen any revisions for a significant amount of time. The program has not been reviewed for so long that the original set of course outlines can't be located. Over time, campuses have been using a different outline and a consistent outline is required for the certificate. There has also been multiple requests from students to put the certificate online.

Revision of courses:

BAC 11	
Existing	<p>BAC 11 – Introduction to Accounting Level 1 33 Hours</p> <p><i>This course covers accounting concepts, generally accepted accounting principles, and the rules of debit and credit including the accounting equation. The material covers the accounting cycle for a service business, using the general journal to record transactions, posting to the general ledger, and completing the accounting cycle. Also covered is preparing month and year-end adjustments, closing the books at year-end and the preparation of financial statements.</i></p> <p>Learning Outcomes By the end of this course the student should be able to:</p> <ul style="list-style-type: none"> • • <p>Student Assessment Quiz Part One Quiz Part Two Research Essay Final Exam</p> <p style="text-align: right;">TOTAL 100%</p>
Proposed	<p>BAC 11 – Introduction to Accounting Level 1 33 Hours</p> <p>This course introduces basic accounting concepts, the rules of debits and credits, and the accounting equation. Students will learn to complete an accounting cycle for a service business, which includes recording transactions to the general journal and general ledger; preparing formal financial statements; and completing month- and year-end adjustment entries.</p> <p>Learning Outcomes By the end of this course the student should be able to:</p> <ul style="list-style-type: none"> • Describe accounting, its uses and users. • Describe the information, principles and assumptions used to create formal financial statements. • Record transactions in the general journal and post to the general ledger. • Prepare a trial balance from the general ledger. • Identify, prepare, journal, and post adjusting entries and prepare an adjusted trial balance. • Prepare formal financial statements. • Identify, journal, and post closing entries and prepare a post-closing trial balance. <p>Resources: Student Assessment Assignments 50%</p>

	Final Exam	50%
	TOTAL	100%
RATIONALE FOR CHANGE		
Over the years, the course outline for BAC 11 evolved at each campus resulting in three different course outlines with different learning outcomes. The course description was consistent across campuses, but the learning outcomes and assessment varied. The proposed learning outcomes and assessment are the result of each campus reviewing their outlines and agreeing on an outline based on feedback from instructors, stakeholders and the Business Department.		

	BAC 12	
Existing	BAC 12 – Introduction to Accounting Level 2	
	<i>This course introduces specialized journals, including the combination journal, and the use of sub-ledgers to track customers and vendors for a merchandising business. Topics include inventory concepts, GST and sales tax, internal control of cash, bank reconciliations, petty cash and preparing payroll.</i>	
	Learning Outcomes	
	By the end of this course the student should be able to:	
	<ul style="list-style-type: none"> • • 	
	Student Assessment	
	Quiz Part One	
	Quiz Part Two	
	Research Essay	
	Final Exam	
	TOTAL	100%

Proposed	BAC 12 – Introduction to Accounting Level 2	33 Hours
	This course introduces specialized journals and subsidiary ledgers to track customers and vendors in a merchandising business. Topics also include inventory valuation, sales taxes, bank reconciliations, petty cash and accounting for payroll.	
	Learning Outcomes	
	By the end of this course the student should be able to:	
	<ul style="list-style-type: none"> • Determine inventory values and cost of goods sold using different valuation methods. • Process daily business transactions for a merchandising company with sales tax using special journals and subsidiary ledgers. • Process journal entries and government remittances and other liabilities pertaining to payroll. • Establish, maintain and replenish a petty cash fund. • Prepare bank reconciliations along with adjusting journal entries. 	
	Resources:	
	Student Assessment	
	Assignments	50%
	Final Exam	50%
	TOTAL	100%

RATIONALE FOR CHANGE		
Over the years, the course outline for BAC 12 evolved at each campus resulting in three different course outlines with different learning outcomes. The course		

	description was consistent across campuses, but the learning outcomes and assessment varied. The proposed learning outcomes and assessment are the result of each campus reviewing their outlines and agreeing on an outline based on feedback from instructors, stakeholders and the Business Department.
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Delivery format:

Existing	Proposed
In person	In person and online

Implementation date: January 2021

Cost: N/A

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

Appendix 5.3

Curriculum recommended by the CPRC - BUS

Motion: That Education Council approves the new course: BUAD 115 Introduction to Tourism as recommended by the CPRC – BUS:

BUAD 115 – 3 – 3 Introduction to Tourism

New course

Rationale:

This was an existing course (BUAD 206) that was deleted and replaced with TOUR 105. However, this "BUAD" course is required for Business students completing the diploma and BBA. In particular, diploma students are required to complete 36 mandatory courses, 12 business electives, and twelve further business or non-business electives. For some business students, BUAD 115 is required as one of the "12 business electives". This course is being reintroduced at the appropriate 100 level.

