Education Council Meeting
Thursday, December 7, 2017 4:00 p.m.
E 303 – Classroom – Centre for Learning – Kelowna Campus

Faculty

Name	Location
Tim Walters	Shuswap Revelstoke Rep
	South Okanagan Similkameen Rep
Gilbert Bede	Central Okanagan Rep
	North Okanagan Rep
Danny Marques	Trades & Apprenticeship - Kelowna
Nancy Noble-Hearle	Arts & Foundational - Pent
Pam Wetterstrand	Health & Social Development
Deborah Warren	Science and Technology Programs
Chris Newitt	Arts & Foundational – Kelowna
Roberta Sawatzky	School of Business - Kelowna

Educational Administrators

Name	Location
Bill Gillett	Dean – Business & Commercial Aviation Programs
Andrew Hay (e-copy)	Vice President Education
Dennis Silvestrone	Director – CS
Ross Tyner	Director – Library Services

Students

Name	Location
	Student – South Okanagan Similkameen
Nancy deMelo	Student – Central Okanagan
Nathan Nesbitt	Student – North Okanagan
Relan Johanson	Student - Shuswap Revelstoke

Staff

Name	Location
Amanda Pope	Vernon Campus
Fran Kelly	Kelowna Campus

Non-Voting

Name	Location
Jim Hamilton	President, OC
Gloria Morgan	Board of Governors

Secretariat

Name	Location
Jane Muskens	Registrar OC
Dianne Crommer	Education Council Office

Other Recipients

Name	Area	Name	Area
Joanna Campbell (e-copy)	Assistant to the President	Charlotte Kushner (e-copy)	VP - Students
Eric Corneau	Regional Dean –S Ok/Similk.	Yvonne Moritz	Dean – Science, Technology & Health
Jackie Dewar-Pine	Campus Admin-Penticton	Steve Moores	Dean – Trades & Apprenticeship
Rob Huxtable	Dean – Arts & Foundational Programs	Jonathan Rouse	Assoc Dean – Business & Aviation Programs
Margaret Scharf (e-copy)	Campus Admin-Salmon Arm	President	OC Student Union
Joan Smeyers (e-copy)	Campus Admin - Vernon	President	OC Kalamalka (Vernon) Student Assoc
Laura Berntzen (e-copy)	Asst to the Dean– STH	(e-copy)	Associate Dean – STH
Anita Harden (e-copy)	Registrar's Office - Kelowna	Eve Avis (e-copy)	Asst to Dean - AFP
Michelle Sinclair (e-copy)	Asst to Dean-Trades/Appren	Leanne Foster (e-copy	Asst to Director- International
Jasmine McGee (e-copy)	Asst to Director - Student Serv	T Kisilevich (e-copy)	Assoc Dean – Trades & Apprenticeship
Lynn Kohout (e-copy)	Asst to Dean-Bus & Aviation	Barry McGillivray (e-copy)	Assoc Dean – Business & Aviation
Karen Hojnocki (e-copy)	Asst to Director–Con Studies	Allan Coyle (e-copy)	Director, Public Relations
Joan Ragsdale (e-copy)	Regional Dean Shuswap/Rev	Tanya Harding (e-copy)	Exec Asst-VP Finance & Admin
Liz Plamondon (e-copy)	Exec Asst-VP Students	Angie March (e-copy)	Asst to Regional Dean – Central Ok
Lara Jennings (e-copy)	Exec Asst – VP Education	Roy Daykin (e-copy)	VP - Finance and Administration
Beverlie Dietze (e-copy)	Director, Learning/Teaching	Inga Wheeler (e-copy)	Assoc Registrar – Enrolment Services
Jane Lister (e-copy)	Regional Dean N Okanagan	Sharon Josephson (e-copy)	Associate Dean – AFP
Phil Ashman (e-copy)	Regional Dean C Okanagan	Karen Sansom (e-copy)	Associate Dean - AFP
Carlyn Young (e-copy)	Registrar's Office - Kelowna	James Coble (e-copy)	Director, Student Services
Gail Brown (e-copy)	Enrolment Services - Kelowna	Russell Boris (e-copy)	Director, International

Okanagan College Education Council Agenda
Meeting of Thursday, December 7, 2017 4:00 pm
E 303 – Classroom – Centre for Learning- Kelowna Campus

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6. **Reports – reports not submitted will be distributed under separate cover**
   - 6.1 Council Chair's Report – Chris Newitt
   - 6.2 President's and Vice President Education Report – Andrew Hay
   - 6.3 Registrar's Report – Jane Muskens
   - 6.4 Board of Governors Report - Gloria Morgan

7. **Date, Time of Next Regular Meeting** – January 11, 2018 at 4:00 pm

8. **Deadline for Agenda Items** – Wednesday, December 13, 2017

9. **Adjournment**

Appendix 3.1
Approval of the Minutes for the November 2, 2017 Education Council meeting

Motion: "That Education Council approves the November 2, 2017 Education Council meeting as presented. "

Okanagan College Education Council
Minutes of Thursday, November 2, 2017 4:00 pm
Room S103B Student Services Boardroom – Kelowna Campus

Draft

Present: N deMelo, W Gillett, J Hamilton at 4:55, A Hay, R Johanson, F Kelly, D Marques, J Muskens, N Nesbitt by phone, C Newitt, N Noble-Hearle by phone, A Pope, R Sawatzky, R Tyner, D Warren, T Walters, P Wetterstrand

Regrets: G Bede

Absent: D Silvestrone, G Morgan

Guests: R Huxtable, L Kraft, K Langedyk

Recorder: D Crommer

1. **Determination of Quorum and Call to Order**
   C Newitt called the meeting to order at 4:06 pm

2. **Adoption of the Agenda**
   Motion: A Hay/N deMelo
   "That Education Council approves the agenda as presented."
   - Remove the ESL schedule at request of Dean.

   Carried as revised

3. **Approval of the Minutes**
   3.1 Approval of the minutes of the October 5, 2017 Education Council meeting as presented.
   Motion: D Marques/D Warren
   "That Education Council approves the minutes of the October 5, 2017 Education Council meeting as presented."
   Carried

4. **Business Arising**

5. **New Business**
   5.1 Curriculum recommended by the CPRC - AFP

   a. Course revision – COST 060 Computer Studies 060
   Motion: R Tyner/A Hay
   "That Education Council approves the course revision: COST 060 Computer Studies 060 as recommended by the CPRC - AFP."
   - R Huxtable advised the content and description are related to articulation for ABE courses. Change in curriculum for grades 10, 11 and 12 are not matched to ABE courses on a course for course basis
   - Students enter this course through individual interviews.
   - Add comma after 'meaningful' in last sentence our course description.

   Carried

   b. Course revision – MATH 012 Mathematics 012
   Motion: A Pope/P Wetterstrand
   "That Education Council approves the course revision: MATH 012 Mathematics 012 as recommended by the CPRC - AFP."

- There is no content change, just a description change and the rationale speaks to the need for a revision.

Carried

c. Course revision – CHEM 012 Chemistry 012
Motion: T Walters/R Sawatzky
"That Education Council approves the course revision: CHEM 012 Chemistry 012 as recommended by the CPRC - AFP."
- Another housekeeping change resulting from articulation to update the description.

Carried

d. Course revision – PHYS 012 Physics 012
Motion: R Johanson/D Marques
"That Education Council approves the course revision: PHYS 012 Physics 012 as recommended by the CPRC - AFP."
- This revision is also result of articulation and the need is to update the description.

Carried

e. New course – PSYC 012 Psychology 012
Motion: R Tyner/N deMelo
"That Education Council approves the new course: PSYC 012 Psychology 012 as recommended by the CPRC - AFP."
- R Huxtable advised this was debated at the CPRC – AFP chairs level. Psychology is not a teachable area in the secondary school system and psychology is a very regulated area. The use of psychologists is very restrictive. High school Psychology teachers do not usually have a psychology background.
- He added the issues around this course are sectoral and the course does have support of the Dean. R Huxtable noted that the issue of psychology being taught at the high school level is a national debate.
- A member noted that the calendar description is unusually detailed. R Huxtable advised this is because of the controversy of the subject area. This description sounds more rigorous than a first year course. This is a provincially articulated course description.

Carried

5.2 Curriculum recommended by the CPRC – STH

a. Course revision – COSC 040 Advanced Database Management Systems
Motion: D Warren/N deMelo
"That Education Council approves the course revision: COSC 404 Advanced Database Management Systems as recommended by the CPRC – STH."
- To remove COSC 226 as a prerequisite as the course is no longer offered.

Carried

b. Course revision – COSC 471 Software Engineering Project
Motion: D Warren/A Hay
"That Education Council approves the course revision: COSC 471 Software Engineering Project as recommended by the CPRC – STH."
- To remove COSC 310 as a prerequisite as the course no longer exists.

Carried

c. Course revision – CIEN 133 Concrete Technology
Motion: R Tyner/N deMelo
"That Education Council approves the course revision: CIEN 133 Concrete Technology as recommended by the CPRC – STH."

- K Langedyk advised the revision is to increase the lab hours from two to three hours. Instructors are pre-prepping and running overtime for labs. This was not an issue if the lab was at end of day. This revision will also facilitate longer field trips.

Carried

d. Course revision – CIEN 143 Highway Material Testing I
Motion: N deMelo/D Warren
"That Education Council approves the course revision: CIEN 143 Highway Material Testing I as recommended by the CPRC – STH."
- The revision is also to increase lab hours and for the same reasons. This will allow the class to be more student focused.

Carried

e. Course revision – CIEN 235 Municipal Design
Motion: D Warren/A Pope
"That Education Council approves the course revision: CIEN 235 Municipal Design as recommended by the CPRC – STH."
- This revision is similar to previous revisions. This is a computer based lab course and does include field trips. It has been determined that the time allotted for the class is not adequate. Increasing the lab hours will make the class more student focused and this will allow more time for students to deal with issues in class.

Carried

f. Course revision – CIEN 236 Highway Materials Testing II
Motion: N deMelo/D Warren
"That Education Council approves the course revision: CIEN 236 Highway Materials Testing II as recommended by the CPRC – STH."
- This revision is similar to the previous revisions except the lecture time is being decreased and the lab time increased. The lab classes will be more student focused.

Carried

g. Program revision – Civil Engineering Technology Diploma
Motion: D Warren/P Wetterstrand
"That Education Council approves the program revision: Civil 'Engineering Technology Diploma as recommended by the CPRC – STH."
- The motion includes the elimination of the footnotes at end of program description in the calendar. This has been confusing for students and only one student has used these prerequisite options in 11 years.
- In the prerequisites box on handwritten page 18, complete the portion of the last line to read as '...CIEN 245).

Carried

h. New course – ANIM 101 Co-op work Term
Motion: D Warren/D Marques
"That Education Council approves the new course: ANIM 101 Co-op Work Term as recommended by the CPRC – STH."
- AT the request of industry, a co-op work term is being added to the animation program. The optional co-op will be offered during the summer months (May – August) between first and second year.

