

**Okanagan College Education Council Agenda
Meeting of Thursday, January 11, 2024 4:00pm
S 103B – Student Services Boardroom – Kelowna Campus
Motions for Education Council Meeting**

Appendix 2

Motion: “That Education Council adopts the agenda for the January 11, 2024 meeting as presented.”

Appendix 3.1

Approval of the minutes from the December 7, 2023 Education Council meeting

Motion: “That Education Council approves the minutes from December 7, 2023 meeting as presented.”

Appendix 4

4.1 Motion: “That Education Council approves the program revision: Infrastructure and Computing Technology Diploma as recommended by the CPRC – ST.”

Proposal Rationale

The program course flow will need to be modified to allow the introduction of a new course, ICT 228 Scaling Infrastructure & Services. This is accomplished by adding this course into the 4th semester, removing a course from 3rd semester, and moving some courses between semesters to rebalance load and improve topical flow based on current offerings.

4.2 Motion: “That Education Council approves the new course: BUAD418 HR Analytics as recommended by the CPRC – BUS.”

Proposal Rationale

It was identified that there was a gap in competencies required as part of the CPHR aligned certification that our HR programs support.

Additionally, HR analytics is a vital course for HR professionals due to its transformative impact on the field. In today's data-driven business landscape, HR analytics equips HR practitioners with the essential skills to harness data for strategic decision-making. By analyzing HR metrics and workforce data, professionals can make informed choices regarding talent acquisition, retention, and development. This data-driven approach aligns HR practices with organizational goals, elevating HR's strategic relevance. Moreover, HR analytics enables proactive talent management by predicting trends and identifying areas for improvement. It also enhances cost efficiency, aids in compliance, fosters employee engagement, and grants a competitive edge. For HR professionals, mastering HR analytics not only enhances career prospects but also empowers them to contribute significantly to organizational success, making it an indispensable course in today's HR landscape.

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

Proposal Rationale

To add BUAD 418 as an HR specific elective (to all HR programs). The ability to conduct HR

analytics is becoming a standard within industry, and is a required competency as part of our commitment to CPHR aligned certification.

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

Proposal Rationale

To add BUAD 418 as an HR specific elective (to all HR programs). The ability to conduct HR analytics is becoming a standard within industry, and is a required competency as part of our commitment to CPHR aligned certification.

To add BUAD 315 and STAT 121 or STAT 124 as requirements. Stats is required to be successful in BUAD 315, while the lack of BUAD 315 (Management Science) has been identified as a gap within the HR specialty, especially as it relates to CPHR aligned competencies.

4.5. Motion: “That Education Council approves the program revision: Human Resources Management Specialty as recommended by the CPRC – BUS.”

Proposal Rationale

To add BUAD 418 as an HR specific elective (to all HR programs). The ability to conduct HR analytics is becoming a standard within industry, and is a required competency as part of our commitment to CPHR aligned certification.

Appendix 5

5.1a. Motion: “That Education Council approves the new course: CRIM 215 Crime and Organizations as recommended by the CPRC – AFP.”

Proposal Rationale

The proposed course “Crime and Organizations” aligns with the learning objectives of our Sociology Department as well as our Criminal and Social Justice Diploma program offered within the Department of Interdisciplinary Studies. Building on the foundational knowledge acquired in our introduction to criminology and sociology courses, “Crime and Organizations” requires students to apply fundamental sociological and criminological scholarship to understand the criminogenic behaviours of organizations and those who operate within them. By focusing on the social harms produced through the interplay between power and corruption - both within and through organizations – this course compliments the critical and theoretical goals of sociology, criminal and social justice, as well as the department of interdisciplinary studies more broadly. Furthermore, this course offers valuable insight regarding an important and emerging category of criminality: crimes of the powerful.

Organizations represent power insofar as they constitute collections of individuals who coordinate to achieve a variety of goals. As such, they are capable of exercising power over society; power that can be abused by exploiting dependence on them (e.g., corporations) or through violence or the threat of violence (e.g., the state and organized crime). Since organizations pervade society and impact our daily lives, it is important for students to understand the myriad ways organizations inflict harm on society and how individuals within organizations can exploit their access for personal gain.