Calendar description:

This course provides students with an understanding of the complex nature of tourism including economic, environmental and social impacts. Topics include: components of the tourism industry; linkages between tourism and hospitality; the size, scope and infrastructure of the tourism industry; trends and issues in the industry; travel motivators; career opportunities and the role of management. This course is also being offered as TOUR 105. Students with credit for BUAD 206 or TOUR 105 may not take BUAD 115 for credit.

Course outline:

Course Number:	BUAD 115
Course Title:	INTRODUCTION TO TOURISM
Credits:	3
Calendar Description:	This course provides students with an understanding of the complex nature of tourism including economic, environmental and social impacts. Topics include: components of the tourism industry; linkages between tourism and hospitality; the size, scope and infrastructure of the tourism industry; trends and issues in the industry; travel motivators; career opportunities and the role of management.
Semester and Year:	FALL 2020
Prerequisite(s):	No
Corequisite(s):	No
Prerequisite to:	TOUR 200, BUAD 351 and BUAD 358
Final Exam:	Yes
Hours per week:	3
Graduation Requirement:	
Substitutable Courses:	No
Transfer Credit:	

Special Notes: This course is also offered as TOUR 105. Students with credit for TOUR 105 or BUAD 206 cannot take BUAD 115 for additional credit

Originally Developed: 2018

EDCO Approval:

Chair's Approval:

Professors

Name	Phone number	Office	Email
<i>Dan Allen</i> <i>Course Captain</i>	250-762-5445 ext. 4378	K: 216H R: 108H	dallen@okanagan.bc.ca

Learning Outcomes

Upon completion of this course students will be able to

- discuss the structure, current trends and importance of the eight sectors of the tourism industry.
- describe the common components of tourism such as the theories of travel, travel motivations and tourism planning and development.
- describe the tourism sector's economic, environmental, and cultural impact.
- investigate the various organizations and associations related to the tourism sector.
- discuss key issues facing the future of the tourism industry both in Canada and around the world.

This course will cover the following content:

- History and Overview
- Transportation
- Accommodation
- Food and Beverage
- Recreation
- Entertainment
- Travel Services
- Services Marketing
- Customer Service
- Risk Management and Legal Liability
- Environmental Stewardship
- Indigenous Tourism
- Globalization and Trends

Evaluation Procedure

I.R.A. Journals and One Page Essays	20%
Research Project & Presentation	40%
Term Work	10%
Midterm and Final Exams	30%
Total	100%

Notes

- Insights Resources and Application (I.R.A): (Individual Online Activity) 10%

- Students will be responsible for submitting an I.R.A. journals of between 300 and 400 words during the term. Students will also be required to comment on two I.R.A. entries from other students in the class.
- One Page Essay Assignments (Individual Online Activity) 10%
 - These exercises are designed to improve your critical thinking skills and your analytical writing abilities. For each theory assigned, you must write a one-page essay, due on the day indicated on the Moodle drop box provided. Students will also be required to comment on two I.R.A. entries from other students in the class.
- Research Paper: (Team Independent Study Activity) 40%
 - See the project brief under the Research Project icon in Moodle for complete details and marking rubric.
 - This paper is to be no more than 2,500 words, approximately 10 double-spaced word processed pages, excluding Title Page, Bibliography, and Appendices.
 - You are to select a subject that you want to learn about in Tourism (Suggestions will be provided under the Research Project icon in Moodle).
 - Mark Distribution:
- Project Proposal 5%
- Research Paper 25%
- Presentation 10%
 - A 10% reduction of the maximum possible mark will be imposed for each day that the work is late (including due date) to a maximum of 5 days late.
 - No work will be accepted after 5 calendar days have passed from the due date.
 - All submitted work should indicate clear comprehension of the business communication courses that have been undertaken and marks will be deducted up to 20% for spelling, grammatical and organizational errors.
- Midterm and Final Exam: 30%
 - These activities can be any combination of key term definitions, short answer and short essay questions, case studies.
 - Assignment activities and research topics are eligible material for the exams.
 - The midterm exam is worth 15%, and your final exam is worth 15% of your final grade.

