

**Education Council Meeting**  
**Thursday, September 16, 2021,**  
**4:00 p.m.**  
**Via Collaborate**

**Faculty**

Name	Location
Tim Walters	Shuswap Revelstoke Rep
Priscillia Lefebvre	South Okanagan Similkameen Rep
Bryan Penfound	Central Okanagan Rep
Leanne Mallory	North Okanagan Rep
Danny Marques	Trades & Apprenticeship – Kelowna
Amanda Krebs	Arts & Foundational - SA
Cathy Farrow	Health & Social Development
Youry Khmelevsky	Science and Technology Programs
Chris Newitt	Arts & Foundational – Kelowna
Svan Lembke	School of Business – Kelowna

**Educational Administrators**

Name	Location
Bill Gillett	Dean – Business & Commercial Aviation Programs
Andrew Hay	Provost & VP Academic
Joan Ragsdale	Regional Dean – Shuswap
Ross Tyner	Director – Library Services

**Students**

Name	Location
Choi Leong	Student – South Okanagan Similkameen
Matthew Rice	Student – Central Okanagan
Simran Bajwa	Student – North Okanagan
Deana Slack	Student - Shuswap Revelstoke

**Staff**

Name	Location
Bobbie Wyatt	Kelowna Campus
Michelle Somerville	Kelowna Campus

**Non-Voting**

Name	Location
Neil Fassina	President, OC
Shelley Cook	Board of Governors

**Secretariat**

Name	Location
Bob Burge	Registrar OC
Susaye Gayle	Education Council Office

**Other Recipients**

Name	Area	Name	Area
Joanna Campbell	Assistant to the President	Meri Kim Oliver	VP - Students
Eric Corneau	Regional Dean –S Ok/Similk.	Yvonne Moritz	Dean – Science, Technology & Health
Campus Admin	Campus Admin-Penticton	Stephen Speers	Dean – Trades & Apprenticeship
Rob Huxtable	Dean – Arts & Foundational Programs	Jonathan Rouse	Assoc Dean – Business & Aviation Programs
Margaret Scharf	Campus Admin-Salmon Arm	President	OC Student Union
Joan Smeyers	Campus Admin - Vernon	President	OC Kalamalka (Vernon) Student Assoc
Laura Berntzen	Asst to the Dean– STH	Laura Thurnheer	Associate Dean – Business
Anita Harden	Registrar's Office - Kelowna	Eve Avis	Asst to Dean - AFP
Delaney Ross	Asst to Dean-Trades/Appren	Leanne Foster	Asst to Director- International
Jasmine McGee	Asst to Director - Student Serv	T Kisilevich	Assoc Dean – Trades & Apprenticeship
Karen Hojnocki	Asst to Director–Con Studies	Tyler Finley	Interim Director – Public Affairs
Joan Ragsdale	Regional Dean Shuswap/Rev	Tanya Harding	Exec Asst-VP Finance & Admin
	Exec Asst-VP Students	Angie March	Asst to Regional Dean – Central Ok
Lara Jennings	Exec Asst to Provost & VP-Academic	Curtis Morcom	VP - Finance and Administration
Beverlie Dietze	Director, Learning/Teaching	Inga Wheeler	Assoc Registrar – Enrolment Services
Jane Lister	Regional Dean N Okanagan	Sharon Josephson	Associate Dean – AFP
Phil Ashman	Regional Dean C Okanagan	Andrew Pulvermacher	Associate Dean - AFP
Carlyn Young	Registrar's Office - Kelowna	James Coble	Director, Student Services

**Okanagan College Education Council Agenda**  
**Meeting of Thursday, September 16, 2021 4:00pm**  
**Via Collaborate**

- 1. Determination of quorum and call to order**
- 2. Adoption of the agenda**
- 3. Approval of the minutes**
  - 3.1 June 3, 2021 Education Council minutes.....3
- 4. Business arising**
- 5. New business**
  - 5.1 Curriculum recommended by the CPRC – AFP
    - a. Proposal for a new course: CMNS 265..... 14
    - b. Proposal for a course revision: SOCI 271..... 18
    - c. Proposal for a program revision: Adult Basic Education..... 19
  - 5.2 Schedules.....23
    - a. Fall 2021 semester schedule adjustment
    - b. Office Assistant Certificate schedule revision
  - 5.3 Standing committee reports
    - a. Operations committee
    - b. ARP committee
    - c. CCC committee
    - d. Tributes committee
  - 5.4 In camera session
    - a. Minutes of the July 6, 2021 Operations committee meeting
    - b. Minutes of the August 30, 2021 Operations committee meeting
- 6. Reports**
  - 6.1 Council Chair’s report – Chris Newitt
  - 6.2 President’s and VP Academic and Provost’s report – Andrew Hay
  - 6.3 Registrar’s report – Bob Burge
  - 6.4 Board of Governors report
  - 6.5 Curriculum and calendar management project update
- 7. Date, time of next meeting – Thursday, October 7, 2021 at 4:00 pm**
- 8. Deadline for agenda items – Wednesday, September 22, 2021 at 12:00 pm**
- 9. Adjournment**

# **Appendix 3.1**

## **Approval of the minutes from the June 3, 2021 Education Council meeting**

Motion: “That Education Council approves the minutes from the June 3, 2021 meeting as presented.”