The course will apply critical scholarship to help students develop a working understanding of how white-collar crime, corporate crime, state crime, and organized crime (e.g., drug cartels, outlaw motorcycle gangs, mafias etc.) is committed and the impact these crimes have on society.

Additionally, emphasis will be placed on the disparities that exist between class and power – such as: privileged access, status, criminal subcultures, syndication, exploitation, and marginalization – in this field of criminality. To highlight the extent to which organizations abuse their power to achieve particular goals, each week will engage with a different sub-category of crime and organizations. Accordingly, the course is divided into four main sections. The first section engages with theories and scholarly material related to organizations and criminality; the second section examines white-collar and corporate crime; the third section delves into state crime, with a focus on the abuse of power and discriminatory practices exercised by the Canadian government toward Indigenous peoples; and the final section is devoted to organized crime. It is also important to connect sociological and criminological research with ‘real-life’ scenarios, therefore case studies will be used to supplement scholarly engagement and understanding. Cross-listing this course between the Sociology Department and the Department of Interdisciplinary Studies (CRIM) is ideal because the foundational content and key themes related to power, exploitation, and social justice align with the objectives of both departments.

5.1b. Motion: “That Education Council approves the new course: SOCI215 Crime and Organizations as recommended by the CPRC – AFP.”

Proposal Rationale

The proposed course “Crime and Organizations” aligns with the learning objectives of our Sociology Department as well as our Criminal and Social Justice Diploma program offered within the Department of Interdisciplinary Studies. Building on the foundational knowledge acquired in our introduction to criminology and sociology courses, “Crime and Organizations” requires students to apply fundamental sociological and criminological scholarship to understand the criminogenic behaviours of organizations and those who operate within them. By focusing on the social harms produced through the interplay between power and corruption - both within and through organizations – this course compliments the critical and theoretical goals of sociology, criminal and social justice, as well as the department of interdisciplinary studies more broadly. Furthermore, this course offers valuable insight regarding an important and emerging category of criminality: crimes of the powerful.

Organizations represent power insofar as they constitute collections of individuals who coordinate to achieve a variety of goals. As such, they are capable of exercising power over society; power that can be abused by exploiting dependence on them (e.g., corporations) or through violence or the threat of violence (e.g., the state and organized crime). Since organizations pervade society and impact our daily lives, it is important for students to understand the myriad ways organizations inflict harm on society and how individuals within organizations can exploit their access for personal gain.

The course will apply critical scholarship to help students develop a working understanding of how white-collar crime, corporate crime, state crime, and organized crime (e.g., drug cartels, outlaw motorcycle gangs, mafias etc.) is committed and the impact these crimes have on society. Additionally, emphasis will be placed on the disparities that exist between class and power – such as: privileged access, status, criminal subcultures, syndication, exploitation, and marginalization – in this field of criminality. To highlight the extent to which organizations abuse their power to achieve particular goals, each week will engage with a different sub-category of crime and organizations. Accordingly, the course is divided into four main sections. The first section engages with theories and scholarly material related to organizations and criminality; the second section examines white-collar and corporate crime; the third section delves into state crime, with a focus on the abuse of power and discriminatory practices exercised by the Canadian government toward Indigenous peoples; and the final section is devoted to organized crime. It is also important to connect sociological and criminological research with ‘real-life’

scenarios, therefore case studies will be used to supplement scholarly engagement and understanding. Cross-listing this course between the Sociology Department and the Department of Interdisciplinary Studies (CRIM) is ideal because the foundational content and key themes related to power, exploitation, and social justice align with the objectives of both departments.

5.1c. Motion: "That Education Council approves the course revision: INDG201 Okanagan Indigenous Peoples' History as recommended by the CPRC – AFP."

