

Education Council Meeting
Thursday, December 6, 2018, 4:00 p.m.
S 103B – Student Services Boardroom

Faculty

Name	Location
Tim Walters	Shuswap Revelstoke Rep
Nicole Davis	South Okanagan Similkameen Rep
Norah Bowman	Central Okanagan Rep
Rocio Alejandre	North Okanagan Rep
Danny Marques	Trades & Apprenticeship - Kelowna
Amanda Krebs	Arts & Foundational - Pent
Cathy Farrow	Health & Social Development
Kevin Douglas	Science and Technology Programs
Chris Newitt	Arts & Foundational – Kelowna
Roberta Sawatzky	School of Business - Kelowna

Educational Administrators

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

Students

Name	Location
Amanda Lang	Student – South Okanagan Similkameen
Nathaniel Lee-Ran	Student – Central Okanagan
	Student – North Okanagan
Relan Johanson	Student - Shuswap Revelstoke

Staff

Name	Location
Amanda Pope	Vernon Campus
Debbie Freeman	Kelowna Campus

Non-Voting

Name	Location
Jim Hamilton (e-copy)	President, OC
	Board of Governors

Secretariat

Name	Location
	Registrar OC
Maddy Welsh	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 (e-copy)	Regional Dean –S Ok/Similk.	Yvonne Moritz	Dean – Science, Technology & Health
Campus Admin	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	L Thurnheer (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	Curtis Morcom (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

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**Okanagan College Education Council Agenda
Meeting of Thursday, December 6, 2018 4:00 pm
S 103B – Student Services Boardroom**

6. Reports

- 6.1 Council Chair's Report – Chris Newitt
- 6.2 President's and Vice President Education Report – Andrew Hay
- 6.3 Registrar's Report –
- 6.4 Board of Governors Report -

7. Date, Time of Next Regular Meeting – Thursday, January 17, 2018 at 4:00 pm

8. Deadline for Agenda Items – Tuesday, December 18, 2018 at 12:00 pm

9. Adjournment

Appendix 3.1

Approval of the Minutes for the November 1, 2018 Education Council meeting

Motion: “That Education Council approves the minutes from the November 1, 2018 Education Council meeting as presented.”

**Okanagan College Education Council
Minutes of Thursday, November 1, 2018 4:00 pm
Room S 103B Student Services Boardroom – Kelowna Campus**

Draft

Present: A Hay, R Johanson, D Marques, C Newitt, R Tyner, R Alejandre, N Bowman (at 5:56), Kevin Douglas, R Sawatzky (at 4:04), W Gillett, T Walters, N Davis (at 4:09), J Muskens, A Krebs, D Freeman, N Lee-Ran, C Farrow

Regrets: J Hamilton, A Pope, D Silvestrone

Absent:

Guests: R Huxtable, M Heinrichs, M Kline, W Van Damme, A O'Neill, Y Moritz, A Rice

Recorder: M Welsh

1. Determination of Quorum and Call to Order
C Newitt called the meeting to order at 4:00 pm

2. Adoption of the Agenda

Motion: R Johanson/ T Walters

That Education Council approves the agenda as presented.

- Items 5.2a and b have been pulled from the agenda. The dual credit agreements were missing language around inclusivity.

Carried

3. Approval of the Minutes

Motion: A Krebs/ K Douglas

That Education Council approves the minutes of the October 4, 2018 Education Council meeting as presented.

- There is a typo under item 6.1. "...do to..." should read "...*due* to..."

Carried

4. Business Arising

5. New Business

5.1 CPRC – AFP Curriculum

a. New course: GEOG 255 Geography of Beer

Motion: T Walters/ R Alejandre

That Education Council approves the new course: GEOG 255 Geography of Beer as recommended by the CPRC – AFP.

- M Heinrichs explained that there was a call to propose second year geography courses for the Vernon campus that would be interesting to students. GEOG 255 was inspired by Geography of Wine. The course is experiential and students will be visiting places related to consumption and production.
- R Huxtable noted that this course proposal has seen significant improvements after issues at CPRC – AFP. One of the issues CPRC – AFP had was with the potential for the consumption of alcohol. Members did not believe students should be consuming alcohol during class time. There was also a discussion on the age of students as there was no identification of an age requirement, as pubs are included

on the list of experiential learning locations. Members also wanted to see more of a focus on geography rather than just the consumption of beer. For students who, for whatever reason, could not or did not wish to attend the experiential learning lectures, members proposed an alternative assignment to accommodate these students.