**Okanagan College Education Council  
Minutes of Thursday, June 3, 2021 4:00 pm  
Via Collaborate**

**Present:** A Hay, B Burge, W Gillett, R Tyner, M Somerville, C Farrow, G Coulthard, C Newitt, V Neykov, S Lembke, A Krebs, B Wyatt, M Rice, S Bajwa, C Leong, D Slack, J Ragsdale, D Marques, Y Khmelevsky, N Fassina, N Davis

**Regrets:**

**Absent:** T Walters

**Guests:** E Henczel, A Mackie, A O'Neil, K Langedyk, T Russell, R Huxtable, L Thurnheer, W Wheeler

**Recorder:** M Cabral

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:** G Coulthard/ C Farrow  
That Education Council approves the agenda as presented.  
**Carried**

3. **Approval of the minutes**  
**Motion:** N Davis/ C Farrow  
That Education Council approves the minutes of the May 6, 2021 Education Council meeting as presented.  
- Item 6.2 should read "AEST" rather than ADVED.  
**Carried**

4. **Business arising**

5. **New business**

**5.1 Curriculum recommended by the CPRC - AFP**

a. **New course: GSWS 208                      Reproductive Justice**  
**Motion:** V Neykov/ B Wyatt  
That Education Council approves the new course: GSWS 208 Reproductive Justice as recommended by the CPRC – AFP:  
**Carried**

b. **New course: CMNS 137                      Technical Writing and Communications for WET**  
**Motion:** G Coulthard/ V Neykov  
That Education Council approves the new course: CMNS 137 Technical Writing and Communications for WET as recommended by the CPRC – AFP:  
- E Henczel explained that a number of CMNS 133 sections have become specialized to the disciplines they serve and are now their own separate courses.  
- A member questioned how the learning outcomes differed from the existing CMNS 133. E Henczel noted that CMNS 133 has a second part, CMNS 143, which is more academic. CMNS 137 has incorporated some CMNS 143 components into its outcomes.  
- The member questioned if CMNS 143 would be replaced as well. E Henczel advised that CMNS 133 and 143 are offered to 9 separate disciplines and only 3 of them have differentiated enough to warrant their own courses. All other disciplines will stick with the existing CMNS 133 and 143.  
- A member noted that the course outline listed prerequisites while the proposal form listed none. E Henczel advised that this was an old outline. A O'Neil noted that students are block registered so there were no need for prerequisites in the course.

**Carried**

- c. New course: CMNS 135            Technical Writing and Communications 1 for CIEN**  
**Motion:** M Somerville/ A Krebs  
That Education Council approves the new course: CMNS 135 Technical Writing and Communications 1 for CIEN as recommended by the CPRC – AFP:  
**Carried**
- d. New course: CMNS 145            Technical Writing and Communications 2 for CIEN**  
**Motion:** B Gillett/ M Somerville  
That Education Council approves the new course: CMNS 145 Technical Writing and Communications 2 for CIEN as recommended by the CPRC – AFP:  
**Carried**
- e. New course: ELR 020            English Language Reading Level 2**  
**Motion:** V Neykov/ A Krebs  
That Education Council approves the new course: ELR 020 English Language Reading Level 2 as recommended by the CPRC – AFP:  
- A Mackie gave a brief overview of the English Language and English for Academic Purposes proposals. The department identified two weaknesses in the programs that needed addressing. The current prerequisites allow students to get quite far in the programs without being fully adept at all skills. Multiple course prerequisites are being added to address this. Also, the English language tests used to assess a student's competency prior to entering the programs all use different scores. The department will now just look at one score overall to assess students.  
- The department is also adding a fourth level to the EL certificate, which will help focus course outcomes. This will also give more time for students with outside priorities to complete their courses.  
- A Mackie apologized for her oversight in missing the library assessments for the proposals.  
**Carried**
- f. New course: ELR 030            English Language Reading Level 3**  
**Motion:** B Wyatt/ A Krebs  
That Education Council approves the new course: ELR 030 English Language Reading Level 3 as recommended by the CPRC – AFP:  
**Carried**
- g. New course: ELR 040            English Language Reading Level 4**  
**Motion:** D Slack/ M Somerville  
That Education Council approves the new course: ELR 040 English Language Reading Level 4 as recommended by the CPRC – AFP:  
**Carried**
- h. New course: ELW 020            English Language Writing Level 2**  
**Motion:** V Neykov/ G Coulthard  
That Education Council approves the new course: ELR 020 English Language Reading Level 2 as recommended by the CPRC – AFP:  
**Carried**
- i. New course: ELW 030            English Language Writing Level 3**  
**Motion:** D Slack/ B Wyatt  
That Education Council approves the new course: ELW 030 English Language Writing Level 3 as recommended by the CPRC – AFP:  
**Carried**
- j. New course: ELW 040            English Language Writing Level 4**  
**Motion:** M Somerville/ B Wyatt  
That Education Council approves the new course: ELW 040 English Language Writing Level 4 as recommended by the CPRC – AFP:  
**Carried**