Proposal Rationale

We are remedying a long-standing issue, which is the necessary addition of INDG 100 as a pre-requisite for all 2nd year INDG courses (currently 201, 202, 203, 204) instead of second year standing. The rationale is pedagogical: INDG 100: An Introduction to Indigenous Studies "introduces students to historical events, concepts, and interactions critical to understanding Indigenous peoples worldwide. Students will develop critical skills in comparative analysis and synthesis and examine the merits of cross-cultural understanding and cultural and national diversity." The content and skills offered in INDG 100 will help students succeed in our second year programming.

5.1d. Motion: "That Education Council approves the course revision: INDG202 Okanagan Concepts and Frameworks as recommended by the CPRC – AFP."

Proposal Rationale

We are remedying a long-standing issue, which is the necessary addition of INDG 100 as a pre-requisite for all 2nd year INDG courses (currently 201, 202, 203, 2040 instead of second year standing. The rationale is pedagogical: INDG 100: An Introduction to Indigenous Studies "introduces students to historical events, concepts, and interactions critical to understanding Indigenous peoples worldwide. Students will develop critical skills in comparative analysis and synthesis and examine the merits of cross-cultural understanding and cultural and national diversity." The content and skills offered in INDG 100 will help students succeed in our second year programming.

5.1e. Motion: "That Education Council approves the course revision: INDG203 Indigenous Historical Perspectives as recommended by the CPRC – AFP."

Proposal Rationale

We are remedying a long-standing issue, which is the necessary addition of INDG 100 as a pre-requisite for all 2nd year INDG courses (currently 201, 202, 203, 204) instead of second year standing. The rationale is pedagogical: INDG 100: An Introduction to Indigenous Studies "introduces students to historical events, concepts, and interactions critical to understanding Indigenous peoples worldwide. Students will develop critical skills in comparative analysis and synthesis and examine the merits of cross-cultural understanding and cultural and national diversity." The content and skills offered in INDG 100 will help students succeed in our second year programming.

5.1f. Motion: "That Education Council approves the course revision: INDG204 Indigenous Concepts and Frameworks as recommended by the CPRC – AFP."

Proposal Rationale

We are remedying a long-standing issue, which is the necessary addition of INDG 100 as a pre-requisite for all 2nd year INDG courses (currently 201, 202, 203, 204) instead of second year

standing. The rationale is pedagogical: INDG 100: An Introduction to Indigenous Studies "introduces students to historical events, concepts, and interactions critical to understanding Indigenous peoples worldwide. Students will develop critical skills in comparative analysis and synthesis and examine the merits of cross-cultural understanding and cultural and national diversity." The content and skills offered in INDG 100 will help students succeed in our second year programming.

5.2a. Motion: "That Education Council approves the new course: HCA120 as recommended by the CPRC – HSD."

Proposal Rationale

This new course aligns with the updated Health Care Assistant (HCA) Program Provincial Curriculum. The revised curriculum, approved by the Government of British Columbia, Ministry of Health and Ministry of Post-Secondary Education, has been mapped to ensure that concepts and learning outcomes are scaffolded and streamlined throughout each course in the program. This has led to the need to repackage the curriculum into new course structures. The required additional content has been added to all courses and course content hours have been reallocated between courses to align OC courses hours and learning outcomes to the provincial framework. Okanagan College currently does not offer this proposed course, previously some of the content in this course was presented in HCA 103 (Personal care skills) and HCA 101 (communications) course and HCA 105 (Cognitive and Mental Health Challenges). This new course more clearly aligns with the required 30 hours of course delivery for this topic area. This new course will help to streamline review by the BC Care Aid Registry and make it more clear that we are meeting the program recognition requirements.

5.2b. Motion: "That Education Council approves the new course: HCA122 as recommended by the CPRC – HSD."

Proposal Rationale

This new course aligns with the updated Health Care Assistant (HCA) Program Provincial Curriculum. The revised curriculum, approved by the Government of British Columbia, Ministry of Health and Ministry of Post-Secondary Education, has been mapped to ensure that concepts and learning outcomes are scaffolded and streamlined throughout each course in the program. This has led to the need to repackage the curriculum into new course structures. The required additional content has been added to all courses and course content hours have been reallocated between courses to align OC courses hours and learning outcomes to the provincial framework. Okanagan College currently does not offer this proposed course, previously some of the content in this course was presented in HCA 102 (Concepts for Practice) and HCA 103 (Personal care skills). This new course more clearly aligns with the required 30 hours of course delivery for this topic area. This new course will help to streamline review by the BC Care Aid Registry and make it more clear that we are meeting the program recognition requirements.

