

Appendix 2

Motion: “That Education Council adopts the agenda for the June 1, 2023 meeting as presented.”

Appendix 3.1

Approval of the minutes from the May 4, 2023 Education Council meeting

Motion: “That Education Council approves the minutes from the May 4, 2023 meeting.”

Appendix 5.1

Curriculum Recommended by the CPRC – BUS

5.1 a. Motion: “That Education Council approves the program revision: Post-Baccalaureate Diploma in Human Resources Management as recommended by the CPRC – BUS.”

Proposal Rationale

The Business Administration Department has reflected on the significant changes moving online through the COVID-19 pandemic has had not only on students, but also on how we engage with the materials and assessments related to our educational deliverables. After careful review and several pilots over the last 24 months, the Business Administration Department would like to require all students who enter into a Business Administration credential to have a personal computing device.

Members of the Department conducted a scan of comparable institutions and programs to get a sense of what they required. For many institutions, laptop computers were considered an entrance requirement. Having this clearly stated in the expectations for students entering our programs does the following:

- it validates the purchase of a laptop eligible as a student loan or financial support expense
- it makes the expense of the purchase clear and visible to all students
 - it allows us to clarify the minimum expectations for personal devices
- it allows us to prepare students to learn and use technology in much the same way they may be expected to in their lives and work outside of College and sets the expectation that proficiency in the use of technology is an expectation
- it allows students from out of country to better anticipate their costs and may alleviate stress by allowing them to purchase these devices in their own home country.

It also positively impacts the student experience in the program and the classroom by:

- ensuring that all students have access to the same basic level of technology therefore reducing disparity in the classroom
- it reinforces that students have the tools to engage in dispersed group work via technology such as shared files, etc. This is increasingly a basic expectation as students may have difficulty physically getting together to work on projects
- it allows faculty to design and deliver more immersive learning experiences in real time such as simulations, creation of worksheets, and on-demand presentations
- it also allows for the assessment process in multiple modalities (online vs face-to-face) to be equivalent and demonstrate parity regardless of delivery method. This means that if online sections are doing final exams via personal computer, so can in-class (face-to-face) classes
- faculty may be called upon to help students troubleshoot issues with devices. Currently, faculty limit their support to specific programs and generally to the operation of those programs only. It is not anticipated that these demands will change, or increase significantly.

This requirement will also allow the College to expand and utilize more online and virtual options

enhancing both access and effective teaching and learning.

There will be impacts on the College of such a policy, and as a result so we have done consultation with IT Services, the Library, Facilities, and Financial Aid. Some of the impacts are:

- not all classrooms will be constructed with the requirements of powering every student laptop in mind. We believe this can be mitigated as not all classes will require laptop use all the time, students can be encouraged to charge their devices ahead of time, and for specific situations like exams, we can ensure that we plan in advance for portable power solutions
- not all common spaces will allow for students to charge devices as demand may warrant. Not all students will need their laptops each day, not all students on campus will require laptops. By implementing this for the fall of 2023, we are giving time for Facilities to consider additional charging options to meet demand - the requirement for Business students to have a laptop will start with incoming students in 2023. The demand will grow year to year and allows for more solutions for power to be implemented over time
- it is anticipated that just as we are able to specify the needs of classes to have specialized rooms such as computer labs, there may be specific rooms that are dedicated to courses requiring the continuous use of computers
- this initiative could reduce the burden on specific computer labs by allowing some courses which use the labs simply for accessing the internet to instead be directed to any classroom with a suitable power supply
- the institution may need to create additional student guidance and policy around how/if it supports personal learning devices. We understand that the requirement to have a personal learning device such as a laptop could increase the requests for support from students. We do know that currently a significant number of our students do have their own devices, so we anticipate that a review of current policy may show that what we do now will work moving forward.

5.1 b. Motion: "That Education Council approves the consent agenda for the programs outlined as recommended by the CPRC – BUS."