Carried

i. Program revision – Animation Diploma
Motion: D Warren/N deMelo
"That Education Council approves program revision: Animation Diploma as recommended by the CPRC – STH

- The co-op course is being added to the program as an optional course.
- A member noted the program is not included and there should be a notation that the co-op course is not mandatory. There was a brief discussion regarding the fact that a copy of the program outline was not included.

Motion: N deMelo/D Warren
"That Education Council refer back the Animation Diploma program revision and request that a revised program outline be included in the information presented to Education Council".
Carried to refer back

5.3 2018 – 2019 Academic Schedules

a. English as a Second Language 2018 – 2019 schedule
Withdrawn prior to the meeting
"That Education Council approves the English as a Second Language 2018 – 2019 Schedule as presented for recommendation to the Board."
- Removed from agenda at request of Dean's office

b. Office Administration
Motion: N deMelo/R Johanson
"That Education Council approves the Office Administration 2018 – 2019 Schedule as presented for recommendation to the Board."
- A member noted that classes are scheduled to start on Wednesday, January 2, 2019 meaning that students would have to travel on January 1st to be back for classes. The member also noted that Academic classes are scheduled to start on the following Monday. J Muskens clarified that it is not unusual for these classes to have a different start date in order to meet the total days/hours for the program.

Carried

c. Health and Social Development schedule
Motion: R Tyner/N deMelo
"That Education Council approves the following Health and Social Development 2018 – 2019 Schedules: Therapist Assistant diploma, Certified Dental Assistant and Health Care Assistant Certificate as presented for recommendation to the Board."
- A member noted there is a possibility that Family Day could change that that would impact all schedules.

Carried

d. Adult Special Education 2018 – 2019 schedule
Motion: N deMelo/R Johanson
"That Education Council approves the Adult Special Education 2018 – 2019 Schedule as presented for recommendation to the Board."
Carried

5.4 Standing Committee Reports

a. Operations Committee
- C Newitt advised that committee has not met since the last Education Council meeting.

b. ARP Committee
- J Muskens advised that a committee is very close to having the final draft completed on the Academic Integrity Policy. She is hoping it will be ready for Education Council to review at either the December or January meeting.

c. CCC Committee

- C Newitt advised the committee is looking at getting to point where regular meetings can be scheduled.

d. Tributes Committee
- C Newitt advised this will be dealt with during the in camera session.

5.5 In camera session
Motion: N deMelo/T Walters
"That Education Council move in camera."
Carried

- C Newitt reviewed the information on slides for those attending the meeting by phone. There was a discussion about the nominees.
- A member advised she is supportive of the first nominee on the list.
- A member questioned the timing adding it feels a bit like a rubber stamp process as there are concerns with one nominee.
- J Hamilton advised that Education Council needs to take the time it requires to deal with this and if a special meeting is needed so be it. He provided a bit of additional information on the one candidate.

- Additional details and the motion are included in the confidential Tributes minutes associated with this meeting.

Motion: N deMelo/A Hay
"That Education Council move out of in camera."
Carried

6. Reports

6.1 Council Chair's Report –

- C Newitt advised there will be another by-election for two faculty seats on Education Council. We are looking for a faculty representative from each the North and South Okanagan as well as a student representative from the South Okanagan.
- He attended the AGC (Academic Governance Council) meeting and noted there was good representation from the colleges. Forms were the biggest criticism at AGC as well as at the OC retreat. Douglas College has moved towards digital forms where everything is done online with curriculum development software. Forms are searchable online for comments made at various levels of discussion/review. VCC also uses online forms and NWCC is purchasing the software.
- Also discussed were the K – 12 changes and how it will affect Ed Council. This is going create some work for Ed Councils.
- Indigenization a big issue and some institutions are much further along in the process with how initiatives influence Ed Councils.
- Process issue – can Program Deans' veto curriculum before it goes to curriculum committees. A question was raised regarding whether a Deans' signature was approval of a program or indication that a proper review process has taken place. This seems to be an issue for one institution.
- The last issue at AGC was regarding CPRC structures. We see a proposal but are unaware of any discussion that took place at the CPRC level. At one institution, the CPRC chairs are EdCo members and receive release time and are expected to provide an executive summary for Ed Council. Another institution has the EdCo vice chair as the rep to all CPRC's.
- C Newitt advised e wants to form a committee to review CPRC structure. Please email C Newitt if you are interested in serving on this committee.

- J Muskens added that when she was at the Banner conference she saw a demo of curriculum development software and it looked good. She added digital forms will be common in the future.

6.2 President & Vice-President Education Report – A Hay

- A Hay written report provided at the table.
- He advised the Diploma for Collision Repair has been posted on PSIPS.
- With regard to the K – 12 changes, A Hay advised that the government announced a delay in the implementation for grades 11 and 12 by one year. He added that OC has engaged the services of J Brooks to do work on these changes.
- The Quality Assurance process took place last week and looks good.
- A Hay acknowledged R Huxtable and the several years he spent on Education Council. Rob's time on Education Council includes working on the Ministry committee many years ago that helped establish Education Councils in the BC college system.
- J Hamilton added that OC recently had visits from a couple of experts on indigenization. Dr. G Smith visited OC and is working with other institutions in BC. Tosh Southwick from Yukon College also visited OC and talked about the large financial award they received for a college in Canada that leads in indigenization.
- He advised that OC had a visit from Rick Glumac, the Parliamentary Secretary for Technology along with the Executive Secretary for Technology. He added it was a positive visit with a good level of enthusiasm.

6.3 Registrar's Report –

- J Muskens advised that applications opened on November 1st for programs that start in September 2018.
- She will be attending a meeting on November 29th regarding admissions and changes for the K – 12 system. She added that a Ministry representative will be in attendance.

6.4 Board of Governor's Report –

- J Hamilton reported on behalf of Board that they had a great working session. The first part was with Tosh Southwick on indigenization and second part of the session was on internationalization. He added it was a very good process

7. **Date, Time of Next Regular Meeting** – Thursday, December 7, 2017

8. **Deadline for Agenda Items** – Wednesday, November 22, 2017

9. **Adjournment** at 6:30 pm

Appendix 3.2
Approval of the Minutes for the November 8, 2017 Operations Committee meeting

Motion: "That Education Council approves the actions of the November 8, 2017 Operations Committee meeting as presented. "

Okanagan College Education Council – Operations Standing Committee
Minutes of Wednesday, November 8, 2017
S 109D – J Muskens Office @ 1:15 pm

Draft

Present: D Marques, A Hay, J Muskens, C Newitt, P Wetterstrand

Regrets: A Pope

Recorder: J Muskens

C Newitt called the meeting to order at 1:15 pm and advised the purpose of the meeting is to approve candidates for graduation.

Note: All programs are based in Kelowna unless otherwise indicated.

Accounting Assistant Certificate (BC Campus – End Date October 13, 2017)
Motion: J Muskens/D Marques
The Registrar has verified that the candidate listed herein has satisfied all requirements for the Accounting Assistant Certificate and, therefore, recommends this candidate to Education Council for approval of the Accounting Assistant Certificate.
Carried

Bachelor of Business Administration (Out of Sequence – End Date August 15, 2017 - Kelowna)
Motion: J Muskens/C Newitt
The Registrar has verified that the candidate listed herein has satisfied all requirements for the Bachelor of Business Administration and, therefore, recommends this candidate to Education Council for approval of the Bachelor of Business Administration.
Carried

Business Administration Diploma (Out of Sequence – End Date April 8, 2011 - Vernon)
Motion: J Muskens/P Wetterstrand
The Registrar has verified that the candidate listed herein has satisfied all requirements for the Business Administration Diploma and, therefore, recommends this candidate to Education Council for approval of the Business Administration Diploma.
Carried

Business Administration Diploma (Out of Sequence – End Date April 22, 2017 - Vernon)
Motion: J Muskens/D Marques
The Registrar has verified that the candidate listed herein has satisfied all requirements for the Business Administration Diploma and, therefore, recommends this candidate to Education Council for approval of the Business Administration Diploma.
Carried

English for Academic Purposes Certificate (Out of Sequence – End Date August 23, 2013)
Motion: J Muskens/C Newitt
The Registrar has verified that the candidate listed herein has satisfied all requirements for the English for Academic Purposes Certificate and, therefore, recommends this candidate to Education Council for approval of the English for Academic Purposes Certificate.
Carried

English for Academic Purposes Certificate (Out of Sequence – End Date June 27, 2017)
Motion: J Muskens/P Wetterstrand

The Registrar has verified that the candidate listed herein has satisfied all requirements for the English for Academic Purposes Certificate and, therefore, recommends this candidate to Education Council for approval of the English for Academic Purposes Certificate.
Carried

Health Care Assistant Certificate (May 1, 2017 to October 25, 2017 – Kelowna)
Motion: J Muskens/A Hay
The Registrar has verified that the candidates listed herein have satisfied all requirements for the Health Care Assistant Certificate and, therefore, recommends these candidates to Education Council for approval of the Health Care Assistant Certificate.
Carried

Health Care Assistant Certificate (May 1, 2017 to October 25, 2017 – Salmon Arm)
Motion: J Muskens/D Marques
The Registrar has verified that the candidates listed herein have satisfied all requirements for the Health Care Assistant Certificate and, therefore, recommends these candidates to Education Council for approval of the Health Care Assistant Certificate.
Carried

Medical Administrative Assistant Certificate (End Date August 4, 2017 – BC Campus)
Motion: J Muskens/C Newitt
The Registrar has verified that the candidate listed herein has satisfied all requirements for the Medical Administrative Assistant Certificate and, therefore, recommends this candidate to Education Council for approval of the Medical Administrative Assistant Certificate.
Carried

Network & Telecommunications Engineering Technology Diploma (Out of Sequence - End Date April 10, 2017 - Kelowna)
Motion: J Muskens/P Wetterstrand
The Registrar has verified that the candidate listed herein has satisfied all requirements for the Network & Telecommunications Engineering Technology Diploma and, therefore, recommends this candidate to Education Council for approval of the Network & Telecommunications Engineering Technology Diploma.
Carried

Office Assistant Certificate (Out of Sequence - End Date June 28, 2017 - Vernon)
Motion: J Muskens/A Hay
The Registrar has verified that the candidate listed herein has satisfied all requirements for the Office Assistant Certificate and, therefore, recommends this candidate to Education Council for approval of the Office Assistant Certificate.
Carried

Meeting adjourned at 1:25 pm

Appendix 4.1
Business Arising – Proposal for a program revision: Animation Diploma

Curriculum recommended by the Curriculum Proposal Review Committees

Science Technology and Health Programs

Motion: That Education Council approves the following program revision: Animation Diploma as recommended by the CPRC – STH:

Animation Diploma
Program revision:

- Addition of courses
- Program description
- Program outline

Rationale:
The Animation program would like to add the option of Co-op Education to the program. This optional co-op work term would occur between the first and second year of the program.
Program description:

The two-year Animation diploma program focuses on drawing, design and the principles and techniques of traditional and digital character animation. There is an optional Co-op work term offered between year 1 and year 2 of the program.
Features include a state of the art classroom in the new Innovation Centre in downtown Kelowna, the latest technology in the field of digital animation, and comprehensive drawing classes taught by industry professionals to develop artistic skills, technical dexterity and creative thinking. Industry standard production scenarios and professional practices mimic the production pipeline. Core courses include 2D, digital 2D and 3D animation, life drawing, character design, storyboard and layout design. Animation history, communications and an introduction to business functions are also studied.