5.2c. Motion: "That Education Council approves the new course: HCA124 as recommended by the CPRC – HSD."

Proposal Rationale

This new course aligns with the updated Health Care Assistant (HCA) Program Provincial Curriculum. The revised curriculum, approved by the Government of British Columbia, Ministry of Health and Ministry of Post-Secondary Education, has been mapped to ensure that concepts and learning outcomes are scaffolded and streamlined throughout each course in the program. This has led to the need to repackage the curriculum into new course structures. The required

additional content has been added to all courses and course content hours have been reallocated between courses to align OC courses hours and learning outcomes to the provincial framework. Previously some of the content in this course was presented in HCA 103 (Personal care skills) and HCA 102 (Concepts for Practice). This new course more clearly aligns with the required 70 hours of course delivery for this topic area. This new course will help to streamline review by the BC Care Aid Registry and make it more clear that we are meeting the program recognition requirements.

5.2d. Motion: “That Education Council approves the new course: HCA126 as recommended by the CPRC – HSD.”

Proposal Rationale

This new course aligns with the updated Health Care Assistant (HCA) Program Provincial Curriculum. The revised curriculum, approved by the Government of British Columbia, Ministry of Health and Ministry of Post-Secondary Education, has been mapped to ensure that concepts and learning outcomes are scaffolded and streamlined throughout each course in the program. This has led to the need to repackage the curriculum into new course structures. The required additional content has been added to all courses and course content hours have been reallocated between courses to align OC courses hours and learning outcomes to the provincial framework. Okanagan College currently does not offer this proposed course, previously some of the content in this course was presented in HCA 101 (Interpersonal Communications), and HCA 103 course. This new course more clearly aligns with the required 50 hours of course delivery for this topic area. Instead of 9 learning outcomes, this course will have 4 and reduced course hours (50) to align with the new curriculum. This new course will help to streamline review by the BC Care Aid Registry and make it more clear that we are meeting the program recognition requirements.

5.2e. Motion: “That Education Council approves the new course: HCA128 as recommended by the CPRC – HSD.”

Proposal Rationale

This new course aligns with the updated Health Care Assistant (HCA) Program Provincial Curriculum. The revised curriculum, approved by the Government of British Columbia, Ministry of Health and Ministry of Post-Secondary Education, has been mapped to ensure that concepts and learning outcomes are scaffolded and streamlined throughout each course in the program. This has led to the need to repackage the curriculum into new course structures. The required additional content has been added to all courses and course content hours have been reallocated between courses to align OC courses hours and learning outcomes to the provincial framework. Previously some of the content in this course was presented in HCA 103 (Personal care skills) and HCA 104 (Healing: Common Health Challenges) course. The province has identified the need for HCAs to have increase knowledge around End-of-Life Care, so learning outcomes have been added to the 2023 Provincial curriculum document to address this. This new course more clearly aligns with the required 115 hours of course delivery for this topic area.

5.2f. Motion: “That Education Council approves the new course: HCA130 as recommended by the CPRC – HSD.”

Proposal Rationale

This new course aligns with the updated Health Care Assistant (HCA) Program Provincial Curriculum. The revised curriculum, approved by the Government of British Columbia, Ministry of Health and Ministry of Post-Secondary Education, has been mapped to ensure that concepts and learning outcomes are scaffolded and streamlined throughout each course in the program. This

has led to the need to repackage the curriculum into new course structures. The required additional content has been added to all courses and course content hours have been reallocated between courses to align OC courses hours and learning outcomes to the provincial framework. This proposed new course would have the required 60 hours of theory devoted to Cognitive and/or Mental Health Challenges as per the Provincial Curriculum Document and be a prerequisite to the practice experience course to ensure students have the foundation to enter this specialized care area before starting their practice experience. Currently the HCA offers HCA 106 course, which is both a theory course (42 hours) and a practicum course (60 hours).