Appendix 5.2 Curriculum Recommended by the CPRC – AFP

5.2 a. Motion: "That Education Council approves the course revision: ARTS 499 Capstone Project as recommended by the CPRC – AFP."

Proposal Rationale

In consultation with the ABA:CRE Ad Hoc Consultant Group, changes to the calendar description and learning outcomes are recommended. The change in 4 contact hours to 3 contact hours is to better align with scheduling, faculty workload planning, and to better reflect the needs of the learning activities in the course.

5.2 b. Motion: "That Education Council approves the program revision: Applied Bachelor of Arts: Community Research and Evaluation as recommended by the CPRC – AFP."

Proposal Rationale

These changes are being proposed based on the learning gained by AFP since the launch of the ABA CRE program in Fall 2021 and they are intended to help remove barriers to entry, support successful completion, and increase student choice where possible:

Remove the Math program entrance requirement. PSYC 270 (Statistics and Data Analysis) is the most math-intensive course in the program, and it does not have a math course pre-requisite. Comparable programs, here and at other post-secondary institutions, do not have this program entrance requirement. Removing the Math entrance requirement will improve student access to the ABA CRE program, and better align our program requirements with other comparable offerings.

Revise the first three credits of English writing requirement to include choice of a new course, ENGL 101 Indigenous Perspectives. For remaining three credits, allow greater choice of any 3 credits of ENGL or CMNS.

Instead of giving choice between GSWS 100 and GSWS 215, require GSWS 100 because it is a foundational course, and move GSWS 215 to elective list for student interest.

Require INDG 100 as a foundation course to enable necessary preparation for students going into INDG 200-level courses.

Remove science electives BIOL 112 (Evolution and Ecology) and COSC 180 (Multimedia Computing). The ABA CRE program already features 21 required credits in Psychology; notably, PSYC 270 meets science requirement for comparable degrees and pathway to MSW, so these three particular science credits (choice of BIOL 112 or COSC 180) are not needed to ensure students are exposed scientific methods, applications, and reasoning.

Increase student choice of language training, by adding six credits of FREN or SPAN as an alternative to FNIL courses.

Add INDG 203 and INDG 204 in 2nd year, as alternatives to INDG 201 and INDG 202. Change is needed so that students outside of the Okanagan region can take appropriate regional courses. Require SOCI 202 Introduction to Social Problems, to increase student exposure to sociological concepts. Move ANTH 222 Indigenous Peoples of the BC Interior to the electives list to make room for SOCI 202.

Add new course GEOG 129 Human Geography: Resources, Development and Society as an elective for additional choice in degree.

5.2 c. Motion: "That Education Council approves the course revision: ECON 210 Women and the Economy as recommended by the CPRC – AFP."

Proposal Rationale

Change calendar description to reflect an updated cross-listed course code.

5.2 d. Motion: "That Education Council approves the new course: POLI 231 Canadian Politics and Indigenous Peoples as recommended by the CPRC – AFP."

Proposal Rationale

The course will have wide appeal among Okanagan College undergraduates, and would contribute substantially to teaching and learning at Okanagan College in accordance with the indigenization mission. This course will fill a gap in the present offerings of Okanagan College Political Science by offering a course explicitly addressing Indigenous politics. Apart from the contribution to be made to the advancement of knowledge, this course will also contribute to innovative curriculum development of the College by providing a much needed course for Arts and Foundational Programs and other degree programs.

5.2 e. Motion: "That Education Council approves the new course: POLI 321 Policy Analysis as recommended by the CPRC – AFP."

Proposal Rationale

- The proposed course will not only provide students with the advanced knowledge and skills in this very active field, but also will contribute to innovative curriculum development of the College by providing a much-needed course for Arts and Foundational programs, diploma, interdisciplinary

degree programs and applied degree programs.