- k. New course: ELLS 040 English Language Listening and Speaking Level 4**  
**Motion:** C Farrow/ D Slack  
That Education Council approves the new course: ELLS 040 English Language Listening and Speaking Level 4 as recommended by the CPRC – AFP:  
**Carried**
- l. New course: ELRW 040 English Language Reading and Writing 4**  
**Motion:** V Neykov/ G Coulthard  
That Education Council approves the new course: ELRW 040 English Language Reading and Writing 4 as recommended by the CPRC – AFP:  
**Carried**
- m. Course revision: ELLS 010 English Language Listening and Speaking Level 1**  
**Motion:** C Farrow/ M Somerville  
That Education Council approves the course revision: ELLS 010 English Language Listening and Speaking Level 1 as recommended by the CPRC – AFP:  
**Carried**
- n. Course revision: ELLS 020 English Language Listening and Speaking Level 2**  
**Motion:** R Tyner/ D Slack  
That Education Council approves the course revision: ELLS 020 English Language Listening and Speaking Level 2 as recommended by the CPRC – AFP:  
**Carried**
- o. Course revision: ELLS 030 English Language Listening and Speaking Level 3**  
**Motion:** B Wyatt/ M Somerville  
That Education Council approves the course revision: ELLS 030 English Language Listening and Speaking Level 3 as recommended by the CPRC – AFP:  
**Carried**
- p. Course revision: ELRW 010 English Language Reading and Writing Level 1**  
**Motion:** V Neykov/ M Somerville  
That Education Council approves the course revision: ELRW 010 English Language Reading and Writing Level 1 as recommended by the CPRC – AFP:  
**Carried**
- q. Course revision: ELRW 020 English Language Reading and Writing Level 2**  
**Motion:** V Neykov/ B Wyatt  
That Education Council approves the course revision: ELRW 020 English Language Reading and Writing Level 2 as recommended by the CPRC – AFP:  
**Carried**
- r. Course revision: ELRW 030 English Language Reading and Writing Level 3**  
**Motion:** D Slack/ V Neykov  
That Education Council approves the course revision: ELRW 030 English Language Reading and Writing Level 3 as recommended by the CPRC – AFP:  
**Carried**
- s. Program revision: English Language Certificate**  
**Motion:** G Coulthard/ B Wyatt  
That Education Council approves the program revision: English Language Certificate as recommended by the CPRC – AFP:  
**Carried**
- t. New course: EAPS 010 English for Academic Purposes Scholarship 1**  
**Motion:** V Neykov/ C Farrow  
That Education Council approves the new course: EAPS 010 English for Academic Purposes Scholarship 1 as recommended by the CPRC – AFP:  
**Carried**

- u. New course: EAPR 020 Academic Reading Skills 2**  
**Motion:** A Krebs/ V Neykov  
 That Education Council approves the new course: EAPR 020 Academic Reading Skills 2 as recommended by the CPRC – AFP:  
**Carried**
- v. New course: EAPR 030 Academic Reading Skills 3**  
**Motion:** M Somerville/ G Coulthard  
 That Education Council approves the new course: EAPR 030 Academic Reading Skills 3 as recommended by the CPRC – AFP:  
**Carried**
- w. New course: EAPW 010 Academic Writing Skills 1**  
**Motion:** R Tyner/ M Somerville  
 That Education Council approves the new course: EAPW 010 Academic Writing Skills 1 as recommended by the CPRC – AFP:  
**Carried**
- x. New course: EAPW 020 Academic Writing Skills 2**  
**Motion:** G Coulthard/ D Slack  
 That Education Council approves the new course: EAPW 020 Academic Writing Skills 2 as recommended by the CPRC – AFP:  
**Carried**
- y. New course: EAPW 030 Academic Writing Skills 3**  
**Motion:** B Wyatt/ M Somerville  
 That Education Council approves the new course: EAPW 030 Academic Writing Skills 3 as recommended by the CPRC – AFP:  
**Carried**
- z. Course revision: EAPD 010 Academic Discussion Skills 1**  
**Motion:** A Krebs/ V Neykov  
 That Education Council approves the course revision: EAPD 010 Academic Discussion Skills 1 as recommended by the CPRC – AFP:  
**Carried**
- aa. Course revision: EAPD 020 Academic Discussion Skills 2**  
**Motion:** B Wyatt/ V Neykov  
 That Education Council approves the course revision: EAPD 020 Academic Discussion Skills 2 as recommended by the CPRC – AFP:  
**Carried**
- bb. Course revision: EAPD 030 Academic Discussion Skills 3**  
**Motion:** R Tyner/ V Neykov  
 That Education Council approves the course revision: EAPD 030 Academic Discussion Skills 3 as recommended by the CPRC – AFP:  
**Carried**
- cc. Course revision: EAPR 010 Academic Reading Skills 1**  
**Motion:** G Coulthard/ V Neykov  
 That Education Council approves the course revision: EAPR 010 Academic Reading Skills 1 as recommended by the CPRC – AFP:  
**Carried**
- dd. Course revision: EAPS 020 English for Academic Purposes Scholarship 2**  
**Motion:** B Wyatt/ G Coulthard  
 That Education Council approves the course revision: EAPS 020 English for Academic Purposes Scholarship 2 as recommended by the CPRC – AFP:  
**Carried**

- ee. Course revision: EAPS 030 English for Academic Purposes Scholarship 3**  
**Motion:** M Somerville/ G Coulthard  
 That Education Council approves the course revision: EAPS 030 English for Academic Purposes 3 as recommended by the CPRC – AFP:  
**Carried**
- ff. Program revision: English for Academic Purposes Certificate**  
**Motion:** M Somerville/ V Neykov  
 That Education Council approves the program revision: English for Academic Purposes Certificate as recommended by the CPRC – AFP:  
**Carried**
- 5.2 Curriculum recommended by the CPRC – STH:**
- a. Temporary program revision: Okanagan College Early Childhood Education Diploma – Vernon Campus**  
**Motion:** V Neykov/ B Wyatt  
 That Education Council approves the temporary program revision: Okanagan College Early Childhood Education Diploma – Vernon Campus as recommended by the CPRC – STH:
- W Wheeler advised that this proposal was separate from the following ECED course proposals.
  - There is no change to the program content, learning outcomes, or contact hours. This is simply a temporary change to the Vernon intake that will be delivered online in the fall and in person in the winter.
- Carried**
- b. Program revision: Water Engineering Technology Diploma**  
**Motion:** C Farrow/ V Neykov  
 That Education Council approves the program revision: Water Engineering Technology Diploma as recommended by the CPRC – STH:
- A O’Neil noted that the revision is to include the new CMNS for WET course and remove the existing CMNS course.
- Carried**
- c. Program revision: Civil Engineering Technology Diploma**  
**Motion:** A Krebs/ G Coulthard  
 That Education Council approves the program revision: Civil Engineering Technology Diploma as recommended by the CPRC – STH:
- As above.
- Carried**
- d. Program revision: Sustainable Building Technology**  
**Motion:** V Neykov/ B Wyatt  
 That Education Council approves the program revision: Sustainable Building Technology as recommended by the CPRC – STH:
- As above. L Thurnheer advised that this is not a resequencing of courses.
- Carried**
- e. Course revision: ECDE 112 Child Development Conception to 3 Years**  
**Motion:** D Slack/ V Neykov  
 That Education Council approves the course revision: ECDE 112 Child Development Conception to 3 Years as recommended by the CPRC – STH:
- T Russell provided a general overview of the revisions. The proposals are to clean up and remove out of date language.
- Carried**
- f. Course revision: ECDE 113 Child Development 3-12 Years of Age**  
**Motion:** M Somerville/ R Tyner  
 That Education Council approves the course revision: ECDE 113 Child Development 3-12 Years of Age as recommended by the CPRC – STH:  
**Carried**