5.2g. Motion: “That Education Council approves the new course: HCA132 as recommended by the CPRC – HSD.”

Proposal Rationale

In this proposed HCA 132 course, it includes the correct and revised (2023) learning outcomes, new indicators for these outcomes and new personal care activities not taught previously. The order on how these concepts are taught will change to mirror that of the Provincial Curriculum and allow the students to scaffold their learning in ways that are less task oriented, and more person-centered in mind. While this new course appears similar in content to the HCA 103 course, our current HCA 103 Personal Care and Assistance does not list the current learning outcomes required by the Provincial curriculum. Several of the learning outcomes in HCA 103 are originally from the previous provincial curriculum document but intended for other courses in the previous curriculum (Introduction to Practice, Concepts for Practice and Communications).

5.2h. Motion: “That Education Council approves the new course: HCA134 as recommended by the CPRC – HSD.”

Proposal Rationale

This new course aligns with the updated Health Care Assistant (HCA) Program Provincial Curriculum. The revised curriculum, approved by the Government of British Columbia, Ministry of Health and Ministry of Post-Secondary Education, has been mapped to ensure that concepts and learning outcomes are scaffolded and streamlined throughout each course in the program. This has led to the need to repackage the curriculum into new course structures. The required additional content has been added to all courses and course content hours have been reallocated between courses to align OC courses hours and learning outcomes to the provincial framework. This proposed course will offer our students a practice experience that mediates learning through an instructor led practicum that begins as a simple, more individualized supported experience, progressing to a more complex self-directed approach. Students will gradually gain the confidence necessary to support individuals with complex care needs, and as practicum progresses, they will meet the course outcomes by providing holistic care activities to those who also experience cognitive decline and are unable to direct their own care.

5.2i. Motion: “That Education Council approves the new course: HCA136 as recommended by the CPRC – HSD.”

Proposal Rationale

This new course aligns with the updated Health Care Assistant (HCA) Program Provincial Curriculum. The revised curriculum, approved by the Government of British Columbia, Ministry of Health and Ministry of Post-Secondary Education, has been mapped to ensure that concepts and learning outcomes are scaffolded and streamlined throughout each course in the program. This has led to the need to repackage the curriculum into new course structures. The required additional content has been added to all courses and course content hours have been reallocated between courses to align OC courses hours and learning outcomes to the provincial

framework. This proposed HCA 136 course will offer our students a practice experience that allows the student to experience community care within the region they live. This practicum will be supported by both a mentor (experienced HCA) and an instructor. The mentor will work alongside the student as they experience a healthcare agency outside of the facility environment. The student will obtain experiences with other members of the health care team, client family members, alternative methods for reporting and recording and advocating for clients.

5.2j. Motion: “That Education Council approves the program revision: Health Care Assistant Certificate as recommended by the CPRC – HSD.”

Proposal Rationale

The BC Care Aide & Community Health Worker Registry requires all post-secondary schools to review their Health Care Assistant Program to ensure that it follows the 2023 Provincial Health Care Assistant Curriculum, the 2023 Health Care Assistant Program Recognition Guide and the Core Competency Manual (2023) - all are attached to this proposal for reference. All learning outcomes in the program have been reviewed and many revisions have been made in each course to ensure that best practices in adult education and health care standards are current. This proposal incorporates the provincially mandated changes along with other department initiated changes that will better align the Okanagan College program with the provincial guidelines for program delivery. As a result, new names and course numbers have been proposed to foster the transparency of student records and to mirror the expected provincial learning outcomes in each course. This will ultimately lead to a smoother recognition process upon Registry review.

5.3a. Motion: “That Education Council approves the policy revision: Academic Integrity Policy as recommended by ARP.”