- Successful graduates complete a professional quality, industry-focused demo reel showcasing their design and digital animation skills, preparing them for a career in British Columbia's (B.C.'s) booming entertainment industry.
- Program Goals:
- Focus on applied learning: from pencil to digital, graduating animators and not just operators.
- Deliver a curriculum which balances artistic skills, industry techniques and applied technology.
- Maintain close relationships with the industry.
- Train artists for a successful career in the 2D or 3D animation industry.

Skill sets taught in the Animation program are also applicable to careers in the fields of computer games, multimedia, web design, television and feature film.
Program outline:
Animation Program Outline

Current	Proposed
Year 1	Year 1
Semester One	**Semester One**
ANIM 111 Life Drawing I	ANIM 111 Life Drawing I
ANIM 112 Animation Principles I	ANIM 112 Animation Principles I
ANIM 114 Layout and Design I	ANIM 114 Layout and Design I
ANIM 116 Character Design I	ANIM 116 Character Design I
ANIM 120 Animation History	ANIM 120 Animation History
CMNS 101 Communication Fundamentals	CMNS 101 Communication Fundamentals
Semester Two	**Semester Two**
ANIM 121 Life Drawing II	ANIM 121 Life Drawing II
ANIM 122 Animation Principles II	ANIM 122 Animation Principles II
ANIM 124 Layout and Design II	ANIM 124 Layout and Design II
ANIM 126 Character Design II	ANIM 126 Character Design II

ANIM 127 Storyboarding I	ANIM 127 Storyboarding I
	Intersession (May- Aug)
	ANIM 101 (Optional) Co-op
Year 2	Year 2
Semester Three	**Semester Three**
ANIM 211 Life Drawing III	ANIM 211 Life Drawing III
ANIM 212 Animation Principles III	ANIM 212 Animation Principles III
ANIM 214 Layout and Design III	ANIM 214 Layout and Design III
ANIM 216 Character Design III	ANIM 216 Character Design III
ANIM 217 Storyboarding II	ANIM 217 Storyboarding II
Semester Four	**Semester Four**
ANIM 221 Life Drawing IV	ANIM 221 Life Drawing IV
ANIM 222 Animation Principles IV	ANIM 222 Animation Principles IV
ANIM 230 Demo Reel Production	ANIM 230 Demo Reel Production
CMNS201	CMNS201

Implementation date: January 2018
Costs: n/a

Appendix 5.1
Curriculum recommended by the CPRC – AFP (Arts and Foundational programs)

Arts and Foundational Programs

Motion: That Education Council approves the following course revisions as recommended by the CPRC – AFP:

- CMNS 200 Communications in the Everyday
- CMNS 230 Communication and Culture
- CMNS 240 The Culture of Television
- CMNS 250 Cultural Industries in Canada
- CMNS 260 Topics in Communication
- CMNS 270 New Media
- CMNS 280 Applied Communication
- CMNS 290 Introduction to Video Games Studies
-

Course revision:

- Prerequisites

Rationale:

The rationale is the same for each of the revisions.
The current prerequisites for this course are CMNS 100 or CMNS 110 or 2nd year standing. Instead of listing and expanding the first year courses to reflect the current first year CMNS course offers, we propose replacing this language with "3 credits CMNS or 2nd year standing" in order to streamline the language as well as facilitate more registration paths for students.

Prerequisites:

	Current	Proposed
Prerequisites	CMNS 100 or CMNS 110 or second-year standing required	3 credits CMNS or second-year standing required

Implementation date: January 2018

Costs: n/a

Appendix 5.2
Curriculum recommended by the CPRC – STH (Science Technology and Health programs)

Science Technology and Health Programs

Motion: That Education Council approves the following course revisions as recommended by the CPRC – STH:

- SCMT 114 Sustainability and Ethics in Construction
- SCMT 120 Procurement Process
- SCMT 124 Sustainability and the Built Environment

SCMT 114 – 3 – 3 Sustainability and Ethics in Construction

Course revision:

- Description
- Title – correct spelling error

Rationale:

Correct and/or update the course description to reflect different delivery modes of instruction.

Calendar description:

Current:

Learners are introduced to the ethical foundations of sustainability for construction professionals, the various interpretations and applications of sustainability, and the role of technology in addressing sustainability issues. Learners explore the fundamental principles involved in making and implementing decisions in the midst of complex sustainability issues including intergenerational equity, social justice in the global community, interspecies respect and protection, and ecological economics. This course is offered as blended learning, which includes face-to-face and online delivery. (3,0,0)
Also offered by Distance Education

Proposed:

Learners are introduced to the ethical foundations of sustainability for construction professionals, the various interpretations and applications of sustainability, and the role of technology in addressing sustainability issues. Learners explore the fundamental principles involved in making and implementing decisions in the midst of complex sustainability issues including intergenerational equity, social justice in the global community, interspecies respect and protection, and ecological economics. This course is offered as blended learning, which includes face-to-face and synchronous instruction using technology. (3,0,0)

Implementation date: September 2018

Costs: n/a

SCMT 120 – 3 – 3 Procurement Procedures

Course revision

- Course description

Rationale:

Correct and/or update the course description to reflect different delivery modes of instruction.

Calendar description:

Current:

Learners are introduced to the different procurement methods commonly used in construction projects. Learners gain knowledge in basic principles of procurement, the associated risks and benefits of varying procurement options, the efficient implementation of sustainability in each route and the effect of project delivery methods on sustainability objectives. (0,0,0)
Also offered by Distance Education

Proposed:

Learners are introduced to the different procurement methods commonly used in construction projects. Learners gain knowledge in basic principles of procurement, the associated risks and benefits of varying procurement options, the efficient implementation of sustainability in each route and the effect of project delivery methods on sustainability objectives. This course is offered as blended learning, which includes face-to-face and synchronous instruction using technology. (3,0,0)

Implementation date: September 2018

Costs: n/a

SCMT 124 – 3 – 3 Sustainability and the Built Environment

Course revision

- Course description

Rationale:

Correct and/or update the course description to reflect different delivery modes of instruction.

Calendar description:

Current:

This introductory course provides learners with an overview of the history and global perceptions of the sustainability movement as it relates to the built environment. Through case studies and live projects, learners investigate the effect that sustainable policies and green building certifications have on energy efficiency, water conservation, and indoor environmental quality issues. This course is offered as blended learning, which includes face-to-tact and online delivery. (3,0,0)
Also offered by Distance Education

Proposed:

This introductory course provides learners with an overview of the history and global perceptions of the sustainability movement as it relates to the built environment. Through case studies and live projects, learners investigate the effect that sustainable policies and green building certifications have on energy efficiency, water conservation, and indoor environmental quality issues. This course is offered as blended learning, which includes face-to-face and synchronous instruction using technology. (3,0,0)

Implementation date: September 2018

Costs: n/a

Motion: That Education Council approves the following course revisions as recommended by the CPRC – STH:

- SCMT 132 Introduction to Sustainability Assessment
- SCMT 134 Green Building Principles
- SCMT 144 Sustainable Methods and Technologies

SCMT 132 – 3 – 3 Sustainability and Ethics in Construction

Course revision:

- Description

Rationale:

Correct and/or update the course description to reflect different delivery modes of instruction.

Calendar description:

Current:

Students are introduced to nationally and internationally recognized methodologies used by the construction industry to measure and assess sustainability. This includes Leadership in Energy and Environment Design (LEED), the Living Building Challenge (LBC) and other international frameworks as selected by the professor and or student investigation. The students tour local sustainable buildings and investigate the sustainable interventions that were made in the design and construction process, as well as carrying out their own assessments. This course is offered as blended learning, which includes face-to-face and online delivery. (3,0,0)
Also offered by Distance Education

Proposed:

Students are introduced to nationally and internationally recognized methodologies used by the construction industry to measure and assess sustainability. This includes Leadership in Energy and Environment Design (LEED), the Living Building Challenge (LBC) and other international frameworks as selected by the professor and or student investigation. The students tour local sustainable buildings and investigate the sustainable interventions that were made in the design and construction process, as well as carrying out their own assessments. This course is offered as blended learning, which includes face-to-face and synchronous instruction using technology. (3,0,0)

Implementation date: September 2018

Costs: n/a

SCMT 134 – 3 – 3 Green Building Principles

Course revision

- Course description

Rationale:

Correct and/or update the course description to reflect different delivery modes of instruction.

Calendar description:

Current:

Learners are introduced to a whole systems thinking approach to the development of green buildings which includes: modern and vernacular design strategies, the human needs for comfort and shelter, heat transfer and loss, building form, bioclimatic design, passive heating and cooling, green roofs and walls, daylighting, and ultra-low energy buildings. This course is offered as blended learning, which includes face-to-face and online delivery. (3,0,0)
Also offered by Distance Education

Proposed:

Learners are introduced to a whole systems thinking approach to the development of green buildings which includes: modern and vernacular design strategies, the human needs for comfort and shelter, heat transfer and loss, building form, bioclimatic design, passive heating and cooling, green roofs and walls, daylighting, and ultra-low energy buildings. This course is offered as blended learning, which includes face-to-face and synchronous instruction using technology. (3,0,0)

Implementation date: September 2018

Costs: n/a

SCMT 144 – 3 – 3 Sustainable Methods and Technologies

Course revision

- Course description

Rationale:

Correct and/or update the course description to reflect different delivery modes of instruction.

Calendar description:

Current:

Learners study construction technologies and methods that reduce or eliminate the environmental impacts of construction activities and projects. Methods and technologies include low impact development, wastewater and rainwater systems, high performance building envelopes, waste segregation and recycling, and natural building methods. This course is offered as blended learning, which includes face-to-face and online delivery. (3,0,0)
Also offered by Distance Education

Proposed:

Learners study construction technologies and methods that reduce or eliminate the environmental impacts of construction activities and projects. Methods and technologies include low impact development, wastewater and rainwater systems, high performance building envelopes, waste segregation and recycling, and natural building methods. This course is offered as blended learning, which includes face-to-face and synchronous instruction using technology. (3,0,0)

Implementation date: September 2018

Costs: n/a

Motion: That Education Council approves the following course revisions as recommended by the CPRC – STH:

- SCMT 223 Introduction to Sustainability Assessment
- SCMT 224 Greening existing Infrastructure
- SCMT 226 Renewable Energy Technologies

SCMT 223 – 3 – 3 Sustainable Materials

Course revision:

- Description

Rationale:

Correct and/or update the course description to reflect different delivery modes of instruction.