YOU MUST ACHIEVE A PASSING AVERAGE BETWEEN THE MIDTERM EXAM AND THE FINAL EXAM TO RECEIVE CREDIT IN THE COURSE

Required Texts/Resources

Introduction to Tourism and Hospitality in BC by Morgan Wescott, Editor. This Open Source Book can be downloaded for free from: <http://opentextbc.ca/introtourism/>

Example Course Schedule

Date	Topic	Text
Week of:	Wednesday, Sept 4 - Classes Start Monday, October 14 – Thanksgiving (no classes) Monday, November 11 – Remembrance Day (no classes) Wednesday, December 4 – Last Day of Regular Classes	
1	Course and Cohort Introductions History and Overview	Ch 1
2	Transportation Accommodation Term Work Activity	Ch 2 Ch 3
3	Food and Beverage Services One Page Essay 1	Ch 4
4	Recreation Research Project Topic (approved by professor)	Ch 5
5	Entertainment I.R.A. Journal 2	Ch 6

6		Project Meetings with Professor (via Skype/Facetime) Project Proposal Due Midterm Exam	(Ch 1 to 7)
7		Travel Services Term Work Activity	Ch 7
8		Services Marketing One Page Essay 2	Ch 8
9		Customer Service One Page Essay 3	Ch 9
10		Risk Management and Legal Liability Term Work Activity	Ch 10
11		Environmental Stewardship One Page Essay 4	Ch 11
12		Aboriginal Tourism One Page Essay 5	Ch 12
13		Back to the Big Picture: Globalization and Trends Research Report Due	Ch 14
14		Presentations I.R.A. Journal 3	
Dec	7-18	Final Exam Period	(Ch 8-12 & 14)

This outline is a guideline only. It is subject to change by the professor.

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the course revision: **BUAD 351 Tourism Planning and Development** as recommended by the CPRC – BUS:

BUAD 351 – 3 – 3 Tourism Planning and Development

Course revision:

- **Prerequisites**

Rationale:

Update prerequisites to include BUAD 115 or TOUR 105 or BUAD 206. This change is a result of the cross-listing request for new course BUAD 115 and current course TOUR 105 replacing BUAD 206. (The previous BUAD 206 course deletion is being held by the Registrar and will be in effect once the new course and cross-listing is approved.)

Prerequisites:

Existing	Proposed
BUAD 206 or BUAD 230	TOUR 105 or BUAD 115 or BUAD 206 or BUAD 230

Implementation date: May 2020

Cost: N/A

Motion: That Education Council approves the course revision: **BUAD 358 Global Trends in Tourism and Hospitality** as recommended by the CPRC – BUS:

BUAD 358 – 3 – 3 Global Trends in Tourism and Hospitality

Course revision:

- **Prerequisites**

Rationale:

Update prerequisites to include BUAD 115 or TOUR 105 or BUAD 206.

Prerequisites:

Existing	Proposed
BUAD 206	BUAD 115 or TOUR 105 or BUAD 206

Implementation date: May 2020

Cost: N/A

Motion: That Education Council approves the course revision: TOUR 105 Introduction to Tourism as recommended by the CPRC – BUS:

TOUR 105 – 3 – 3 Introduction to Tourism

Course revision:

- **Calendar description**
- **Cross-listing**

Rationale:

The revised course description supports the new BUAD 115 and TOUR 105 cross-listed course offering. TOUR 105 will also be offered as BUAD 115. Students with credit in TOUR 105 cannot take BUAD 115 or BUAD 206 for additional credit. BUAD 206 is scheduled for removal and is equivalent to BUAD 115 and TOUR 105.

Calendar description:

Existing:

This course provides students with an understanding of the complex nature of tourism including economic, environmental and social impacts. Topics include: components of the tourism industry; linkages between tourism and hospitality; the size, scope and infrastructure of the tourism industry; trends and issues in the industry; travel motivators; career opportunities and the role of management. Students with credit for BUAD 206 cannot take TOUR 105 for additional credit.

Proposed:

This course provides students with an understanding of the complex nature of tourism including economic, environmental and social impacts. Topics include: components of the tourism industry; linkages between tourism and hospitality; the size, scope and infrastructure of the tourism industry; trends and issues in the industry; travel motivators; career opportunities and the role of management. This course is also offered as BUAD 115. Students with credit for BUAD 206 cannot take TOUR 105 or BUAD 115 for additional credit.