Proposal Rationale

Academic Integrity Policy Change Rationale

The Academic Integrity Policy has been changed as per the directives of the Policy and Procedure Framework Governing Policy. These changes include:

- Separating policy from procedures
- Putting the policy into the new framework format (Section 6.2 of the Policy and Procedure Framework Governing Policy)
- Including a Purpose for the policy
- Developing and including Definitions for the policy
- Adding to the Principles stated in the current policy to provide clarity to students and employees on specific standards applicable to academic integrity and academic misconduct.
- Inclusion of a list of academic integrity sanctions to the policy
- Inclusion of a Records section

5.3b. Motion: “That Education Council approves the policy revision: Attendance Policy as recommended by ARP.”

Proposal Rationale

Attendance Policy Change Rationale

The Attendance Policy has been changed as per the directives of the Policy and Procedure Framework Governing Policy. These changes include:

- Putting the policy into the new framework format (Section 6.2 of the Policy and Procedure Framework Governing Policy)
- Including a Policy Statement
- Including a Purpose for the policy

- Developing and including Definitions for the policy
- Adding to the principles stated in the current policy to provide clarity to students and employees on specific standards applicable to attendance.
- Clarifying how attendance requirement will be communicated to students including field trips.
- Clarifying how students are to communicate with instructors regarding absences
- Outlining that participation in a virtual environment is included in attendance/participation
- Clarifying the responsibility of instructors to accommodate attendance issues for students registered with Accessibility Services
- Changing Holy Days to recognized religion and spiritual days
- Expanding the section on student athletes where instructors may be asked to make reasonable accommodations for absences to include College-approved student team competitions/events, or significant student-life opportunities

See Attendance Policy - Comparison document for changes.

5.3c. Motion: “That Education Council approves the policy revision: Transfer Credit Policy as recommended by ARP.”

Proposal Rationale

Transfer Credit Policy Change Rationale

The Transfer Credit Policy has been changed as per the directives of the Policy and Procedure Framework Governing Policy. Transfer Credit policy statements are included in a number of places in our current format including Transfer Credit Policy; ABE Transfer Credit Policy; General Certificate of Secondary Education (GCSE) A-Level Courses Transfer Credit Policy; Academic Requirements for Program Completion and Graduation Section 5. Transfer Credits Towards a degree, Diploma or Certificate Program.

The revised Transfer Credit Policy addresses the policy statements in the above documents and amalgamates them into one new policy.

Changes in the Transfer Credit Policy include:

- Separating policy from procedures
- Putting the policy into the new framework format (Section 6.2 of the Policy and Procedure Framework Governing Policy)
- Including a Purpose for the policy
- Developing and including Definitions for the policy
- Adding to the principles stated in the current policy to provide clarity to students and employees on specific standards applicable to Transfer Credit.
- Specific inclusion of clauses addressing graduate level credit, international credits not disclosed at admissions, minimum passing standards for vocational programs, etc.
- Inclusion of principles for Articulation
- Inclusion of principles for Course Equivalency
- Providing references to Acts and Regulations and Other Supporting References

See Transfer Credit Policy - Comparison document attached

5.3d. Motion: “That Education Council approves the policy removal: Graduation as recommended by ARP.”

Proposal Rationale

Delete this information. This information is not policy but rather Graduation information which is provided to students at <https://www.okanagan.bc.ca/graduation/convocation-and-commencement-ceremonies>.

5.3e. Motion: “That Education Council approves the policy removal: Student conduct as recommended by ARP.”

Proposal Rationale

Delete this policy. Student Conduct policy is located in the Student Non-Academic Misconduct policy, Student Wellbeing Support Policy - both updated in 2022/23. This policy also contains employee health and safety information which is not appropriate or correct.

5.3f. Motion: “That Education Council approves the policy removal: Freedom of Information and Protection of Privacy as recommended by ARP.” Electronic Communication for Applicants and Students

Proposal Rationale

Delete this information. This information is in the EPBC application and in OC's Privacy Policy. This text is a duplication of information and is not an academic policy.

5.3g. Motion: “That Education Council approves the policy removal: Electronic Communication for Applicants and Students as recommended by ARP.”

Proposal Rationale

Remove this policy from Academic Policies. This is an administrative policy that is being updated through the Administration Policy Review.