Calendar description:

Current:

Learners identify and select suitable materials and design methods to meet project sustainability goals including low emitting materials, use of renewable, recycled, regional materials, and cradle-to-cradle design. Learners review materials through lifecycle building assessment and environmental product declarations, and design high performance building envelope systems. Learners are also introduced to developing and presenting a business case for sustainable materials. This course is offered as blended learning, which includes face-to-face and online delivery. (2,1,0)
Also offered by Distance Education

Proposed:

Learners identify and select suitable materials and design methods to meet project sustainability goals including low emitting materials, use of renewable, recycled, regional materials, and cradle-to-cradle design. Learners review materials through life-cycle building assessment and environmental product declarations, and design high performance building envelope systems. Learners are also introduced to developing and presenting a business case for sustainable materials. This course is offered as blended learning, which includes face-to-face and synchronous instruction using technology. (2,1,0)

Implementation date: September 2018

Costs: n/a

SCMT 224 – 3 – 3 Green Building Principles

Course revision

- Course description

Rationale:

Correct and/or update the course description to reflect different delivery modes of instruction.

Calendar description:

Current:

Learners examine the issues, techniques and processes that are involved in sustainably renewing the existing built environment. Topics include restorative design, building performance studies, building commissioning, improving energy and water efficiency, limiting (re)construction waste, improving indoor environmental quality supporting sustainable operations, passive survivability, consideration of renewable energy sources, and post-occupancy evaluations. This course is officered as blended learning, which includes face-to-face and online delivery, (3,0,0)
Also offered by Distance Education

Proposed:

Learners examine the issues, techniques and processes that are involved in sustainably renewing the existing built environment. Topics include restorative design, building performance studies, building commissioning, improving energy and water efficiency, limiting (re)construction waste, improving indoor environmental quality supporting sustainable operations, passive survivability, consideration of renewable energy sources, and post-occupancy evaluations. This course is officered as blended learning, which includes face-to-face and synchronous instruction using technology. (3,0,0)

Implementation date: September 2018

Costs: n/a

SCMT 228 – 3 – 3 Renewable Energy Technologies

Course revision

- Course description

Rationale:
Correct and/or update the course description to reflect different delivery modes of instruction.
Calendar description:
Current:
This course provides a comprehensive overview of alternative energy sources, applications, technologies and strategies. Topics cover the latest developments relating to wind power systems, solar thermal heating and photovoltaic generation, geothermal heating, and electrical production, bio-fuels, waste-to-energy systems, energy storage, fuel cells, and hydroelectric power among others. Economic issues along with financial methodologies and incentives will also be considered. This course is offered as blended learning which includes face-to-face and online delivery. (2,1,0)
Also offered by Distance Education
Proposed:
This course provides a comprehensive overview of alternative energy sources, applications, technologies and strategies. Topics cover the latest developments relating to wind power systems, solar thermal heating and photovoltaic generation, geothermal heating, and electrical production, bio-fuels, waste-to-energy systems, energy storage, fuel cells, and hydroelectric power among others. Economic issues along with financial methodologies and incentives will also be considered. This course is offered as blended learning which includes face-to-face and synchronous instruction using technology. (2,1,0)
Implementation date: September 2018
Costs: n/a

Motion: That Education Council approves the following course revisions as recommended by the CPRC – STH:

- SCMT 234 Sustainable Design and Development
- SCMT 238 Sustainable Business Case
- SCMT 244 Regenerative Design

SCMT 234 – 3 – 3 Sustainable Design and Development
Course revision:

- Description

Rationale:
Correct and/or update the course description to reflect different delivery modes of instruction.
Calendar description:
Current:
Learners perform an advanced investigation into how the design and development procedures of construction projects can be improved to meet Owner Project Requirements (OPRs) and sustainability goals. Learners, drawing experience from previous courses, develop their own sustainable design proposals and present these in a financial format suitable for consultant review and appropriate for developers/owners. This course is offered as blended learning, which includes face-to-face and online delivery. (0,0,0)
Also offered by Distance Education
Proposed:
Learners perform an advanced investigation into how the design and development procedures of construction projects can be improved to meet Owner Project Requirements (OPRs) and sustainability goals. Learners, drawing experience from previous courses, develop their own sustainable design proposals and present these in a financial format suitable for consultant review and appropriate for developers/owners. This course is offered as blended learning, which includes face-to-face and synchronous instruction using technology. (3,0,0)
Implementation date: September 2018
Costs: n/a

SCMT 238 – 3 – 3 Sustainable Business Case
Course revision

- Course description

Rationale:
Correct and/or update the course description to reflect different delivery modes of instruction.
Calendar description:
Current:
Learners are introduced to the fundamentals of business cases and Intellectual Property Law. Learners conduct feasibility studies that review the functional, technical and operational feasibility of a service or product proposed to the construction industry. Learners also conduct an economic analysis of whole life costs, simple paybacks and life cycle assessments in order to assess the financial, environmental, and social impacts of the proposed service or product. This course is offered as blended learning, which includes face-to-face and online delivery. (3,0,0)
Also offered by Distance Education

Proposed:
Learners are introduced to the fundamentals of business cases and Intellectual Property Law. Learners conduct feasibility studies that review the functional, technical and operational feasibility of a service or product proposed to the construction industry. Learners also conduct an economic analysis of whole life costs, simple paybacks and life cycle assessments in order to assess the financial, environmental, and social impacts of the proposed service or product. This course is offered as blended learning, which includes face-to-face and synchronous instruction using technology. (3,0,0)
Implementation date: September 2018
Costs: n/a

SCMT 244 – 3 – 3 Regenerative Design
Course revision

- Course description

Rationale:
Correct and/or update the course description to reflect different delivery modes of instruction.
Calendar description:
Current:
Learners explore the fundamentals of ecosystems which promote designs for regeneration. Learners are taught the fundamentals of regenerative approaches to sustainable development and design which include place and potential, regenerative capacity, partnering with place, and progressive harmonization. Underlying topics include biomimicry, biomimetic, restorative design, and regenerative design and development. This course is offered as blended learning, which includes face-to-face and online delivery. (0,0,0)
Prerequisites:

- SCMT 228[1]

[1] minimum grade of 60 required
Also offered by Distance Education
Proposed:
Learners explore the fundamentals of ecosystems which promote designs for regeneration. Learners are taught the fundamentals of regenerative approaches to sustainable development and design which include place and potential, regenerative capacity, partnering with place, and progressive harmonization. Underlying topics include biomimicry, biomimetic, restorative design, and regenerative design and development. This course is offered as blended learning which includes face-to-face and synchronous instruction using technology. (3,0,0)
Implementation date: September 2018
Costs: n/a

Motion: That Education Council approves the new certificate program: Sustainability Studies Post-Diploma Certificate as recommended by the CPRC – STH:

Sustainability Studies Post-Diploma Certificate
Rationale:

The Sustainable Studies Post-Diploma Certificate provides students with the knowledge in the field of sustainable practices to meet the construction industry's focus in this area. This certificate allows students to use their related education and/or industry experience as a foundation for the program that will build their expertise in the area of sustainability. The blended learning format allows students to work while taking the program and increases access as the program minimizes the time the student is required to be on campus.

Calendar description:

This Post-Diploma Sustainability studies Certificate is designed to meet the industry demand for practitioners who are seeking specialization in sustainable construction. This certificate allows students to use their related education and/or industry experience as a foundation for the program that will build their expertise in the area of sustainability. Graduates will play a leading role in the construction industry and will have the knowledge to deliver projects that achieve high sustainability performance and contribute to the economic, environmental, and social well-being of communities.

The program consists of four 13-week terms, with 11 courses taken over a two year period. Each term includes an intensive residency consisting of several days and is followed by twelve weeks of synchronous instruction using technology.

Admission requirements:

Completion of a diploma or degree in a minimum of one of the following subject areas: construction management, engineering, architecture, interior design, city/urban planning, or urban design. Other related diplomas or degrees such as those in science related fields or engineering technology may be considered.

Graduation requirements:

Successful completion of the prescribed 11 courses (33 credits) as listed in the program outline with a minimum graduating grade average of 60%.

Program table:

Year 1 – Fall Semester
* SCMT 114 - Sustainability & Ethics in Construction (3 credits)
* SCMT 124 - Sustainability & the Built Environment (3 credits)

Year 1 – Winter Semester
*SCMT 132 - Introduction to Sustainability Assessments (3 credits)
*SCMT 134 – Green Building Principles Environment (3 credits)
*SCMT 144 – Sustainable Methods & Technologies (3 credits)

Year 2 – Fall Semester
*SCMT 223 – Sustainable Materials (3 credits)
*SCMT 224 – Greening Existing Infrastructure (3 credits)
*SCMT 228 – Renewable Energy Technologies (3 credits)

Year 2 – Winter Semester
*SCMT 238 – Sustainable Business Case (3 credits)
*SCMT 234 – Sustainable Design & Development (3 credits)
*SCMT 244 – Regenerative Design (3 credits)

* These courses are offered through blended learning, which includes face-to face and synchronous instruction using technology. The face-to face component consists of an intensive 2-3 day delivery during the first week of classes. After the intensive hours are completed during the first week, these courses will be delivered online over the remaining twelve weeks of each term.

Implementation date: September 2018

Costs: standard SCMT tuition rate will apply to this credential

Appendix 5.3
Curriculum recommended by the CPRC – BUS (Business and Commercial Aviation programs)

Business and Commercial Aviation Programs

Motion: That Education Council approves the new course: Viticulture 200 as recommended by the CPRC – BUS:

VITT 200 Viticulture Technician Co-op
Rationale:
A vital component of the Viticulture Technician Diploma is the hands-on field experience in commercial vineyards.
Calendar description:
The Co-op placement will provide students with experience in the workplace setting as well as provide good indicators of industry standards and expectations.
Prerequisites: VITT 170
Additional information:

- 12 - 16 weeks of full time work of 7 hours per day.
- Minimum 12 weeks x 35 hours/week = 420 hours
- Hours could vary depending on the viticulture cycle.

Implementation date: January 2018
Costs: Co-op application and registration fees.