- g. Course revision: ECDE 114 Planning for Early Childhood Education**  
**Motion:** C Farrow/ D Slack  
 That Education Council approves the course revision: ECDE 114 Planning for Early Childhood Education as recommended by the CPRC – STH:  
**Carried**
- h. Course revision: ECDE 115 The Early Childhood Profession**  
**Motion:** B Wyatt/ M Somerville  
 That Education Council approves the course revision: ECDE 115 The Early Childhood Profession as recommended by the CPRC – STH:  
**Carried**
- i. Course revision: ECDE 121 Group Process**  
**Motion:** C Farrow/ V Neykov  
 That Education Council approves the course revision: ECDE 121 Group Process recommended by the CPRC – STH:  
**Carried**
- j. Course revision: ECDE 122 Health, Safety and Nutrition**  
**Motion:** C Farrow/ B Wyatt  
 That Education Council approves the course revision: ECDE 122 Health, Safety and Nutrition as recommended by the CPRC – STH:  
**Carried**
- k. Course revision: ECDE 124 Guiding and Caring**  
**Motion:** R Tyner/ G Coulthard  
 That Education Council approves the course revision: ECDE 124 Guiding and Caring as recommended by the CPRC – STH:  
**Carried**
- l. Course revision: ECDE 213 Working with Families and Community**  
**Motion:** C Farrow/ M Somerville  
 That Education Council approves the course revision: ECDE 213 Working with Families and Community as recommended by the CPRC – STH:  
**Carried**
- m. Course revision: ECDE 214 Practices in Infant Toddler Care**  
**Motion:** A Krebs/ G Coulthard  
 That Education Council approves the course revision: ECDE 214 Practices in Infant Toddler Care as recommended by the CPRC – STH:  
**Carried**
- n. Course revision: ECDE 222 Developmentally-Responsive Environments for Under 3**  
**Motion:** G Coulthard/ D Slack  
 That Education Council approves the course revision: ECDE 222 Developmentally-Responsive Environments for Under 3 as recommended by the CPRC – STH:  
**Carried**
- o. Course revision: ECDE 223 Administration**  
**Motion:** M Somerville/ R Tyner  
 That Education Council approves the course revision: ECDE 223 Administration as recommended by the CPRC – STH:  
**Carried**
- p. Course revision: ECDE 239 Practicum for Infant and Toddler Specialty**  
**Motion:** D Slack/ V Neykov  
 That Education Council approves the course revision: ECDE 239 Practicum for Infant and Toddler Specialty as recommended by the CPRC – STH:  
**Carried**

**Break at 5:16 pm. Resumed at 5:25 pm.**

### 5.3 Draft micro-credential framework

- A Hay advised that the Ministry of Education is developing framework around micro credentials, as they are becoming more common. The province is working with post secondary institutions and industry to define these credentials.
- A Hay reviewed the draft document provided to members.
- Guiding principles:
  - Access – the intent is for students and learners to be able to easily access these credentials. It is important that micro credentials are not limited to only certain individuals.
  - Quality – There will be a quality assurance process in place. The ministry wants to make sure the credentials are recognized by employers and have post secondary level quality.
  - Relevance – the credentials will have to be in tune with the demands of the current labour market as well as meeting student needs and capturing teachers' areas of expertise.
  - Collaboration/coordination – the ministry will engage with relevant education partners and stakeholders, including schools, non profits, and businesses. The intent is for post secondary institutions to work together to provide transfer and laddering opportunities.
  - Employer and industry engagement – they will be integral parts in the development of micro credentials.
  - Clarity and transparency – learners engaged in micro credentials will understand how the process works and what they get out of the credential.
- Framework:
  - Micro credentials are fairly broad. They are formal, short in duration, and competency-based for learning and employment purposes.
  - The short duration is key, as they are not a full semester certificate – they could be as short as a few hours, or as long as 8 weeks. For example, first aid courses could be considered micro credentials.
  - Affordability is also key, in that micro credentials need to be accessible to all learners.
  - Delivery can vary. Depending on what is being offered, a variety of delivery formats can be considered to increase the accessibility for all learners. The ministry is purposefully leaving the delivery format very flexible to allow for a degree of innovation.
  - Micro credentials are developed in consultation with employers, non-profits, industry, and post secondary institutions.
  - It is unclear how quality assurance will be assessed at this time. The ministry recognizes that institutions have existing processes, standards, and policies already in place. The ministry is determining the approval process for micro credentials. They could be credit or non-credit based credentials, depending on what is being offered.
  - Assessment will ideally be based on an evaluation of the students' competency.
  - The government is trying to determine a registry process for micro credentials so any learner or business could find all possible options. This will ideally be done at a provincial level.
  - The learning pathway needs to be clear for learners and micro credentials will ideally be transferable and stackable.
  - Prior learning assessment should be recognized.
  - Ideally a student's micro credentials would be recognized at other institutions.
- A member has read that every province was looking to propose their own micro credentials. He questioned how laddering between provinces would be achieved. A Hay advised that the ministry is looking at what is being done in other provinces and countries. They are working to find the best model for BC. BC has a great transfer systems currently and they want to build on this strength. Every province is unique. The transferability the ministry is currently focusing on is within BC. They will look at a national framework as the process develops.
- The member noted that private corporations are also developing their own micro credentials. A Hay added that the BC government hopes to position post secondary institutions in this conversation.
- A member advised that Office Admin has an OAC and ADAC program. The OAC is the first five months of the ADAC, and BOOK is three of the ADAC courses. She has had students who want to apply for all certificates and have had challenges with the registrar's office if they have enrolled in the 10 month program, but never if they started with BOOK, then OAC, then ADAC.