Cross-listing:

BUAD 115

Implementation date: May 2020

Cost: N/A

Motion: That Education Council approves the course revision: TOUR 200 Tourism Sector Study as recommended by the CPRC – BUS:

TOUR 200 – 6 – 6 Tourism Sector Study

Course revision:

- **Prerequisites**

Rationale:

This change removes the Tourism Management diploma (TMD) reference from Second Year Standing and add s BUAD 115 to the list of prerequisites. The second year standing is no longer specific to the TMD program and BUAD 115 is a new course cross-listed with TOUR 105.

Prerequisites:

Existing	Proposed
Second year standing in the Tourism Management Diploma and TOUR 105, BUAD 123, CMNS 112, AND MATH 114.	Second year standing, BUAD 123, CMNS 112, MATH 114, and TOUR 105 or BUAD 115 or BUAD 206

Implementation date: May 2020

Cost: N/A

Motion: That Education Council approves the course revision: TOUR 209 Tourism Law as recommended by the CPRC – BUS:

TOUR 209 – 3 – 4 Tourism Law

Course revision:

- **Prerequisites**

Rationale:

This course revision is to correct prerequisite inconsistencies. TOUR 209 should have the same prerequisites as BUAD 209 Business Law which are: BUAD 123 and 2nd year standing or admission to the Culinary Management Diploma. This revision is to ensure consistency between equivalent courses. Students with credit for BUAD 209 may not take TOUR 209 for credit.

Prerequisites:

Existing	Proposed
-	BUAD 123 and 2nd year standing or admission to the Culinary Management Diploma

Implementation date: May 2020

Cost: N/A

Motion: That Education Council approves the new course: BUAD 460 Investing in Financial Situations as recommended by the CPRC – BUS:

BUAD 460 – 3 – 3 Investing in Financial Institutions

New course

Rationale:

This has been offered as a selected topic for three years. Continued interest and high enrollment supports the transition to a permanent course in the Finance Specialty of the BBA. Current enrollment for the W20 term is 23 students. This course fits well with the CFA learning outcomes and is a unique course offering. It would thoroughly prepare the students for employment in Corporate Finance and with Financial Institutions. **Calendar description:**

The focus of this course is investment analysis and valuation of financial institutions (FI's) such as banks, insurance companies, and asset management firms, both domestic and international. It provides key insights of FI's strategic positioning, product mix and risk management practices. It develops comprehensive quantitative models for financial analysis, forecasting and valuation of FI shares. In addition, the course reviews the evolution of the regulatory framework for FI's in Canada and globally.

Course outline:

Course Number:	BUAD 460
Course Title:	INVESTING IN FINANCIAL INSTITUTIONS
Credits:	3
Calendar Description:	The focus of this course is investment analysis and valuation of financial institutions (FI's) such as banks, insurance companies, and asset management firms, both domestic and international. It provides key insights of FI's strategic positioning, product mix and risk management practices. It develops comprehensive quantitative models for financial analysis, forecasting and valuation of FI shares. In addition, the course reviews the evolution of the regulatory framework for FI's in Canada and globally.
Semester and Year:	FALL 2020

Prerequisite(s):	BUAD 350 and minimum fourth-year standing
Corequisite(s):	No
Prerequisite to:	No
Final Exam:	Yes
Hours per week:	3
Graduation Requirement:	Elective – BBA, Finance
Substitutable Courses:	No
Transfer Credit:	No
Special Notes:	
Originally Developed:	Fall 2017
EDCO Approval:	
Chair's Approval:	

Professors

Name	Phone	Office	Email
Elena Mitropolsky <i>Course Captain</i>	250-762-5445	K: C143	emitropolsky@okanagan.bc.ca

Learning Outcomes

Upon completion of this course students will be able to

- analyze investment potential of FI's such as banks, insurers, and asset managers based on their business models, strategic positioning, product portfolios, financial statements and stock performance.
- develop expert valuation tools and models for financial institutions
- critique FI's risk management processes and their effectiveness.
- discuss the unique and essential role of FI' in the Canadian and world economies, and the importance of proper regulation.