Motion: That Education Council approves the program revision: Viticulture Technician Diploma as recommended by the CPRC – BUS:

Viticulture Technician Diploma
Program revision:

- Addition of courses

Rationale:
Inclusion of VITT 200 - Co-op Course in the Viticulture Technician Diploma Program.
Program description:
Add the following statement to the existing program description.
The Co-op placement will engage students in a workplace environment, providing opportunities to learn and experience industry standards and expectations.
Program outline:

Current	Proposed
Year 1 Fall	**Year 1 Fall**
VITT 130 Introduction to Viticulture	VITT 130 Introduction to Viticulture
VITT 140 Viticulture Technology	VITT 140 Viticulture Technology
BIOL 120 The Biology of the Grapevine	BIOL 120 The Biology of the Grapevine
GEOG 110 The Geography of Viticulture	GEOG 110 The Geography of Viticulture
One of:	One of:
MATH 112 Calculus I	MATH 112 Calculus I
MATH 120 Pre-Calculus	MATH 120 Pre-Calculus
MATH 122 Calculus II	MATH 122 Calculus II
STAT 121 Elementary Statistics	STAT 121 Elementary Statistics
Year 1 Winter	**Year 1 Winter**
VITT 150 Vineyard Health and Nutrition	VITT 150 Vineyard Health and Nutrition
VITT 160 Irrigation and Trellis Systems for Vineyards	VITT 160 Irrigation and Trellis Systems for Vineyards
VITT 170 Vineyard Operations	VITT 170 Vineyard Operations
One of (not incl. course taken previously):	One of (not incl. course taken previously):
MATH 112 Calculus I	MATH 112 Calculus I
MATH 120 Pre-Calculus	MATH 120 Pre-Calculus
MATH 122 Calculus II	MATH 122 Calculus II
STAT 121 Elementary Statistics	STAT 121 Elementary Statistics
One of:	One of:

CMNS 112 Professional Writing I CMNS 122 Professional Writing II ENGL 100 University Writing **Year 1 Summer** **Year 2 Fall** VITT 210 Soil and Water Management for Vineyards VITT 220 Grape Harvest and Sensory Principles GEOG 206 Introduction to Soil Science BUAD 123 Management Principles One three-credit elective* **Year 2 Winter** VITT 250 Vineyard Management VITT 270 Viticulture Capstone Project BIOL 251 Vascular Plants One of (not incl. course taken previously): CMNS 112 Professional Writing I CMNS 122 Professional Writing II ENGL 100 University Writing One three-credit elective*	CMNS 112 Professional Writing I CMNS 122 Professional Writing II ENGL 100 University Writing **Year 1 Summer** **Co-op work term (4 months)** **Year 2 Fall** VITT 210 Soil and Water Management for Vineyards VITT 220 Grape Harvest and Sensory Principles GEOG 206 Introduction to Soil Science BUAD 123 Management Principles One three-credit elective* **Year 2 Winter** VITT 250 Vineyard Management VITT 270 Viticulture Capstone Project BIOL 251 Vascular Plants One of (not incl. course taken previously): CMNS 112 Professional Writing I CMNS 122 Professional Writing II ENGL 100 University Writing One three-credit elective*

Implementation date: September 2017
Costs: n/a

Appendix 5.4
Curriculum recommended by the Continuing Studies

Continuing Studies Programs

Motion: That Education Council approves the program revision: Education Assistant Certificate as recommended by the CPRC –STH:

Education Assistant Certificate
Program revision

- **Program description**
- **Program outline**
- **Revision of courses**

Rationale:
The Education Assistant program is an important program for Continuing Studies and all of the School Districts in the Okanagan Region. The Education Assistant Certificate is a hiring requirement for School Districts and as a result, Okanagan College must be responsive to the needs of the School Districts.

The last time the Education Assistant Certificate went through Education Council was in 2012. The School Districts have requested changes to the topics covered in the program and the skills taught to students. For example, the workshops currently reference personal care in the description and the School Districts would prefer we lessen the amount of time spent on personal care and focus on other areas such as bullying.

Program description:
The 447-hour Education Assistant Program prepares learners to work as Education Assistants in schools as part of an educational team. Education Assistants work under the instructional supervision of classroom teachers and School District administrators while supporting the learning and independence of children who benefit from additional assistance in meeting their educational goals.

Learners are introduced to the organizational structure of schools and the role of Education Assistants in the classroom. Specific topics include general educational principles with particular attention to individualized instruction, cooperative learning and the importance of creating a positive learning environment. Learners develop and practice the skills necessary to implement modifications and adaptations of curriculum.

Courses to be changed:

CURRENT	
Description	This 447 hour program prepares students to work as Education Assistants in a school setting with an emphasis on working as part of a team. The Education Assistant works under the instructional supervision of classroom teachers and employment supervision of other School and District level staff. Duties include helping to implement the Individualized Education Plan (IEP) that has been developed by the team for individual children with exceptionalities in the areas of: cognitive abilities, physical challenges, severe health issues, behavioural challenges, autism and related disorders. This program includes both theoretical studies and practical applications in such areas as understanding school curriculum and developing strong observation and related skills while working with children who have severe challenges. As well, it will encourage the imagination and creative ability of each student in the program. Graduates of this program are well prepared to facilitate and support the learning and independence of children who require extra assistance in meeting their educational goals.

PROPOSED	
Description	The 447-hour Education Assistant Certificate Program prepares learners to work as Education Assistants in School Districts as part of an educational team. Education Assistants work under the instructional supervison of teachers, principals and School District administrators while supporting the learning and independence of children who require additional support in meeting their educational goals.

	Learners are introduced to the organizational structure of schools and the role of Education Assistants in the classroom and school. General educational principles with particular attention to individualized instruction, cooperative learning and the importance of creating a positive learning environment will be presented and discussed. Learners will develop and practice the skills necessary to implement modifications or adaptations of curriculum.

CURRENT – NO CHANGES BEING PROPOSED	
Admission Requirements	• BC secondary school graduation, or equivalent, or 19 years of age and out of secondary school for at least one year as of the first day of classes. • A minimum grade of 60% in Computer Fundamentals or equivalent. • A minimum grade of 60% in one of English 12, English 12 First Peoples, Technical and Professional Communications (TPC) 12, or an equivalent Provincial Level ABE English course; or a minimum score of 24/40 (Level 4) on the Language Proficiency Index (LPI) test. Note: Communications 12 is not acceptable. • A criminal record check clearance from the B.C. Ministry of Public Safety and Solicitor General's Criminal Records Review Office. Okanagan College's admission offices will provide applicants with instructions and forms for applicants to submit to the Solicitor General's Office and a deadline for the College to receive the clearance letter. Applicants should only initiate their criminal record check when instructed by Admissions. Failure to provide a clearance letter by the deadline will result in a cancellation of the applicant's admission application.
PROPOSED	
Admission Requirements	Same as current.

CURRENT – NO CHANGES BEING PROPOSED	
Graduation Requirements	Students must pass the practicum and attain a minimum grade of 60% in all other courses in the program.
PROPOSED	
Graduation Requirements	Same as current.

CURRENT	
Code	EA 111
Name	School Organization
Hours	12
Description	This course is an introduction to the organizational structure and administration of schools with an emphasis on the school and the community. The role of Education Assistants in the classroom and school, their relationships with other professional groups and constituencies, ministerial categories, and funding structures will be addressed.

Learning Outcomes	By the end of this course students will be able to: • Identify characteristics of organizations. • Demonstrate an understanding of the organization and administration of the public school system. • Explain the role of the school in the community. • Demonstrate an understanding of interagency communication. • Explain the rights and responsibilities of Education Assistants. • Discuss the role of education assistant in the classroom. • Demonstrate an understanding of how students are identified for special education services and how the school based team functions with regard to identification and support. • Identify supporting community organizations and roles of these organizations with regard to students with exceptionalities. • Describe the various roles and their functions within the school system. • Describe the values, knowledge and skills required of a special education assistant. • Describe the basic laws, policies and regulations that govern the work of education assistants.
PROPOSED	
Code	EA 111
Name	School Organization
Hours	12
Description	This course provides an introduction to the organizational structure and administration of School Districts. Particular attention is given to the role of Education Assistants in the classroom and school, relationships with other community service providers, ministerial categories and funding structures are all course topics.
Learning Outcomes	At the conclusion of this course, learners will be able to: • explain the organizational structure of their local School District. • define the role of Education Assistants in the classroom and schools. • explain the rights and responsibilities of an Education Assistant to the children and to the school setting. • discuss how interagency communication can be used to support students. • describe how students are identified and funded for special education services.

CURRENT	
Code	EA 112
Name	Introduction to Exceptional School Children
Hours	30
Description	This course includes a review of the development of child psychology; approaches to the education of exceptional children; and an introduction to general educational principles with particular attention on individualized instruction; cooperative learning and the importance of creating a positive learning environment. Understanding the differences between intellectually-challenged, neurologically-impaired and learning-disabled students will be included.
Learning Outcomes	By the end of this course students will be able to: • Demonstrate an understanding of the major theories of child development. • Demonstrate an understanding of social influences on the development of social/emotional maturity in children.

	○ Demonstrate a basic understanding of psycho-social and biological influences on human behaviour. • Demonstrate an understanding of basic educational theory and practices. • Discuss the history of special education and how it impacts the current role of the Education Assistant. • Demonstrate an understanding of the need for differentiated curriculum, an awareness of learning differences and how learner differences can impact access to the curriculum. • Research, write down ideas, present information and lead discussions in an organized and effective manner.
PROPOSED	
Code	EA 112
Name	Education and Child Development
Hours	30
Description	
Learning Outcomes	At the conclusion of this course, learners will be able to: • provide an overview of three major theories of child development. • explain how social and biological influences can affect child development. • provide examples of how educational practices can support learning. • explain why individualized approaches to learning are required for some students.

CURRENT	
Code	EA 113
Name	Workshop I
Hours	60
Description	This course includes basic training in personal care skills including: manual and mechanical lifts, transfers, positioning and handling techniques, back care, safety with medications, observation and documentation, seizure management, and first aid with a focus on school scenarios. Exposure to catheter care, feeding, toileting with a focus on professionalism and the importance of communication in personal care are an important part of this course. Basic student skills such as study techniques and time management will also be covered. Observation and/or informational interviews with individuals currently working in the field will be required and documentation skills will be evaluated.
Learning Outcomes	By the end of this course students will be able to: • No learning outcomes
PROPOSED	
Code	EA 113
Name	Workshop
Hours	120
Description	Learners explore current and relevant topics that prepare them for work as an Education Assistant.
Learning Outcomes	At the conclusion of this course, learners will be able to: • discuss a variety of relevant topics that influence the role and practices of Education Assistants. • identify an array of tools that support Education Assistants in their practice. • explain the types of supports and availability of supports to

	Education Assistants and how to access them. • outline the common signs of distress and burn out among Education Assistants. • identify some strategies that could be used to support their self-care as a professional. • identify health and safety legislation that is relevant to the work of Education Assistants.