She questioned if this meant that if micro credentials were stackable, someone could take a 10 month course and end up with three certificates. A Hay noted this was a good example and this is where it can get confusing. An 8 or 10 month program is too big to be defined as a micro credential, but the individual components would be. The ministry wants to be poised for just such an opportunity.

- A member questioned if there were potential problems in articulation of for-credit micro credentials and non-credit micro credentials. A Hay noted that there will likely be issues around this. There has not been significant conversation around this issue yet and there is no simple solution at this point.
- A member noted that OC's current quality assurance process is the Education Council workflow. He noted the importance of keeping a dialogue with Education Council so the current process and methods can be modified to meet the needs of micro credentials. A Hay agreed that this would be a question for the CCC committee to create definitions as to how these could be assessed.
- A guest questioned the effect laddering micro credentials would have on the production of transcripts. A Hay noted that there has been fair discussion around this. The idea is that students would have a micro credential noted on their transcript so they could verify their training to an employer.
- Allan – do you see this ability to do MCs stacking and laddering having a knock on effect as to how we produce a transcript and what it looks like?
- A member questioned if micro credentials had been discussed in regards to the ITA, as trades seem to have a lot of micro credentials currently associated with it. He questioned if students with micro credentials could get credit for industry training. A Hay noted that this is where the idea of stackable micro credentials comes in, although this would likely be down to the department level to assess. Nothing is predetermined at this point.
- A Hay added that Continuing Studies has been discussing micro credentials for years.
- C Newitt advised that Education Council and the CCC committee will likely be spending a lot of time discussing micro credentials for the foreseeable future. He recommended members do some research on the topic and he will distribute any information he finds himself.

#### **5.4 Standing committee reports**

- a. Operations Committee
  - Minutes to come in camera.
  - The committee will meet again before summer to approve more graduates.
- b. ARP Committee
  - Not met.
- c. CCC Committee
  - Not met.
- d. Tributes Committee
  - Not met.

#### **5.5 In camera session**

**Motion:** R Tyner/ G Coulthard  
That Education Council moves in camera.  
**Carried**

#### **May 26, 2021 Education Council meeting minutes**

**Motion:** A Hay/ D Marques  
That Education Council accepts the May 26, 2021 Education Council meeting minutes as presented.  
**Carried**

**Motion:** C Newitt/ N Davis  
That Education Council move out of camera.  
**Carried**

**6. Reports:**

**6.1 Council Chair's report – C Newitt**

- Another Education Council will be held this month to go over the strategic plan from N Fassina. M Cabral will send out an invitation. The meeting will likely be held June 17.
- The Academic Governance Council met earlier this week. Most institutions are moving to implement digital curriculum management systems. Some are also using Quali. Institutions recognize that workflows and bylaws will likely have to be revisited in light of the new systems. The AGC is working together to develop the best practices.
- The AGC also discussed indigenization initiatives and how that can be done at an Education Council perspective, whether it be to create a non-voting position or a voting position on the council. They are actively working on ways to bring indigenous ways of knowing and doing into the Education Council process.

**6.2 President & Vice-President Academic and Provost report – A Hay**

- A Hay noted that that he has asked DQAB whether the specialty approved at the last Ed Co meeting needs a full DQAB review or whether it is within the construct of the existing degree and just need Education Council and Board of Governors approval. DQAB is reviewing the question now.
- Convocation is being held virtually this weekend. Based on the recent events in Kamloops, a moment of silence will be held to reflect on the realities of residential schools.
- N Fassina thanked members for considering a second meeting this month. He wants to connect with Education Council because there are unique elements within the strategic plan and Education Council input is important. There has been great feedback to the strategic plan so far.

**6.3 Registrar's report – B Burge**

- No report.

**6.4 Board of Governor's report**

**6.5 Curriculum and calendar management project update**

- B Burge noted that process is being made toward implementation. The aim is to be using Quali software for proposals beginning this September. The PDFs will be taken away once a guidebook is in place for users.
- A Hickey advised that anyone looking to do curriculum proposals over the summer should contact the CCM project team before hand.
- C Newitt will schedule meetings with the staff in each of the portfolio dean's offices to train them in the software.

**7. Date, time of next regular meeting – Thursday, September 16, 2021 at 4:00 pm**

**8. Deadline for agenda items – Wednesday, August 25, 2021 at 12:00 pm**

**9. Adjournment at 6:23 pm**

# Appendix 5.1 Curriculum recommended by the CPRC - AFP

**Motion: That Education Council approves the new course: CMNS 265 Environmental Communications as recommended by the CPRC – AFP:**

**CMNS 265-3-3 - Environmental Communication**

**New course:**

**Rationale:**

Environmental Communications has been offered as CMNS 260 Special Topics for the last three years. Given the importance of the topic as an academic field of study, the number of times the Department of Communications has successfully offered this course and to accommodate student requests and interest, Environmental Communications needs its own course code.