- The course aims to fill a gap in current Political Science offerings which do not centrally focus on the knowledge and skills related to public policy analysis and policy advocacy.
- The course aligns Okanagan College Political Science course offerings with those of other post-secondary institutions in British Columbia.

5.2 f. Motion: “That Education Council approves the new course: POLI 325 Unconventional Politics as recommended by the CPRC – AFP.”

Proposal Rationale

- The proposed course will not only provide students with the advanced knowledge and skills in this very active field, but also will contribute to innovative curriculum development of the College by providing a much-needed course for Arts and Foundational programs, diploma, interdisciplinary degree programs and applied degree programs.
- The course aims to fill a gap in current Political Science offerings which do not centrally focus on the knowledge and skills related to the interplay of power, politics, and political participation or public engagement.
- The course aligns Okanagan College Political Science course offerings with those of other post-secondary institutions in British Columbia. • With a focus on grassroots civil society efforts to agitate for change, the course fills a need for the study of social change and justice.

5.2 g. Motion: “That Education Council approves the new course: GEOG 118 Natural Hazards as recommended by the CPRC – AFP.”

Proposal Rationale

- As we observed in BC in November 2021, natural hazards such as flooding and landslides associated with intense rainfall can have a significant and deadly impact on society. Understanding what hazards exist, how to identify them and how to live with the risks inherent is the focus of this course. In this course, we will examine the science and evolution of natural hazards, such as tornadoes, earthquakes, and tropical cyclones, and in part use this information to assess how accurately film and television portrays the science of these events. This course examines how officials and the public become aware of, prepare for, and manage recovery from natural hazards. The course will draw from areas of geology, atmospheric science, geomorphology, hydrology and ecology to help students understand how the Earth works and what we as humans need to consider to work with our home planet.
- No current course at the college offers an overview of the scientific understanding of natural hazards.
- This course allows students to take a 100-level science credit course without a lab. • The course fits into both the current AA (Environment, Geography) and existing ES Diploma streams. The proposed course addresses gaps in our current programming for (1) general interest courses that will appeal to students across programs at OC and (2) topics of current interest and importance.

5.2 h. Motion: “That Education Council approves the new course: GEOG 214 Global Climate Change as recommended by the CPRC – AFP.”

Proposal Rationale

- Global Climate Change is one of the most important issues facing our planet today. There is currently no course at the college that offers an overview of the wide range of impacts of climate change or on climate science. In this course learners acquire an understanding of the science behind, effects of, and potential management options for global climate change and how these aspects affect different regions.
- This course allows students to take a science credit course without a lab.
- The course fits into both the current AA (Environment, Geography) and existing ES Diploma streams. The proposed course addresses gaps in our current programming for (1) general interest

courses that will appeal to students across programs at OC and (2) topics of current interest and importance.

5.2 i. Motion: “That Education Council approves the new course: EESC 118 Natural Hazards Change as recommended by the CPRC – AFP.”

Proposal Rationale

- As we observed in BC in November 2021, natural hazards such as flooding and landslides associated with intense rainfall can have a significant and deadly impact on society. Understanding what hazards exist, how to identify them and how to live with the risks inherent is the focus of this course. In this course, we will examine the science and evolution of natural hazards, such as tornadoes, earthquakes, and tropical cyclones, and in part use this information to assess how accurately film and television portrays the science of these events. This course examines how officials and the public become aware of, prepare for, and manage recovery from natural hazards. The course will draw from areas of geology, atmospheric science, geomorphology, hydrology and ecology to help students understand how the Earth works and what we as humans need to consider to work with our home planet.
- No current course at the college offers an overview of the scientific understanding of natural hazards.
- This course allows students to take a 100-level science credit course without a lab.
- The course fits into both the current AA (Environment, Geography) and existing ES Diploma streams. The proposed course addresses gaps in our current programming for (1) general interest courses that will appeal to students across programs at OC and (2) topics of current interest and importance.

5.2 j. Motion: “That Education Council approves the new course: EESC 214 Global Climate Change as recommended by the CPRC – AFP.”