CURRENT	
Code	EA 114
Name	Behaviour Management
Hours	30
Description	An introduction to a variety of behaviour theories will create a foundation for students as they focus on development of tactics to effectively manage inappropriate behaviours. Students will review the range of behaviours and how they may relate to both exceptional and typical students.
Learning Outcomes	By the end of this course students will be able to: • Demonstrate an understanding of the current and historical theories of human learning and behavior. • Delineate approaches for influencing behavior of students with special education designations as well as behavior of typical students. • Demonstrate knowledge and skill in the ability to proactively respond to student behavior. • Demonstrate skill in observing, recording and analyzing student behavior. • Demonstrate an understanding of how ADD, ADHD, ASD and other brain-based conditions can affect student behavior/life experience and demonstrate skill in applying appropriate proactive strategies. • Demonstrate understanding of functional behaviour analysis and the role it plays in behavioural assessment. • Demonstrate an understanding of behavioural plans and safety plans. • Demonstrate low level, assertive and empathic response skills • Demonstrate the ability to problem solve within the context of behaviour management. • Demonstrate group facilitation skills
PROPOSED	
Code	EA 114
Name	Translating and Supporting Behaviour
Hours	30
Description	All behaviour is communication. This course provides leaners with a theoretical foundation for understanding how students communicate through behaviour. Learners gain skills in observing and identifying causes and purposes for behaviours. Strategies and information for positively supporting behaviours are also provided.
Learning Outcomes	At the conclusion of this course, learners will be able to: • demonstrate that behaviour is communication. • use a minimum of three behavioural theories to identify strategies to support specific behaviour using a case study. • discuss why a "strengths based" approach is used in education. • identify strategies that encourage positive behaviours. • describe verbal and non-verbal communication skills that de-

	escalate behaviour. • identify some of the general neurological underpinnings of behaviour.

CURRENT	
Code	EA 115
Name	Implementing and Integrating Curriculum
Hours	48
Description	Understanding the IEP, its implementation and the Education Assistant's role in the execution of a student's individual plan will be included. Development of skills necessary to carry out modifications or adaptations of curriculum to meet the needs of special education students are the focus. Practice in implementing adapted and modified activities, unit plans, and daily plans will enable the student to gain both confidence and experience in a college classroom setting.
Learning Outcomes	By the end of this course students will be able to: • Demonstrate an understanding of the differences between adaptations and modifications. • Demonstrate an understanding of parallel programming. • Demonstrate an understanding of the Individualized Education Plan process. • Define the role of Education Assistants in the development and implementation of Individualized Education Plans. • Prepare and demonstrate age-appropriate practical resources for classroom use. • Adapt and modify classroom activities and materials to meet the diverse needs of exceptional learners. • Demonstrate an awareness of strategies that enable exceptional students to learn and to achieve. • Describe and demonstrate elements of successful collaborative communication strategies as they apply to education and the exceptional learner.
PROPOSED	
Code	EA 115
Name	Implementing and Integrating Curriculum
Hours	48
Description	This course provides learners with an overview of an Education Assistant's role in the implementation of core competencies, curriculum and a student's IEP (Individualized Education Plan). Learners develop the skills required to implement modifications and adaptations of curriculum to meet the unique needs of students.
Learning Outcomes	At the conclusion of this course, learners will be able to: • identify differences between adaptions and modifications and when they are most commonly used. • discuss the development and implementation process for Individualized Education Plans. • describe the role of Education Assistants in the development and implementation of Individualized Education Plans. • prepare an age-appropriate practical resource that an Education Assistant could use in the classroom for curriculum and core competencies. • adapt a classroom activity to meet the needs of a student with particular characteristics.

CURRENT	
Code	EA 116
Name	Technology in Special Education
Hours	21
Description	This practical introduction to computers in the school system will include familiarization with common applications, including operating systems, word processing, spreadsheets, file management, and presentation software. Internet research techniques and some exposure to special education software will be included.
Learning Outcomes	By the end of this course students will be able to: • No Learning Outcomes
PROPOSED	
Code	EA 116
Name	Technology in Education
Hours	21
Description	This course introduces learners to the use of technology in education and how it can enhance the learning experience. Learners explore commonly used applications and online educational resources.
Learning Outcomes	• At the conclusion of this course, learners will be able to: • describe how Education Assistants can use technology to enhance learning experiences. • identify applications currently being used in School Districts. • demonstrate how an Education Assistant could use an online educational resource to support their work with students. • describe the role of the Education Assistant in supporting children with the use of technology.

CURRENT	
Code	EA 121
Name	Issues in Education
Hours	12
Description	This course will consist of an introduction to key educational issues that impact the role of the Education Assistant with an emphasis on the principles of inclusion.
Learning Outcomes	By the end of this course students will be able to: • Demonstrate an understanding of the concept of "Inclusion" as it relates to the participation of students with exceptionalities in school communities. • Demonstrate an understanding of 21st Century Learning and its effects on the learning and achievement of students with exceptionalities. • Describe school leadership and define the role that leadership plays in dealing with current educational issues. • Demonstrate an understanding of the education assistant's role in advocacy. • Demonstrate an understanding of the roles that gender plays in education and in the support of students with exceptionalities. • Demonstrate an understanding of bullying, intimidation and harassment and the destructive influences these behaviors have in school systems and in students' lives. • Demonstrate an understanding of current best practices in dealing with bullying, intimidation and harassment. • Demonstrate skill in collaborative problem solving.

PROPOSED	
Code	EA 121
Name	Issues in Education
Hours	12
Description	This course introduces key educational issues that can impact the role of the Education Assistant with an emphasis on the principles of inclusion.
Learning Outcomes	At the conclusion of this course, learners will be able to: • explain the concept of inclusion as it relates to the participation of students in schools. • describe the Education Assistant's role in advocating for children and families within the school system. • identify strategies that reduce bullying, intimidation and harassment. • discuss the impact of an external issue on the school system as it relates to the work of Education Assistants.

CURRENT	
Code	EA 122
Name	Exceptional School Children
Hours	54
Description	This course will focus on the study of adolescents and the role of the schools in the education of exceptional children. Educational approaches, current practices, issues, and the role of Education Assistants in the education of students with exceptionalities are included. Awareness of the range of syndromes, disorders and disabilities will be a focus.
Learning Outcomes	By the end of this course students will be able to: • An understanding of the learning characteristics associated with the above-listed exceptionalities. • Skills used in applying such knowledge to the adaptation and modification of learning materials. • Evidence of thoughtful consideration regarding how they plan to integrate knowledge regarding specific exceptionalities into their future practice as education assistants. • Skill in observing and recording student learning behavior. • Skill in using information from observations and consultations with teachers to plan for assisting students with exceptionalities in school settings. • Competence in applying knowledge of exceptional learning characteristics in educational contexts. • Understanding of social/emotional characteristics of students who have the above-listed exceptionalities. • Understanding of methods and approaches to management of social/emotional issues of students with exceptionalities in school settings.
PROPOSED	
Code	EA 122
Name	Supporting Educational Domains
Hours	54
Description	This course provides learners with an overview of disorders, syndromes, disabilities and challenges that affect children and adolescents. The course provides strategies to create a successful learning environment using a strength based approach and appreciation of different learning styles. Learners are also provided with strategies to support the cultural,

	social, emotional, cognitive and physical health of students.
Learning Outcomes	At the conclusion of this course, learners will be able to: • describe a minimum of three characteristics of a disorder, syndrome, disability or challenge. • identify strategies that support the social, cultural, emotional, cognitive and physical health of a student. • describe the impact that a child's social, cultural, emotional, cognitive and physical health can have on their ability to learn. • describe a minimum of three strategies that can be used to create a successful learning environment. • using a case study, demonstrate the types of observations that are used to identify and build on a student's strengths to increase learning opportunities and success.

CURRENT	
Code	Eliminate 2nd workshop course and only have one (120 hr workshop component)
Name	
Hours	
Description	
Learning Outcomes	
PROPOSED – Move to 1 workshop section	
Code	
Name	
Hours	
Description	

CURRENT	
Code	EA 124
Name	Practicum
Hours	120
Description	Practicum experiences by individual arrangement.
Learning Outcomes	By the end of this course students will be able to: • No Learning Outcomes
PROPOSED	
Code	EA 124
Name	Practicum
Hours	120
Description	The practicum provides the learner with an opportunity to integrate theory into practice at one of the approved practicum sites.
Learning Outcomes	At the conclusion of this course, learners will be able to: • work cooperatively with a school-based team to provide appropriate support for students. • communicate with staff and students using effective verbal and written communication skills. • apply problem-solving strategies to assist students in achieving success.

Proposed date of implementation: September 2018
Costs: n/a

Motion: That Education Council approves the new certificate program: PeriAnesthesia Nursing Certificate as recommended by the CPRC –STH:

PeriAnesthesia Nursing Certificate
New certificate program
Rationale:
Okanagan College in collaboration with Interior Health identified the need for an educational program to educate PeriAnesthesia Nurses. Not only is there a local need for this education, but it could also serve the Province of British Columbia and provinces across Canada. As the nursing population ages and experienced and appropriately-educated nurses retire, they will need to be replaced with appropriately-educated nurses. The current shortage will continue to worsen, resulting in the inability to staff surgical recovery rooms, followed by an increasing backlog of elective surgeries and potential safety concerns for emergency surgeries. The proposed PeriAnesthesia program will also prepare nurses to write the national exam and receive the designation of PeriAnesthesia Nurse Certified (Canada) (PANC(C) in this recognized area of practice through the Canadian Nurses Association (CNA).

Purpose of Program

1) To address the current and future regional/provincial and potentially national employment shortage by educating PeriAnesthesia nurses.

   Regional Need
   Interior Health (IH) has indicated there is a growing need for PeriAnesthesia nurses and Okanagan College has responded to this need by initiating the development of this program. IH is anticipating 50+ nurses will need to be educated in the PeriAnesthesia program to address the retirement and attrition forecasted over the next four years. IH has indicated there is interest in the program from the Northern Health Authority (NHA) as well as Provincial Health Services (PHSA).

   Provincial Need
   According to the Canadian Institute of Health Information's Quick Stats, retrieved on October 7, 2016 from https://www.cihi.ca/en/quick-stats , BC ranked third in Canada for high-volume surgeries in 2014-15. Many of those are age-related surgeries such as hip and knee replacements and coronary artery angioplasty. With BC's population aging at a rate faster than the Canadian average, it is likely that BC will remain highly ranked in surgery volume. The need for specialty trained PeriAnesthesia Nurses to work throughout BC will remain high.
2) To provide a Provincial PeriAnesthesia program that focuses on the specific competencies required for the practice area.
   Currently there is a lack of programming in British Columbia to address PeriAnesthesia competencies specifically. Vancouver Community College (VCC) had a program; however, it is no longer being offered. The British Columbia Institute of Technology (BCIT) offers a Critical Care Specialty program which contains PeriAnesthesia care; however, it is in the context of a much larger specialty area. Neither of these two programs address the current educational needs for nurses wishing to complete PeriAnesthesia specific education. Further, while there are some workshops and short courses listed on the CNA website, they are neither comprehensive in scope nor specific to PeriAnesthesia.
   Currently, IH supports students who take an out of province critical care program that includes a component on PeriAnesthesia and has an extended practicum. Vancouver Coastal uses the BCIT program which is also a critical care program with a PeriAnesthesia component and Northern Health provides in-house training.
3) To provide standardized education based on nationally approved standards - National Association of PeriAnesthesia Nurses of Canada (NAPANc) recognized by the CNA.
   The program will use the NAPANc standards and competencies as a framework for curriculum development. This ensures that all PeriAnesthesia nurses have been educated on the same inclusive and comprehensive standards.
4) To prepare currently practicing registered nurses with the formal post-basic course component required in order to write the Canadian Nurses Association (CNA) Specialty area exam of PeriAnesthesia Nursing (option B).