**Calendar description:**

This course investigates the dominant critical perspectives that have contributed to the development of Environmental Communication as a field of study. The course explores the premise that the way we communicate powerfully impacts our perceptions of the “natural” world, and influences, even dictates, how we define and solve environmental problems. The goal of this course is to access various conceptual frameworks for addressing questions about the relationship between culture, communication, and environmental problems.

**Prerequisites:**

3 CMNS credits or second-year standing

**Course Outline:**



**OKANAGAN COLLEGE**  
**Department of Communications**

**CMNS 265: Environmental  
Communication Course Syllabus**

<i>Course Professor:</i>	X
<i>Office Location:</i>	X
<i>Office Phone:</i>	762-5445 Ext. XXX
<i>Office Hours:</i>	XX
<i>E-mail:</i>	<a href="mailto:X@okanagan.bc.ca">X@okanagan.bc.ca</a>
<i>Class Time and Location:</i>	<a href="#">XX</a>
<i>Presentation Format:</i>	Lecture
<i>Credit Hours:</i>	3 hrs./wk.
<i>Prerequisites:</i>	3 credits CMNS or second-year standing required

**Course Description (3,0,0)**

CMNS 265 investigates the dominant critical perspectives that have contributed to the development of Environmental Communication as a field of study. The course explores the premise that the way we communicate powerfully impacts our perceptions of the “natural” world, and influences, even dictates, how we define and solve environmental problems. The goal of this course is to access various conceptual frameworks for addressing questions about the relationship between culture, communication, and environmental problems.

## Course Materials

The following text is required:

Cox, R. & Pezzullo, P. C. (2018). *Environmental Communication and the Public Sphere*, 5th ed. Los Angeles, CA: Sage.

Additional readings may be uploaded to Moodle myCourses shell. It is your responsibility to access these documents as required before the date covered in class.

## Intended Learning Outcomes

This course will help you:

- identify the role of discourse, rhetoric, and representation in shaping the way we think about the natural world and environmental problems;
- describe how communication plays a significant role in the framing and discussion of environmental problems and solutions;
- analyze and engage in debates about local, national, and global environmental problems and solutions;
- critically examine the way recent environmental concerns are represented to the public;
- critique contemporary debates about environmentalism by framing them from the perspective of cultural analysis;
- critically engage with the way problems, solutions, and the mechanisms between them are constructed in environmental discourse.

## Teaching and Learning Strategies

Classes incorporate a range of teaching and learning strategies including group discussions and presentations, in-class debates, and discussion of readings and case studies in environmental communication drawn from a range of media, e.g. television and radio programs, online multimedia, and PR campaigns. Students will be provided with opportunities to engage with a range of media and independently research case studies in environmental communication as preparation for in-class discussion and assessment.

## Course Evaluation

The course evaluation is based on the following break-down:

1.	Environmental Issue Report	10%
2.	Environmental Issue Presentation	10%
3.	Environmental Community Funded Project Presentation	10%
4.	Midterm	15%
5.	Course Project (includes <i>Project Plan</i> )	30%
6.	Course Project Presentation	10%
7.	Participation includes attendance, responses to study questions, informal group presentations, engagement in-class activities, and low-stakes writing assignments.	15%

The success of this course, like any communication event, depends on mutual respect. Being respectful of others (of their spoken and written discourses) does not necessarily imply agreement or consent. However, it does oblige all of us to take each other's positions seriously, and it obliges us to be responsible for our choices in language. It is necessary that we all operate according to an ethic of respect.

## Assignment Details

Full assignment guidelines will be discussed in class well ahead of due dates accompanied with a detailed description of assignment expectations. Note that unless otherwise specified, a DOCX format is the expected assignment format.

Late assignments are not accepted unless prior arrangements have been made IN WRITING, and will be penalized 10% per day (including weekends) until they are submitted.

### Environmental Issue Report (10%)

Students summarize an issue on the subject of a local environmental issue or concern (~500 words). Sample topics will be provided.

### Environmental Issue Presentation (10%)

Students deliver a 10 minute oral presentation, with appropriate accompanying visuals (i.e. a PowerPoint or Prezi), on an environmental issue or controversy of their choosing. During their presentation students should:

- 1) define the environmental issue or controversy,
- 2) explain the importance of the issue or controversy,
- 3) analyse media representation(s) of the issue or controversy and how these have influenced public perception,
- 4) pose one (1) discussion question that will assist classmates' deeper understanding of the assigned concept.

Although course readings may be used as sources, additional research is required for successful completion of this assignment.

### Environmental Community Funded Project Presentation (10%)

Students investigate a successful community-based environmental project that received grant approval, learn about the project benefits or challenges and then prepare a presentation briefing for the class.

### *MIDTERM EXAM*(15%; in-class, 75 minutes)

A short exam based on lectures, course readings, in-class discussion, and student presentations. The exam is a combination of multiple choice, matching, true/false, and short essay. If you are unable to write an exam in the scheduled class, you must advise me *IN WRITING AT LEAST 48 HOURS IN ADVANCE*. Documentation must be provided to reschedule an exam.

### Course Project (30%)

This project may take one of three forms:

- 1) a traditional research paper, 2000-2500 words, on a topic approved in advance;
- 2) participation in an environmental organization or campaign throughout the term that includes a written, analytical report applying class concepts to your experience and activities;
- 3) an online project, such as a blog or website that gathers together resources in order to facilitate public understanding and involvement in an environmental controversy.

Projects may be individual or with a partner, but all must be approved in advance and accompanied with a *Project Plan* worth 5%.

### Course Project Presentation (10%)

Students deliver a oral presentation based on their Course Project.

## Participation (15%)

Included here are attendance, contributions in class, and any informal writing exercises that may be assigned during the term. The quality of your contributions is more important than the quantity.