Proposal Rationale

- Global Climate Change is one of the most important issues facing our planet today. There is currently no course at the college that offers an overview of the wide range of impacts of climate change or on climate science. In this course learners acquire an understanding of the science behind, effects of, and potential management options for global climate change and how these aspects affect different regions.
- This course allows students to take a science credit course without a lab.
- The course fits into both the current AA (Environment, Geography) and existing ES Diploma streams. The proposed course addresses gaps in our current programming for (1) general interest courses that will appeal to students across programs at OC and (2) topics of current interest and importance.

5.2 k. Motion: “That Education Council approves the course revision: SCIE 070 Science 070 as recommended by the CPRC – AFP.”

Proposal Rationale

This course needed many many updates to the learning outcomes in order to match the learning outcomes in the BC ABE Articulation Handbook. The course description was also updated. The hours have been changed from lecture to seminar to reflect how the course is actually offered. Self-paced is not an option, so we have chosen seminar as the closest description of the way the course is offered. Department meeting minutes have been attached.

5.2 l. Motion: “That Education Council approves the course revision: BIOL 011 Biology: Life Sciences 011 as recommended by the CPRC – AFP.”

Proposal Rationale

Had to be updated to meet the 2022/ 2023 ABE Articulation Handbook. Also changing name to Biology: Life Sciences 011. Life Sciences is the new name in the K -12 system and therefore more

recognizable to younger students wanting prerequisites for College programs. Precedent - Two colleges have already changed the name of the course in B.C. The hours are being updated to reflect how the course is offered - both a lecture and lab component - before it was only listed as lecture. There were no major changes to corequisites - English 081/0-82 were added - they had been missed originally, and then cleaned up of the wording/ordering for the rest.

5.2 m. Motion: "That Education Council approves the course revision: BIOL 012 Biology: Anatomy and Physiology 012 as recommended by the CPRC – AFP."

Proposal Rationale

Updated the outline to match the BC ABE Articulation guide. Also a name change - Anatomy and Physiology is the new name in the K -12 system and therefore more recognizable to younger students wanting prerequisites for College programs. Precedent - Two colleges have already changed the name of the course in B.C. The addition of English 081 and 082 to the outline is not new, it is just an equivalent course to our English 80 that is already a prerequisite and so just needed to be updated, but is not a new prerequisite.

5.2 n. Motion: "That Education Council approves the course revision: CHEM 011 Chemistry 011 as recommended by the CPRC – AFP."

Proposal Rationale

Adding a new prerequisites - FOM 011 is becoming a very common course for students recently leaving the K-12 system. Many outcomes are similar to OC' s Math 080. Students are blocked or dropped from Chem 011 and Physics 011 registration without a recognized Math prerequisite. updating course outline to reflect changes in the BC ABE Articulation Handbook.

5.2 o. Motion: "That Education Council approves the course revision: CHEM 012 Chemistry 012 as recommended by the CPRC – AFP."

Proposal Rationale

Had to be updated to meet the 2022/ 2023 ABE Articulation Handbook. The overall course hours are not changing, but are just being separated out to better reflect how it is really offered. Prerequisites are not changing, but have been cleaned up to match the outline.

5.2 p. Motion: "That Education Council approves the course revision: PHYS 011 Physics 011 as recommended by the CPRC – AFP."

Proposal Rationale

Adding a prerequisite - FOM 11 is becoming a very common course for students recently leaving the K-12 system. Many outcomes are similar to OC' s Math 080 which is already a prerequisite for the course. Students are blocked or dropped from Chem 011 and Physics 011 registration without a recognized Math prerequisite. so adding FOM 11 will prevent this from happening. also cleaned up the prerequisites on kual and outline to match each other.

Outline also had to be updated to meet the 2022/ 2023 ABE Articulation Handbook.

Also total hours for the course are not changing, but the details have been updated to show how the course is being offered.