Currently, nurses have two options (A and B) to meet the requirements to write the CNA exam for PeriAnesthesia nursing. This proposed program will provide nurses with the formal education and experience option (B) which will decrease their overall experience time required to become certified by 675 hours.

5) To increased access to comprehensive PeriAnesthesia education.

The program is designed with the theoretical components presented on an online learning management system (Moodle), and those components are in a synchronous format with the practicum hours arranged "closer to home" based on practicum requirements. The classes have specific start and end dates and must be completed as per the program outline. This format may decrease travel costs to the student and Health Authorities and increase accessibility to students across BC and Canada.

Calendar description:

The 421-hour online PeriAnesthesia Nursing Certificate provides learners with the knowledge and practical skills for entry into PeriAnesthesia Nursing. This program includes theory, demonstrations, and practical skills education in PeriAnesthesia work areas. Topics include pre-operative, intra-operative and post-operative care considerations for all PeriAnesthesia phases with a focus on Phase 1. The PeriAnesthesia Nursing Certificate program prepares the graduate to write the PANC(C) specialty examination as per the Canadian Nurses Association (CNA).

Admission requirements:

- Active practicing license with respective provincial professional body (RN)
- Proof of a minimum of two years acute care experience
- Provide a written agreement of practicum placement by a perianesthesia unit manager
- Proof of arrhythmia interpretation competency
- CPRC Level C no more than 12 months before admission
- A criminal record check clearance from the B.C. Ministry of Public Safety and Solicitor General's Criminal Records Review Office. Okanagan College's admission offices will provide applicants with instructions and forms for applicants to submit to the Solicitor General's Office and a deadline for the College to receive the clearance letter. Applicants should only initiate their criminal record check when instructed by Admissions. Failure to provide a clearance letter by the deadline will result in a cancellation of the applicant's admission application.

Program Requirements:

- Results of tuberculin testing done no more than six months before the date of application, with evidence of appropriate follow up if the test was positive.
- Up-to-date Immunization Record based on vaccinations listed below. Please provide a photocopy of your completed immunization record; this record will be kept in your student file. Applicants are advised that, if they choose not to complete this recommended immunization schedule, any outbreak of an infectious disease can have serious implications for their practice experience because of a requirement by the Health Authority that all those not immunized remain outside of the practice area.

1. **Tetanus and Diphtheria Toxoid (Td)** - Booster doses of Td are recommended every 10 years, or as a minimum at least once during adult life.
2. **Measles Vaccine** - If born between 1957 and 1970, you should have proof of two live measles vaccinations, documentation of physician-diagnosed measles or laboratory evidence of immunity. If you already received one dose of measles vaccine, a second dose of vaccine is recommended and is given as Measles Mumps (MMR) vaccine.
3. **Polio Vaccine** - Primary immunization with inactivated poliomyelitis vaccine (IPV) is indicated for all who have not had a primary course of poliovirus vaccine (OPV or IPV). If you have not been given a full primary course, you should have the series completed with IPV regardless of the interval since the last dose. Booster doses of IPV are not required in Canada.
4. **Rubella Vaccine** - If you do not have documented immunity as described above under Measles, you should be vaccinated with MMR, unless there are contraindications.
5. **Hepatitis B Vaccine** - Recommended because of potential exposure to blood or body fluids, as well as increased risk of penetrating injuries.
6. **Varicella Vaccine** - Indicated for those who do not have either reliable history of disease or serologic evidence of immunity.
7. **Flu Immunization** - Annual Flu immunization is recommended.

Graduation requirements:

Students must pass the practicum and attain a minimum grade of 70% in each of the other courses in the program.

Program table:

PAR 101: PERIANESTHESIA NURSING - 7 hours
PAR 102: RESPIRATORY CARE - 21 hours
PAR 103: CARDIOVASCULAR CARE - 21 hours
PAR 104: NEUROLOGICAL CARE - 21 hours
PAR 105: GENERAL ANESTHESIA - 21 hours
PAR 106: REGIONAL ANESTHESIA - 21 hours
PAR 107: ADMISSIONS AND DISCHARGE - 14 hours
PAR 108: PAIN MANAGEMENT AND PONV - 21 hours
PAR 109: POST-OPERATIVE COMPLICATIONS - 28 hours
PAR 110: SPECIALTY POPULATIONS - 21 hours
PAR 111: PRACTICUM - 225 hours
TOTAL: 421 Hours

PAR 101 Perianesthesia Nursing - 7 hours / 1 week

This course introduces the learner to the standards of practice, regulations and implementation of best practice required by the perianesthesia nurse.

Learning Outcomes

By the end of this course, learners will be able to:

- Explain the scope of practice in a perianesthesia environment
- Summarize the phases of recovery(1, 2 and 3) as per the NAPAN standards
- Employ NAPAN standards to guide professional practice of care in a perianesthesia setting
- Apply the learned principles of critical thinking in the PAR setting

PAR 102 Respiratory Care - 21 hours /3 weeks

This course will introduce learners to the specific respiratory needs of the client in the perianesthesia setting. Topics covered will include: concepts of oxygen delivery, airway management and ventilation, ABG analysis, pharmacological interventions and pulmonary disorders.

Prerequisites: PAR 101

Learning Outcomes

By the end of this course, learners will be able to:

- Compare and contrast various oxygen delivery methods
- Demonstrate methods of airway maintenance and describe situations in which they would be utilized
- Develop a working knowledge of mechanical ventilator modes using blood gases as a tool to adjust the parameters
- Formulate a plan of care for patients with mechanical and non-mechanical airways
- Summarize indications for intubation and extubation

PAR 103 Cardiovascular Care - 21 hours / 3 weeks

This course provides the learner with a comprehensive understanding of hemodynamics principles and monitoring.

Learning Outcomes

By the end of this course, learners will be able to:

- Explain the clinical correlation between the physiology of the cardiovascular system and hemodynamic monitoring in the perianesthesia setting
- Interpret changes in hemodynamic values and predict appropriate interventions
- Analyze arrhythmias and anticipate symptomology and interventions
- Use learned hemodynamic concepts in the set-up and monitoring of invasive lines

PAR 104 Neurological Care - 21 hours /3 weeks

This course will enable the learner to conduct a thorough neurological assessment of the perianesthesia client. While the focus will be on neurosurgical clients, consideration of neurological disorders will also be discussed.

Learning Outcomes

By the end of this course, learners will be able to:

- Describe the components of a thorough neurological assessment
- Describe the specific care needs of clients with neurological conditions
- Categorize neurosurgical procedures
- Explain the principles of intracranial pressure
- Interpret changes in neurological status

PAR 105 General Anesthesia - 21 hours / 3 weeks

This course is a comprehensive overview of pre-anesthetic assessments, intra-operative anesthetic basics with a focus on understanding balanced general anesthesia. Monitored anesthesia care (MAC) and procedural sedation will also be discussed.

Learning Outcomes

By the end of this course, learners will be able to:

- Describe the components of the pre-anesthetic assessment
- Describe the goals of general anesthesia
- Summarize the components of a balanced general anesthetic
- Compare the various inhalational anesthetic agents
- Select the indications and summarize the application of procedural sedation and MAC

PAR 106 Regional Anesthesia - 21 hours / 3 weeks

This course explores the application of local anesthetics in the various modes of regional anesthesia. Learners will acquire knowledge of various regional anesthesia techniques from cutaneous and topical to peripheral nerve blocks and neuroaxial anesthesia.

Learning Outcomes

By the end of this course, learners will be able to:

- Develop an understanding of the various types of regional anesthesia
- Describe the care of a patient with a regional anesthetic
- Plan for potential complications and adverse effects of regional anesthesia

PAR 107 Admissions and Discharge - 14 hours / 2 weeks

This course teaches learners to conduct a thorough admission assessment and provide Phase 1 post-anesthesia care according to the NAPAN standards for practice. This course also provides guidelines for transitioning to Phase 2 post-anesthesia care.

Learning Outcomes

By the end of this course, learners will be able to:

- Plan a thorough admission assessment
- Practice immediate Phase 1 care as per NAPAN standards
- Interpret client readiness for discharge from Phase 1 to Phase 2 recovery or to an appropriate level of care

PAR 108 Pain Management and PONV - 21 hours / 3weeks

This course focuses on pain management and post-operative nausea and vomiting (PONV) and their treatment in Phase 1 post anesthesia settings.

Learning Outcomes

By the end of this course, learners will be able to:

- Demonstrate a thorough pain assessment
- Contrast acute and chronic pain states
- Compare the methods of action and apply usage of multi modal pain control
- Explain the deleterious effects of untreated pain

- Categorize patients at risk for PONV
- Formulate a plan of care to treat and prevent PONV by understanding the pathophysiology of PONV

PAR 109 Post-Operative Complications - 28 hours / 4 weeks

This course introduces the learner to many of the critical post-operative complications that occur in Phase 1 recovery.

Learning Outcomes

By the end of this course, learners will be able to:

- Explain, recognize and intervene in a respiratory emergency
- Assess for and understand the causes for delayed awakening
- Develop a thorough understanding of MH (malignant hyperthermia) and treatment
- Interpret and intervene when evidence of alterations in hemodynamic status, including shock states
- Employ knowledge of post-operative delirium and agitation to formulate a care plan for the perianesthesia client

PAR 110 Specialty Populations - 21 hours / 3 weeks

This course focuses on populations that require specialized care in Phase 1 perianesthesia, such as geriatrics, obstetrics, pediatrics and bariatrics. There will be an overview of Enhanced Recovery After Surgery Pathway (ERAS).

Learning Outcomes

By the end of this course, learners will be able to:

- Formulate Phase 1 care plans with considerations needed in the specialty populations including pediatrics, obstetrics, geriatric and bariatric clients.
- Explain the elements of the Enhanced Recovery After Surgery Pathway(ERAS)

PAR 111 Practicum - 225 hours / 6 weeks

The practicum provides the learner with an opportunity to integrate theory into practice at one of several accredited clinical sites. During this hands-on experience, learners will participate in caring for patients receiving various modes of anesthetic and undergoing a variety of surgical procedures.

Learners will gain an understanding of Phase 1 perianesthesia nursing, formulate and implement care based on this acquired knowledge and evaluate client outcomes.

Preceptors in the clinical settings will guide and direct the learner to prepare them for entry into perianesthesia nursing.