**Implementation date:** July 2022

**Cost:** N/A

**Motion: That Education Council approves the course revision: SOCI 271 Statistical Analysis in Sociology as recommended by the CPRC – AFP:**

**SOCI 271- 3-3 – Statistical Analysis in Sociology**

**Course revision:**

- Description
- Contact Hours

**Rationale:**

The course will retain a value of 1 TLU with two hours of lecture and two lab hours each week. The lab will provide students with a dedicated classroom space with the purpose of applying statistical formulas and theoretical concepts to data analysis. It will also allow for increased personal attention and time with the professor. This is especially important as many students find statistics very challenging. Statistics is a unique course relative to other courses Arts students are accustomed to taking. The introduction of mathematical equations underpinned by theoretical concepts is often intimidating and stressful undertaking for students. We also know that our current SOCI 271 professor routinely attends student study groups outside of class in order to meet student needs in this course for more personal attention and time to apply formulas and interpret data.

**Description:**

Current	Proposed
formerly SOCI 371 This course is an introduction to the logic and interpretations of elementary statistics in the social sciences, with special emphasis on problems unique to sociology. The calculation and interpretation of basic measures of central tendency, variability and association will be stressed. Problems of measurement, sampling, estimation, and inference are covered. (3,0,0)	Formerly SOCI 371. This course is an introduction to the logic and interpretations of elementary statistics in the social sciences, with special emphasis on problems unique to sociology. <b>This course includes the application of statistical formulas, data analysis and interpretation.</b> The calculation and interpretation of basic measures of central tendency, variability and association will be stressed. Problems of measurement, sampling, estimation, and inference are covered. (2,2,0)

**Contact Hours**

Current		Proposed	
Lecture	<b>3</b>	Lecture	<b>2</b>
Lab	<b>0</b>	Lab	<b>2</b>
Seminar	<b>0</b>	Seminar	<b>0</b>
Average weekly Contact hours	<b>3</b>	Average weekly Contact hours	<b>4</b>

**Implementation date:** January 2022

**Cost:** N/A

**Motion: That Education Council approves the program revision: Adult Basic Education as recommended by the CPRC – AFP:**

**Program revision:**

- Program description

**Rationale:**

Cleaning up the language for the overall program description, including description of the requirements for each of the subject areas. This will make it easier for students to understand what is required of them for the upgrading program. It also gives a clearer picture for the admissions office and education advisors when they are helping students navigate the program.

**Current**

## **Adult Upgrading**

The Adult Upgrading (AU) department offers Adult Basic Education (ABE) courses for adult learners with a wide range of backgrounds and needs for educational upgrading. Courses provide students with basic literacy skills, prerequisites for admission to post- secondary programs, and requirements for the B.C. Adult Graduation Diploma. Support services are available for students with disabilities.

### **Admission Requirements**

- Canadian citizen, permanent resident, landed immigrant, or student authorization issued by Immigration Canada.
- Age Requirement: Applicants must: be at least 19 years of age, or 18 years of age and have been out of the public school system for at least 12 months, or have a senior secondary graduation diploma.
- Any applicant not meeting these requirements must be recommended for admission by a secondary school principal or counselor and be referred to the Adult Upgrading Underage Committee of the campus which the applicant wishes to attend. The Committee will interview the applicant who will be admitted only if recommended by the Committee and space is available.
- All students entering any Fundamental Level English or Basic Literacy course for the first time are required to complete an individual admission interview with a Fundamental Level English instructor as a prerequisite. Prospective students should contact the Fundamental Level English instructor or the Volunteer Literacy Tutoring Program Coordinator at the receiving Okanagan College campus to arrange an admission interview before registration.

While no specific academic background is required, students entering some Adult Basic Education courses may be required to complete a skills assessment if they do not meet specific course prerequisites.

### **ABE Mathematics Courses Admission Prerequisites:**

Students must have completed the prerequisites for Math courses within the five years prior to the start date for the ABE mathematics course in which they wish to register. Any student not meeting this requirement will be required to write a mathematics skills assessment to determine their readiness to enter their desired course. An interview may also be conducted to help determine the appropriate level.

### **ABE Science Courses Admission Prerequisites:**

Students must have completed the prerequisites for English and Math courses within the five years prior to the start date for the ABE Science course in which they wish to register. Any student not meeting this requirement will be required to write the AU English and Math skills assessment. An interview may also be conducted to help determine the appropriate level.

### **ABE English Courses Admission Prerequisites:**

Students must have completed the prerequisites for English courses within the five years prior to the start date for the ABE English course in which they wish to register. Any student not meeting this requirement will be required to write the AU English skills assessment. An interview may also be conducted to help determine the appropriate level.

**Hours of Study:** Both day and evening classes may be offered, Monday through Friday. Adult Upgrading full-time students are those enrolled in three or more courses, or receiving 15 hours or more of instruction per week, or enrolled in a two-month Spring or Summer semester course requiring 96 hours or more of instruction.

**Course Advising:** Before registration, prospective students are encouraged to discuss course and program plans with an advisor or instructor from the department. Appointments for course advising can be made by contacting the Advising office at each OC campus.

**Semester Length:** Semesters vary from four to five months, depending on centre. Summer semesters are two months.

#### **Semester Start Dates:**

Kelowna

September, January, May and July

Penticton, Salmon Arm and Revelstoke  
September and January

Vernon

September, January and May

### ***Adult Basic Education (ABE) Program***

The Adult Upgrading department offers four Adult Basic Education certificate programs:

#### **Proposed**

#### **New language:**

*\*\*All Academic and Career Preparation (ACCP) needs to be changed to Adult Upgrading (AU).\*\**

### **Adult Upgrading Programs**

The Adult Upgrading department offers courses for adult learners with a wide range of backgrounds and needs for educational upgrading. Courses provide students with basic literacy skills, prerequisites for admission to post-secondary programs, and requirements for the B.C. Adult Graduation Diploma. Support services are available for students with disabilities.