5.2 q. Motion: "That Education Council approves the course revision: PHYS 012 Physics 012 as recommended by the CPRC – AFP."

Proposal Rationale

Outline had to be updated to meet the 2022/ 2023 ABE Articulation Handbook. total hours for the course are not changing, but the weekly hours are reflective of how the course is currently offered to the students. also prerequisites/corequisites are not changing, but being cleaned up so kual and

outline match.

5.2 r. Motion: "That Education Council approves the new course: GSWS 214 Transnational Feminist Studies as recommended by the CPRC – AFP."

Proposal Rationale

Transnational feminisms is introduced in our first year survey course, GSWS 100: An Introduction to Gender, Sexualities, and Women's Studies. This course is more detailed to expand students understanding of gender justice across national boundaries.

5.2 s. Motion: "That Education Council approves the new course: GSWS 300 Feminist Theories and Methods as recommended by the CPRC – AFP."

Proposal Rationale

This course will be of interest to Arts students and specifically as an elective for students enrolled in the Applied Bachelor of Arts: Community Research and Evaluation degree program, with transfer to MSW at UBCO. Gender studies is interdisciplinary and intersectional, with strict attention to issues of race, class, gender, and sexualities which are topics in undergraduate and graduate studies in Social Work.

5.2 t. Motion: "That Education Council approves the course revision: GSWS 270 Feminist Philosophy as recommended by the CPRC – AFP."

Proposal Rationale

The Philosophy department -- in consultation with the Interdisciplinary Studies department -- at Okanagan College is proposing to update the calendar description for the course Feminist Philosophy. This is a quite recent course, so the rationale for doing this is simply to provide a small language fix to the calendar description.

5.2 u. Motion: "That Education Council approves the course revision: PHIL 270 Feminist Philosophy as recommended by the CPRC – AFP."

Proposal Rationale

The Philosophy department -- in consultation with the Interdisciplinary Studies department -- at Okanagan College is proposing to update the calendar description for the course Feminist Philosophy. This is a quite recent course, so the rationale for doing this is simply to provide a small language fix to the calendar description.

5.2 v. Motion: "That Education Council approves the course revision: PHIL 111 Introduction to Philosophy I as recommended by the CPRC – AFP."

Proposal Rationale

The Philosophy department at Okanagan College is proposing to update the calendar description for the course Introduction to Philosophy I. The threefold rationale for doing this is: (1) to provide a much needed language update (the current calendar description dates from before 2005); (2) to retain some limit on which topics can be taught in this course to better differentiate it from Introduction to Philosophy II; and (3) to allow for the addition of other existing or developing disciplinary topics as desired.

5.2 w. Motion: "That Education Council approves the course revision: PHIL 121 Introduction to Philosophy II as recommended by the CPRC – AFP."

Proposal Rationale

The Philosophy department at Okanagan College is proposing to update the calendar description

for the course Introduction to Philosophy II. The threefold rationale for doing this is: (1) to provide a much needed language update (the current calendar description dates from before 2005); (2) to retain some limit on which topics can be taught in this course to better differentiate it from Introduction to Philosophy I; and (3) to allow for the addition of other existing or developing disciplinary topics as desired.

5.2 x. Motion: “That Education Council approves the course revision: PHIL 211 Ethics as recommended by the CPRC – AFP.”

Proposal Rationale

The Philosophy department at Okanagan College is proposing to update the calendar description for the course Ethics. The rationale for doing this is to provide a much needed language update (the current calendar description dates from before 2005).

5.2 y. Motion: “That Education Council approves the course revision: PHIL 240 Social and Political Philosophy as recommended by the CPRC – AFP.”

Proposal Rationale

The Philosophy department at Okanagan College is proposing to update the calendar description for the course Social and Political Philosophy. The rationale for doing this is to provide a much needed language update (the current calendar description dates from before 2005).