Prerequisites: PAR 101, PAR 102, PAR 103, PAR 104, PAR 105, PAR 106, PAR 107

Note: PAR 108, PAR 109 and PAR 110 will be taken concurrently with PAR 111

Learning Outcomes

By the end of this course, learners will be able to:

- Practice within relevant legislation, using NAPAN standards for practice and facility specific policy and procedures.

Costs to students:

Under consideration

Implementation date: September 2018

Costs: Development costs – none provided

Appendix 5.5
Academic Schedules

Practical Nursing Diploma

Kelowna, Vernon (August 2018)

2018

August 20	Classes start for Semester I
September 3	Labour Day (no classes or CPE)
October 8	Thanksgiving Day (no classes or CPE)
October 25	Classes end for Semester I
October 29	Consolidated Practice Experience (CPE) 1 starts
November 11	Remembrance Day (no classes or CPE)
November 12	Statutory Holiday (no classes or CPE)
November 15	Consolidated Practice Experience 1 ends
November 15	Semester I ends
November 19	Classes start for Semester II
December 13	Last day of classes before Christmas break
December 22 – January 1	Christmas closure (no classes or CPE) – Okanagan College closed to the public

2019

January 1	New Year's Day (no classes or CPE)
January 7	Classes resume
February 11	Family Day (no classes or CPE)
February 21	Classes end for Semester II
February 18	Consolidated Practice Experience 2 starts
March 14	Consolidated Practice Experience 2 ends
March 14	Semester II ends
March 18	Classes start for Semester III
April 19 – 22	Easter (no classes or CPE)
May 20	Victoria Day (no classes or CPE there is no CPE at this time)
May 23	Classes end for Semester III
May 27	Consolidated Practice Experience 3 starts
July 1	Canada Day (no classes or CPE)
July 11	Consolidated Practice Experience 3 ends
July 11	Semester III ends
July 15 – August 15	Summer Break
August 19	Classes start for Semester IV

September 2	Labour Day (no classes or CPE)
October 10	Classes end for Semester IV
October 14	Thanksgiving Day (no classes or CPE)
October 15	Consolidated Practice Experience 4 starts
October 24	Consolidated Practice Experience 4 ends
October 28	Transition starts
October 31	Transition ends
November 4	Preceptorship starts
November 11	Remembrance Day (Preceptorship will run)
December 12	Preceptorship ends
December 12	Semester IV ends

Kelowna, Penticton (January 2019)

2019

January 1	New Year's Day (no classes or CPE)
January 7	Classes start for Semester I
February 11	Family Day (no classes or CPE)
March 14	Classes end for Semester I
March 18	Consolidated Practice Experience (CPE) 1 starts
April 4	Consolidated Practice Experience 1 ends
April 4	Semester I ends
April 8	Classes start for Semester II
April 19 - April 22	Easter (no classes or CPE)
May 20	Victoria Day (no classes or CPE)
June 20	Classes end for Semester II
June 24	Consolidated Practice Experience 2 starts
July 1	Canada Day (no classes or CPE)
July 18	Consolidated Practice Experience 2 ends
July 18	Semester II ends
July 22 – August 22	Summer Break
August 26	Classes start for Semester III
September 2	Labour Day (no classes or CPE)
October 14	Thanksgiving Day (no classes or CPE)
October 31	Classes end for Semester III
November 4	Consolidated Practice Experience 3 starts
November 11	Remembrance Day (no classes or CPE)

December 19	Consolidated Practice Experience 3 ends
December 19	Semester III ends
December 23 – January 1	Christmas closure (no classes or CPE) - Okanagan College closed to the public

2020

January 1	New Year's Day (no classes or CPE)
January 6	Classes start for Semester IV
February 10	Family Day (no classes or CPE)
February 27	Classes end for Semester IV
March 2	Consolidated Practice Experience 4 starts
March 12	Consolidated Practice Experience 4 ends
March 16	Transition starts
March 19	Transition ends
March 23	Preceptorship starts
April 10 - 13	Easter (no classes, Preceptorship will run)
March 31	Preceptorship ends
March 31	Semester IV ends

Human Service Work Diploma

Kelowna and Salmon Arm (Vernon Second Year)

2018

September 3	Labour Day (no classes)
September 4	Classes start (Program + College Wide Orientation) for Semester I
September 5	Classes start Semester III
October 8	Thanksgiving Day (no classes)
November 11	Remembrance Day
November 12	Statutory Holiday (no classes)
December 6	Classes end
December 8 - 19	Final exam period
December 22 – January 1	Christmas closure (no classes) – Okanagan College closed to the public

2019

January 1	New Year's Day (no classes)
January 7	Classes start for Semester II
January 7	Classes start for Semester IV
February 11	Family Day (no classes)
April 12	Classes end
April 15 – 29	Final exam period
April 19 – 22	Easter (no classes or exams)
April 16	Start of Practicum Period (all intakes) (Note: practica agencies will usually accommodate students' exam schedules)
June 21	End of Practicum Period (all intakes)

Early Childhood Education Diploma

Kelowna

2018

September 3	Labour Day (no classes)
September 4	Classes start for Semester I and Semester III
October 8	Thanksgiving Day (no classes)
November 11	Remembrance Day
November 12	Statutory Holiday (no classes)
December 21	Classes end for Semester I and Semester III
December 22 – January 1	Christmas closure (no classes) – Okanagan College closed to the public

2019

January 1	New Year's Day (no classes)
January 7	Classes start for Semester II and Semester IV
February 11	Family Day (no classes)
April 19 – 22	Easter (no classes)
May 3	Classes end for Semester II
May 10	Classes end for Semester IV
May 13	Infant/Toddler Practicum begins
June 14	Infant/Toddler Practicum ends

Adult Basic Education
Schedule 2018 - 2019

Fall 2018

September 3	Labour Day (no classes)
September 4	College-wide orientation day
September 5	Classes begin – all campuses
October 8	Thanksgiving (no classes)
November 11	Remembrance Day (no classes)
November 12	Statutory Holiday (no classes)
December 19	Classes and exams end
December 22 – January 1	Christmas closure (no classes) - Okanagan College will be closed to the public

Continuous intake classes may be available. Check at the campus you wish to attend.

Winter 2019

January 1	New Year's Day
January 3	Classes begin – all campuses
February 11	Family Day (no classes)
March 15 to 22	Study break – all campuses (no classes)
April 19 – April 22	Easter (no classes)
April 26	Classes and exams end for four-month classes
May 20	Victoria Day (no classes)
May 24	Classes and exams end for five-month classes: Salmon Arm

Continuous intake classes may be available. Check at the campus you wish to attend.

Spring (Summer Session I) 2019

May 1	Two-month classes begin
May 20	Victoria Day (no classes)
June 21	Classes and exams end

Summer (Summer Session II) 2019

No classes offered Penticton, Vernon and Salmon Arm this session

July 1	Statutory Holiday (no classes)
July 2	Two-month classes begin: Kelowna
August 5	BC Day (no classes)
August 22	Classes and exams end

As of November 23, 2017

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English as a Second Language

Schedule 2018/19

Fall 2018

August 29	New students must attend the Scheduled English Language Assessment [OCELA]*
September 3	Labour Day (no classes)
September 4	College-wide orientation
September 6	Classes begin
September 14	Last day to register for a Fall semester course Last day to receive a refund of tuition fees for course drop Last day to drop a course without a withdrawal being recorded on the student's record Last day to change course registration status from audit to credit
October 8	Thanksgiving Day (no classes)
October 26	Last day to withdraw from a course without academic penalty Last day to change registration status from credit to audit
November 11	Remembrance Day
November 12	Statutory Holiday (no classes)
December 12	Classes end
December 13 – 19	Final exam period
December 21	Last day to submit final grades
December 22 – January 1	Christmas closure (no classes) – Okanagan College will be closed to the public
January 1	New Year's Day
January 2	Okanagan College reopens after Christmas closure
January 11	Last day to submit a grade appeal to the Registrar's Office for the Fall semester. Submission and fee must be received by the Registrar – deadline 4 p.m.

Winter 2019

January 1	New Year's Day
January 2	New students must attend the Scheduled English Language Assessment [OCELA]*
January 8	Classes begin
January 20	Last day to register for a Winter semester course Last day to receive a refund of tuition fees for course drop Last day to drop a course without a withdrawal being recorded on the student's record Last day to change course registration status from audit to credit
February 11	Family Day (no classes)
February 12 - 15	Study Break (no classes)
March 9	Last day to withdraw from a course without academic penalty Last day to change registration status from credit to audit
April 18	Classes end
April 19 - 22	Easter (no classes)
April 23 – 29	Final exam period
May 2	Last day to submit final grades
May 24	Last day to submit a grade appeal to the Registrar's Office for the Winter semester. Submission and fee must be received by the Registrar – deadline 4 p.m.

Summer Session I 2019

April 30	New students must attend the Scheduled English Language Assessment [OCELA]*
May 6	Classes begin
May 10	Last day to receive a refund of tuition fees for course drop Last day to register for a Session I course Last day to drop a course without a withdrawal being recorded on the student's record Last day to change course registration status from audit to credit
May 20	Victoria Day (no classes)
May 31	Last day to withdraw from a course without academic penalty Last day to change registration status from credit to audit
June 21	Classes end
June 24, 25	Final exam period
June 29	Last day for submission of final grades for Summer Session I
July 19	Last day to submit a grade appeal to the Registrar's Office for Summer Session I. Submission and fee must be received by the Registrar – deadline 4:00 p.m.

Summer Session II 2019

June 26	New students must attend the Scheduled English Language Assessment [OCELA]*
July 1	Canada Day (no classes)
July 3	Classes begin
July 7	Last day to receive a refund of tuition fees for course drop Last day to register for a Session II course Last day to drop a course without a withdrawal being recorded on the student's record Last day to change course registration status from audit to credit
July 28	Last day to withdraw from a course without academic penalty

	Last day to change registration status from credit to audit
August 6	BC Day (no classes)
August 20	Classes end
August 21 – 22	Final exam period
August 26	Last day for submission of final grades for Summer Session II
September 13	Last day to submit a grade appeal to the Registrar's Office for Summer Session II. Submission and fee must be received by the Registrar – deadline 4:00 p.m.

*OCELA/Okanagan College English Language Assessment is available at other times throughout the year.

VOCATIONAL HEALTH & SOCIAL DEVELOPMENT

SCHEDULE 2018-19 (partial)

Therapist Assistant Diploma

Approved at November meeting

Certified Dental Assistant

Approved at November meeting

Health Care Assistant Certificate

Approved at November meeting

Practical Nursing Diploma

Expected late November 2017

Pharmacy Technician Certificate

To be submitted and approved after the Practical Nursing schedule is approved

Appendix 5.6
Standing Committee Nominees

Appendix 5.7
Standing Committee Reports

Appendix 5.8
In camera session

Appendix 6.0
Reports