## Admission Requirements

- Canadian citizen, permanent resident, landed immigrant, or student authorization issued by Immigration Canada.
- Age Requirement: Applicants must be at least 19 years of age, or 18 years of age and have been out of the public school system for at least 12 months, or have a senior secondary graduation diploma.
- Any applicant not meeting these requirements must be recommended for admission by a secondary school principal or counsellor and be referred to the Adult Upgrading Underage Committee of the campus which the applicant wishes to attend. The Committee will interview the applicant who will be admitted only if recommended by the Committee and space is available.
- All students entering any Fundamental Level English or Basic Literacy course for the first time are required to complete an individual admission interview with a Fundamental Level English instructor as a prerequisite. Prospective students should contact the Fundamental Level English instructor or the Volunteer Literacy Tutoring Program Coordinator at the receiving Okanagan College campus to arrange an admission interview before registration.

While no specific academic background is required, students entering some Adult Academic and Career Preparation courses may be required to complete a skills assessment if they do not meet specific course prerequisites.

### **AU Mathematics Courses Admission Prerequisites:**

Students must have completed the prerequisites for Math courses within the five years prior to the start date for the AU mathematics course in which they wish to register. Any student not meeting this requirement will be required to write a mathematics skills assessment to determine their readiness to enter their desired course. An interview may also be conducted to help determine the appropriate level.

### **AU Science Courses Admission Prerequisites:**

Students must have completed the prerequisites for English and Math courses within the five years prior to the start date for the AU Science course in which they wish to register. Any student not meeting this requirement will be required to write the AU English and Math skills assessment. An interview may also be conducted to help determine the appropriate level.

### **AU English Courses Admission Prerequisites:**

Students must have completed the prerequisites for English courses within the five years prior to the start date for the AU English course in which they wish to register. Any student not meeting this requirement will be required to write the AU English skills assessment. An interview may also be conducted to help determine the appropriate level.

**Hours of Study:** Both day and evening classes may be offered, Monday through Friday. Adult Academic and Career Preparation full-time students are those enrolled in three or more courses, or receiving 15 hours or more of instruction per week, or enrolled in a two-month Spring or Summer semester course requiring 96 hours or more of instruction.

**Course Advising:** Before registration, prospective students are encouraged to discuss course and program plans with an advisor or instructor from the department. Appointments for course advising can be made by contacting the Advising office at each OC campus.

**Semester Length:** Semesters vary from four to five months, depending on centre. Summer semesters are two months.

### **Semester Start Dates:**

#### **Kelowna**

September, January, May and July

#### **Penticton, Salmon Arm and Revelstoke**

September and January

**Vernon**

September, January and May

**Implementation date:** September 2021

**Cost:** N/A

## Appendix 5.2 Schedules

Motion: “To recognize the National Day for Truth and Reconciliation on Thursday, September 30, 2021, Education Council recommends that the Fall 2021 schedules be extended through Tuesday, December 7, 2021. Instructional activity that would have been held on Thursday, September 30, 2021, be rescheduled, if needed, to Tuesday, December 7, 2021.”

# Fall 2021 Semester Schedule Adjustment

## Background

On August 3, 2021, [the B.C. Government formally recognized September 30 as the National Day for Truth and Reconciliation](#) in alignment with legislation passed by the federal government in June. This year, September 30 will be observed as a provincial and federal statutory holiday.

Okanagan College [will recognize the Day](#) by suspending all instructional activities on Thursday, September 30, 2021.

## Adjusting the Schedules

Observing the Day in 2021 will require adjusting the 2021-22 schedules. Following the [Academic Semester Scheduling Policy](#), there are 61 instructional days available in the Fall semester.

Options reviewed included using Friday, November 12 for the September 30 classes. Normally, when Remembrance Day falls on a Thursday, as it does in 2021, there are no classes on the Friday.

After consultation, the preferred option is to extend the Fall semester classes by one day to Tuesday, December 7, if deemed necessary to cover the course content. Classes that would have been scheduled on Thursday, September 30, may be rescheduled to Tuesday, December 7.

The Fall semester Final Examination schedule will remain as is – from Wednesday, December 8 through Saturday, December 18 (excluding Sundays). If a course ends on Tuesday, December 7, there will continue to be, as per policy, at least two days before the scheduled final examination.

## Review and Approval

A change to the schedules will require review and approval by Education Council and the Board of Governors.

### For Education Council

Motion: To recognize the National Day for Truth and Reconciliation on Thursday, September 30, 2021, Education Council recommends that the Fall 2021 schedules be extended through Tuesday, December 7, 2021. Instructional activity that would have been held on Thursday, September 30, 2021, be rescheduled, if needed, to Tuesday, December 7, 2021.

### For Board of Governors

To endorse the Education Council motion.

Motion: “That Education Council approves the Office Assistant Certificate 2021 – 22 schedule revision as presented for recommendation to the board:”

## Office Assistant Certificate 2021-22 Schedule Revision

### Office Assistant Certificate (17 weeks)

Kelowna

#### 2022

<b>February 10</b>	Classes start	<b><i>(was February 7)</i></b>
<b>February 21</b>	Family Day (no classes)	
<b>March 28 – Apr 1</b>	Mid-Semester Break (no classes)	
<b>April 15 - 18</b>	Easter (no classes)	
<b>May 23</b>	Victoria Day (no classes)	
<b>June 22</b>	Classes end	<b><i>(was June 27)</i></b>

Revised September 1, 2021

# Appendix 5.3

## Standing committee reports

## **Appendix 5.4 In camera session**

Motion: “That Education Council moves in camera.”

# Appendix 6.0 Reports