5.2 z. Motion: “That Education Council approves the course revision: PHIL 241 Contemporary Moral Issues as recommended by the CPRC – AFP.”

Proposal Rationale

The Philosophy department at Okanagan College is proposing to update the calendar description for the course Contemporary Moral Issues. The rationale for doing this is to provide a much needed language update (the current calendar description dates from 2009).

5.2 aa. Motion: “That Education Council approves the course revision: PHIL 260 Science and Pseudoscience as recommended by the CPRC – AFP.”

Proposal Rationale

The Philosophy department at Okanagan College is proposing to update the calendar description for the course Science and Pseudoscience. The rationale for doing this is to provide a much needed language update (the current calendar description dates from before 2005).

5.2 ab. Motion: “That Education Council approves the course deletion: PHIL 124 Introduction to Logic and Critical Thinking II as recommended by the CPRC – AFP.”

Proposal Rationale

The Philosophy department is requesting that PHIL 124 be deleted or archived since it is being replaced by PHIL 125.

5.2 ac. Motion: “That Education Council approves the new course: PHIL 125 Introduction to Scientific Reasoning as recommended by the CPRC – AFP.”

Proposal Rationale

This course is motivated by a desire to make some aspects of the philosophy of science relevant to the needs of all students. It also serves the wider goal of improving critical thinking skills beyond the scope of Phil 114, with an emphasis on skills that are useful for understanding and evaluating scientific material as found in college textbooks as well as a variety of popular and professional sources.

5.2 ad. Motion: "That Education Council approves the new course: PHIL 252 Bioethics as recommended by the CPRC – AFP."

Proposal Rationale

Bioethics is a fundamental field in applied ethics and as such is a course offered by most philosophy departments. As Okanagan College does not currently offer this course, this proposal seeks to rectify this shortcoming in our course offerings. Bioethics courses are popular with students and often have a high enrollment rate. This course would attract students from a variety of programs at Okanagan College including philosophy, biology, nursing, kinesiology, health care assistants, pharmacy technicians, and anyone else interested in the ethics of biology, medicine, and healthcare.

5.2 ae. Motion: "That Education Council approves the new course: PHIL 299 Special Topics in Philosophy as recommended by the CPRC – AFP."

Proposal Rationale

The rationale for the PHIL department proposing this Special Topics is primarily the need to expand PHIL course options for students, and, secondarily, as a vehicle for the development (and classroom testing) of potential new stand-alone courses.

Appendix 5.3

Discussion – Amendment to Academic Integrity Policy – Artificial Intelligence

Motion: That Education Council approves amending the Academic Integrity policy Article 3 Section 2 to the following:

2. Cheating in assignments, projects, examinations or other forms of evaluation, may include, but is not limited to:
 1. using or attempting to use another person's answers/work;
 2. purposely exposing or providing answers to another student(s), or failing to take reasonable measures to protect answers from use by another student(s);
 3. unless permitted by the Instructor, a student submitting identical or virtually identical assignments/materials for evaluation, in the case of students who study/work together, or otherwise, as the student's own work;
 - 4. unless permitted by the Instructor, a student using artificial intelligence tools for coursework submitted for evaluation;**
 5. sharing information or answers when doing take-home or take-away assignments, tests or examinations except where the Instructor has authorized collaborative work;
 6. consulting with another person or unauthorized use or possession of materials or equipment in a lab, test or examination, including, concealing and accessing such aids outside the evaluation room during the evaluation period (e.g. emergency evacuation, washroom break, etc.);
 7. resubmitting altered test or examination work after it has already been evaluated;
 8. students communicating with one another in any way during a test or examination;

9. accessing or attempting to access examinations or tests before the student is authorized to do so;
10. impersonating another student on a lab, examination or test, facilitating the impersonation of a student, unauthorized use of another person's signature or identification in order to impersonate someone else, or benefiting from the results of such impersonation. Impersonation includes both the impersonator and the person initiating the impersonation.