



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 sch

content and key themes related to power, exploitation, and social justice align with the objectives of both departments.

**Revised courses:**

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-offered in INDG 100 will help students succeed in our second year programming.

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-offered in INDG 100 will help students succeed in our second year programming.

**Proposal Rationale**

We are remedying a longR 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-

**Proposal Rationale**

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required 115 hours of course delivery for this topic area.

## **6. HCA 130 Cognitive and/or Mental Health Challenges**

### **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



## **Health & Social Development**

### **Revised program:**

#### **1. Health Care Assistant Certificate**

##### **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.

## **Science and Technology**

### **Revised program:**

#### **1. Infrastructure and Computing Technology Diploma**

##### **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.

## **Academic Policies**

### **Revised policies:**

#### **1. Academic Integrity Policy**

##### **Proposal 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





#### **4. Electronic Communication for Applicants and Students**

##### **Proposal Rationale**

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