Course Objectives

This course will cover the following content:

- See weekly schedule

Evaluation Procedure

Individual Project	20%
Group Project and Presentation	25%
Participation and contribution	10%
Case Study	15%
Final Exam*	30%
Total	100%

Notes

In order to pass this course, the student must obtain a weighted average of 50% or higher on final exam.
There will be no make-up or supplementary exams/quizzes. Class attendance is required and active class participation/contribution are expected.
Course Format: Lectures, in-class discussions, case studies, reading assignments, individual project, group presentations and a comprehensive final exam.
Individual Project: Each student will submit an investment research report on an assigned financial institution.
Case Study: Each group will be assigned a case to analyze and discuss in class. Case Pack: It is mandatory that each student should purchase his/her own case pack directly from Ivey, due to copyright requirements. Instructions on how to purchase your case pack will be provided in the first class, and will be posted on Moodle. Please keep your receipts in case Ivey asks to see them.
Group Project: Each group will be assigned a bank to analyze for portfolio investment purposes. The deliverables include an investment presentation to the class, and an Excel model to be submitted and used during presentation.

Required Texts/Resources

A Custom Case Pack
Other required readings will be posted on Moodle
Lecture slides will be posted on Moodle

Course Schedule

Date		Topic
Week of:		Monday, January 6 - Classes Start Monday, February 17 – Family Day (no classes) Tuesday, February 18 - Friday, February 21 – Reading Week (no classes) Thursday, April 9 – Last Day of Regular Classes
Jan	7	Introduction Review of main types of financial institutions and their functions and roles: banks, insurance companies, asset managers Reading: Note on How to Analyze a Bank Reading: Monetary Policy and Bank Supervision
	14	Banks: history and present, how Canadian banks measure within the global landscape and why Analysis of banks' business models and products Review of banks' financial statements
	21	Banks' financial ratio analysis and forecasting Building a financial model to value a bank Case 1: Wells Fargo
	28	Financial crisis 2007/2008 and its impact on the banks Regulation of the banking sector pre and post financial crisis Understanding Risk-Weighted Assets (RWA) Case 2: Deutsche Bank and the Road to Basel 3
Feb	4	Credit risk, Interest Rate Risk, Operational Risk Reading: Spitzer
	11	Case 3: Comerica Case 4: Standard Chartered
	18	No classes: READING BREAK (<i>Feb 12 to 16 – no classes</i>)
	25	Group Presentations
Mar	4	Property and casualty insurance (P&C): business model, products, understanding the cycle Reading: Note on the Insurance Industry Reading: Lemonade
	11	Analysis of P&C financial statements Valuation of P&C
	18	Life insurance companies (lifecos): business model, products Lifecos' risk factors and risk management, regulation Reading: US Life Insurance Industry
	25	Asset Managers: business model, products, fiduciary responsibility
Apr	1	Analysis and valuation of a mutual fund company
	8	Individual report due Review
Apr	14-24	Final Exam Period (Final Exam)

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the course revision: BUAD 344 Marketing Analytics and Data Analysis

BUAD 344 – 3 – 3 Marketing Analytics and Data Analysis

Course revision:

- Prerequisites

Rationale:

Many students currently taking the Post Baccalaureate in Marketing and Data Analytics require a prerequisite waiver for BUAD 344 because they do not have the approved statistics prerequisites. This group of students take STAT 230 as part of their programming. Upon consultation with the Chair of Math as well as professors who currently teach BUAD 344 it was determined that STAT 230 would more than cover the statistical learning outcomes to prepare the students for BUAD 344.

Prerequisites:

Existing	Proposed
· BUAD 210 · STAT 121 or STAT 124	· BUAD 210 · STAT 121 or STAT 124 or STAT 230

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the program revision: Bachelor of Business Administration – Finance Specialty as recommended by the CPRC – BUS:

Program revision:

- Addition of courses

Rationale:

Selected Topics BUAD 468 Investing in Financial Institutions has been offered for three years with continued interest and high enrollment. It is now being added to the BBA Finance Specialty as elective BUAD 460 Investing in Financial Institutions.

Addition of courses:

BUAD 460

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the program revision: Bachelor of Business Administration – Tourism and Hospitality Management Specialty as recommended by the CPRC – BUS:

Program revision:

- Addition of courses
- Revision of courses
- Program outline

Rationale:

BUAD 206 will officially be deleted May 2020, however it is still part of the program outlines for the Business Studies Cert, Business Admin diploma and BBA degree - Tourism and Hospitality Management specialty/option. This program revision is to add BUAD 115 or BUAD 206 or TOUR 105 as course equivalents within the Program Outlines for the Business Studies Cert, Business Admin. diploma and BBA degree - Tourism and Hospitality Management specialty/option.

Addition of courses:

BUAD 115 and TOUR 105

Revision of courses:

TOUR 105

Program outline:

Bachelor of Business Administration - Tourism and Hospitality Management Specialty	
Students must complete a minimum of 120 credit hours as prescribed below:	
Existing Profile	Proposed Profile
BUAD 111 Financial Accounting I	BUAD 111 Financial Accounting I

BUAD 116 Marketing	BUAD 116 Marketing
BUAD 123 Management Principles	BUAD 123 Management Principles
BUAD 128 Computer Applications I	BUAD 128 Computer Applications I
BUAD 195 Financial Management	BUAD 195 Financial Management
BUAD 209 Business Law	BUAD 209 Business Law
BUAD 262 Organizational Behaviour	BUAD 262 Organizational Behaviour
BUAD 264 Management Accounting	BUAD 264 Management Accounting
BUAD 269 Human Resources Management	BUAD 269 Human Resources Management
BUAD 315 Management Science	BUAD 315 Management Science
BUAD 425 Business and Canadian Government Policy	BUAD 425 Business and Canadian Government Policy
BUAD 340 Strategic Management I	BUAD 340 Strategic Management I
BUAD 293 Entrepreneurship or BUAD 272 Business	BUAD 293 Entrepreneurship or BUAD 272 Business
Plus:	Plus:
CMNS 112 Professional Writing I	CMNS 112 Professional Writing I
CMNS 122 Professional Writing II	CMNS 122 Professional Writing II
MATH 114 Business Mathematics	MATH 114 Business Mathematics
STAT 124 Business Statistics	STAT 124 Business Statistics
ECON 115 Principles of Microeconomics	ECON 115 Principles of Microeconomics
ECON 125 Principles of Macroeconomics	ECON 125 Principles of Macroeconomics
PHIL 350 Business Ethics	PHIL 350 Business Ethics
21 credits of Business electives at the 300 level or	21 credits of Business electives at the 300 level or
15 credits of Business electives at the 100 level or	15 credits of Business electives at the 100 level or
12 credits of Business or non-business electives at the 300 level or higher	12 credits of Business or non-business electives at the 300 level or higher
3 credits of Business or non-business electives at the 100 level or higher	3 credits of Business or non-business electives at the 100 level or higher
9 credits of non-business electives at the 100 level or	9 credits of non-business electives at the 100 level or
Note	Note
*With permission of the department other MATH or STAT courses may be substituted. STAT 121 is an approved substitute for STAT 124.	*With permission of the department other MATH or STAT courses may be substituted. STAT 121 is an approved substitute for STAT 124.
**With permission of the department other CMNS or ENGL courses may be substituted. Six credits of CMNS or ENGL are required for graduation, but nine credits are strongly recommended.	**With permission of the department other CMNS or ENGL courses may be substituted. Six credits of CMNS or ENGL are required for graduation, but nine credits are strongly recommended.
Non-business electives must be part of a diploma or degree program.	Non-business electives must be part of a diploma or degree program.
Tourism and Hospitality Management Specialty	Tourism and Hospitality Management Specialty
While satisfying all the requirements outlined above for the Bachelor of Business Administration degree, students must include the following courses in their Business elective choices to specialize in Tourism and Hospitality Management:	While satisfying all the requirements outlined above for the Bachelor of Business Administration degree, students must include the following courses in their Business elective choices to specialize in Tourism and Hospitality Management:
BUAD 206 The Business of Tourism	BUAD 115 Introduction to Tourism or BUAD 206 or TOUR 105
BUAD 215 Restaurant Management	BUAD 215 Restaurant Management
BUAD 220 Hotel Management	BUAD 220 Hotel Management

BUAD 230 Wine and Culinary Tourism	BUAD 230 Wine and Culinary Tourism
Plus four of:	Plus four of:
BUAD 308 Multicultural Management	BUAD 308 Multicultural Management
BUAD 332 Selected Topics: Tourism and Hospitality	BUAD 332 Selected Topics: Tourism and Hospitality
BUAD 432 Selected Topics: Tourism and Hospitality	BUAD 432 Selected Topics: Tourism and Hospitality
BUAD 351 Tourism Planning and Development	BUAD 351 Tourism Planning and Development
BUAD 358 Global Trends in Tourism and Hospitality	BUAD 358 Global Trends in Tourism and Hospitality
BUAD 449 Sustainable Tourism and Stewardship	BUAD 449 Sustainable Tourism and Stewardship
Consider the following courses when selecting additional electives:	Consider the following courses when selecting additional electives:
BUAD 309 Social Entrepreneurship	BUAD 309 Social Entrepreneurship
BUAD 335 Electronic Commerce	BUAD 335 Electronic Commerce
BUAD 392 Adventure & Eco Tourism	BUAD 392 Adventure & Eco Tourism
BUAD 334 Events Planning	BUAD 334 Events Planning
BUAD 336 Services Design	BUAD 336 Services Design
BUAD 345 Consumer Behaviour	BUAD 345 Consumer Behaviour
BUAD 370 Leadership	BUAD 370 Leadership
BUAD 390 Properties Management	BUAD 390 Properties Management
BUAD 470 Customer Relationship Management	BUAD 470 Customer Relationship Management
Students who wish to specialize in Hospitality and Tourism Management must meet the specialty requirements listed below under <i>Hospitality and Tourism Management Specialty</i> . Students who only meet the basic requirements will continue to earn a general studies BBA.	Students who wish to specialize in Hospitality and Tourism Management must meet the specialty requirements listed below under <i>Hospitality and Tourism Management Specialty</i> . Students who only meet the basic requirements will continue to earn a general studies BBA.

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the program revision: Business Administration Diploma – Tourism and Hospitality Management Option as recommended by the CPRC – BUS:

Program revision:

- **Addition of courses**
- **Revision of courses**
- **Program outline**

Rationale:

BUAD 206 will officially be deleted May 2020, however it is still part of the program outlines for the Business Studies Cert, Business Admin diploma and BBA degree - Tourism and Hospitality Management specialty/option. This program revision is to add BUAD 115 or BUAD 206 or TOUR 105 as course equivalents within the Program Outlines for the Business Studies Cert, Business Admin. diploma and BBA degree - Tourism and Hospitality Management specialty/option.

Addition of courses:

BUAD 115 and TOUR 105

Revision of courses:

TOUR 105

Program outline:

Business Administration Diploma - Tourism and Hospitality Option	
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Existing Profile	Proposed Profile
<p>The Diploma in Business Administration consists of 60 credits. All students take 27 credits in core business foundation courses plus first-year courses in English, Mathematics and Economics (or BUAD 113). Students then select at least 12 credits out of 24 credits in electives from a specialty option of study. Options are available in Accounting, Financial Services, Hospitality Tourism Management, Human Resources Management, Management and Marketing. A General Studies option is also available to those who want to take elective courses from a variety of options.</p>	
First Year	First Year
BUAD 111 Financial Accounting I	BUAD 111 Financial Accounting I
BUAD 116 Marketing	BUAD 116 Marketing
BUAD 128 Computer Applications I	BUAD 128 Computer Applications I
CMNS 112 Professional Writing I	CMNS 112 Professional Writing I
MATH 114 Business Mathematics	MATH 114 Business Mathematics
BUAD 195 Financial Management	BUAD 195 Financial Management
BUAD 123 Management Principles	BUAD 123 Management Principles
And either:	And either:
BUAD 113 Canadian Business	BUAD 113 Canadian Business
or both:	or both:
ECON 115 Principles of Microeconomics	ECON 115 Principles of Microeconomics
ECON 125 Principles of Macroeconomics	ECON 125 Principles of Macroeconomics
And	And
BUAD 206 The Business of Tourism 105	BUAD 115 Introduction to Tourism or BUAD 206 or TOUR 105
Three (3) credits of Electives (non-business or business)	Three (3) credits of Electives (non-business or business)
Second Year	Second Year
BUAD 209 Business Law	BUAD 209 Business Law
BUAD 262 Organizational Behaviour	BUAD 262 Organizational Behaviour
BUAD 264 Management Accounting	BUAD 264 Management Accounting
BUAD 293 Entrepreneurship or BUAD 272 Business Simulation	BUAD 293 Entrepreneurship or BUAD 272 Business Simulation
Nine (9) credits of specific option electives (see below)	Nine (9) credits of specific option electives (see below)
Nine (9) credits of open electives (non-business or business)	Nine (9) credits of open electives (non-business or business)
Note:	Note:
(1) ECON 115 and ECON 125 may be substituted for BUAD 113 with three credits counting as required credits and three credits counting as elective credits.	(1) ECON 115 and ECON 125 may be substituted for BUAD 113 with three credits counting as required credits and three credits counting as elective credits.
While satisfying all the requirements outlined above for the Business Administration diploma, students must include the following courses in their elective choices to specialize in Tourism and Hospitality Management:	While satisfying all the requirements outlined above for the Business Administration diploma, students must include the following courses in their elective choices to specialize in Tourism and Hospitality Management:
BUAD 215 Restaurant Management	BUAD 215 Restaurant Management
BUAD 230 Wine and Culinary Tourism	BUAD 230 Wine and Culinary Tourism
BUAD 220 Hotel Management	BUAD 220 Hotel Management

Consider the following courses when selecting additional electives:	Consider the following courses when selecting additional electives:
BUAD 176 Professional Sales	BUAD 176 Professional Sales
BUAD 266 Advertising and Marketing Communications	BUAD 266 Advertising and Marketing Communications
BUAD 269 Human Resources Management	BUAD 269 Human Resources Management
BUAD 293 Entrepreneurship **if BUAD 272 Business Simulation completed as capstone	BUAD 293 Entrepreneurship **if BUAD 272 Business Simulation completed as capstone
BUAD 299 Conventions Management	BUAD 299 Conventions Management
BUAD 227 Selected Topics: Tourism and Hospitality	BUAD 227 Selected Topics: Tourism and Hospitality

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the program revision: Business Studies Certificate – Tourism and Hospitality Management as recommended by the CPRC – BUS:

Program revision:

- **Addition of courses**
- **Revision of courses**
- **Program outline**

Rationale:

BUAD 206 will officially be deleted May 2020, however it is still part of the program outlines for the Business Studies Cert, Business Admin diploma and BBA degree - Tourism and Hospitality Management specialty/option. This program revision is to add BUAD 115 or BUAD 206 or TOUR 105 as course equivalents within the Program Outlines for the Business Studies Cert, Business Admin. diploma and BBA degree - Tourism and Hospitality Management specialty/option.

Addition of courses:

BUAD 115 and TOUR 105

Revision of courses:

TOUR 105

Program outline:

Business Studies Certificate - Tourism and Hospitality Management	
Existing Profile	Proposed Profile
BUAD 111 Financial Accounting I	BUAD 111 Financial Accounting I
BUAD 206 The Business of Tourism	BUAD 115 Intro. to Tourism or BUAD 206 or TOUR 105
BUAD 215 Restaurant Management	BUAD 215 Restaurant Management
BUAD 220 Hotel Management	BUAD 220 Hotel Management
BUAD 230 Wine and Culinary Tourism	BUAD 230 Wine and Culinary Tourism
Plus one of:	Plus one of:
BUAD 116 Marketing	BUAD 116 Marketing
BUAD 123 Management Principles	BUAD 123 Management Principles
BUAD 209 Business Law	BUAD 209 Business Law
BUAD 269 Human Resources Management	BUAD 269 Human Resources Management
BUAD 200 Digital Marketing	BUAD 200 Digital Marketing

Implementation date: September 2020

Cost: N/A

Appendix 5.4 Schedules

“That Education Council approves the OADM 2020 – 2021 schedule as presented for recommendation to the Board:

**Office Administration
Schedule 2020-2021
Revised May 19, 2020**

Accounting/Bookkeeping Certificate (20 weeks)

Kelowna

2020

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

2021

January 4	Classes resume
February 15	Classes end

Administrative Assistant Certificate (37 weeks)

Kelowna, Salmon Arm, Vernon, Penticton

2020

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

2021

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

Office Assistant Certificate (17 weeks)

Kelowna, Salmon Arm, Vernon, Penticton

2020

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

2021

January 4	Classes resume
January 18	Classes End

Accounting/Bookkeeping Certificate (20 weeks)

Kelowna

2021

January 19	Classes start
March 29 – April 1	Mid-Semester Break (no classes)
April 2 - 5	Easter (no classes)
May 24	Victoria Day (no classes)
June 25	Classes End

Legal Administrative Assistant Certificate (Litigation - 18 weeks)

Kelowna only

2020

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

2021

January 4	Classes resume
January 21	Classes end

Legal Administrative Assistant Certificate (Corporate/Conveyancing 19 weeks)

Kelowna only

2021

January 27	Classes start
February 15	Family Day (no classes)
April 2 - 5	Easter (no classes)
May 24	Victoria Day (no classes)
June 17	Classes end

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

Appendix 5.5

Standing Committee Reports

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

Appendix 6.0 Reports