- A member questioned the mention of the WCTU in the rationale. M Heinrichs advised that this is the Women's Christian Temperance Unit, a profound force in the prohibition era.
- J Muskens wondered how students would be traveling for the experiential learning lectures and whether it was the students' responsibility to get there themselves. R Huxtable noted that yes, it was students' responsibility to travel to and from the locations. J Muskens suggested making this clearer for students, so they can prepare accordingly for travel.
- C Newitt questioned who was then responsible for students drinking and driving.
- R Huxtable noted that the Geography department has a college vehicle for the purpose of field experience. It will depend on the number of students registered in the course and the lecturer's driver's licence as to whether the vehicle could be used.
- R Huxtable added that he was concerned with the issue of the age of students and consumption of alcohol. He believed there should be a statement regarding alcohol consumption in the calendar description.
- A member questioned if students would be participating in tastings. M Heinrichs advised that this was not the case. The member agreed that this should be stated in the calendar description. M Heinrichs added that it was not his intent for students to drink, however, he does not want to outright forbid it as that would mean the teacher would be policing students. The Geography of Wine encourages students to partake in tastings if they feel like it. He would prefer to keep the calendar description neutral.
- R Huxtable wanted to encourage Education Council to include a statement in the course description disallowing the consumption of alcohol.
- A member disagreed with R Huxtable and did not believe there should be any locking language preventing consumption of alcohol in the calendar description. He thought the course sounded great and it did not make sense to teach about beer while forbidding students from tasting it.
- Another member questioned where the College's responsibility ended, in the event that students chose to stay behind at the brewery or pub to have a few drinks. He was concerned at the idea. R Huxtable shared this concern.
- A member noted that there should be no issue unless a student did something inappropriate. This is no different than a student mixing unknown chemicals in a chemistry course. It is the responsibility of the instructor to make the situation safe. Since drinking is not part of GEOG 255, there is no issue from a policy perspective. Students cannot violate classroom safety standards during class time, but afterwards it is up to them.
- R Huxtable noted that a sentence to this effect was present in the course outline, but course outlines can change over the years. What is important is the calendar description. He wanted students to be aware of the policies of the course to avoid "tricking" them after they enroll.
- A member again questioned students needing to drive themselves for the experiential learning lectures. M Heinrichs noted that for an EESC trip to a sewage lab in Vernon, students carpooled and found their own transportation with no issue. With his experience, students tend to self organize. He did not see students' ability to find transportation as being an issue for this course.
- J Muskens noted her personal experience with adjudicating grade appeals. The more information a student has prior to entering a course, the better. If students are being assessed for their participation in the field trips, she believes the course should make it clear that students will have to find their own form of transportation. Students will think it is unfair to lose marks just because they could not find a ride and they did not

know it was required for the course. If students were not being marked on their participation in the trips, this would not be an issue. That they are being graded, matters and it is important to be upfront.

- A member noted that it was not unusual for geography courses to require students to travel. R Huxtable added that excursions are prevalent in geography courses, although some excursions are simply on campus.
- A member noted that by reading the calendar description alone, nothing in it suggests that there are excursions. The calendar description reads as a theoretical course. If Education Council were not provided a course outline, there would be no debate. He saw disconnect between the calendar description and the course outline.

- **Motion:** W Gillett/ R Tyner

That the calendar description for GEOG 255 Geography of Beer be amended to include a statement on the consumption of alcohol.

- A member noted that by including this language in the calendar description, all faculty members who ever teach the course are then locked in to that manner of teaching. He did not see this as a benefit. There are already policies in place preventing students who are too young from drinking. He is not sure of the rationale behind forbidding students from tasting beer in a course about beer. He opposes this motion.
- R Huxtable advised that he was not aware of any policies to control a student's behaviour off campus.
- A member read an excerpt from the Colleges' Alcohol – Serving and Consumption of Alcohol policy. It read that for an event not on OC premises, the person organizing the function has the responsibility for ensuring participants do not consume excessive amounts of alcohol and that alternative means of transportation should be provided or a designated driver should be appointed.
- A Hay noted that it is not a hardship to put this is calendar language. It is important for students to understand what they are getting in to.

Motion opposed with two in favour.

- **Motion:** K Douglas/ R Tyner

That the calendar description for GEOG 255 Geography of Beer include a statement reading, "travel within the region may be required as part of the course".

Carried.

- A member noted that he has no problem approving a course in which no alcohol consumption will occur and if that were to change in the future, he would want to see a course revision. He has no issue with the course as it sits.
- Another member noted that this was not his understanding. Education Council is approving the course description and the outline is only serving as an example. There is nothing in the course description that prohibits drinking. If a student over the age of 19 wanted to partake in tasting, unless the course description was changed, he does not see why these students would not be able to. There is no policy to prohibit this.
- The previous member clarified that he had been assured from M Heinrichs that there will be no consumption of alcohol.
- R Huxtable noted that whether students be allowed to drink in GEOG 255 was a long discussion at CPRC – AFP.
- A member noted that Education Council has spent a long time discussing this proposal already and members were becoming confused. He suggested the council send the proposal back to the CPRC – AFP.
- **Motion:** W Gillett/ T Walters

The Education Council sends the new course proposal: GEOG 255 Geography of Beer back to the CPRC – AFP

Carried.

5.2 CPRC – STH Curriculum

a. **New program: Blockchain Certificate**

Motion: R Alejandro/ R Johanson

That Education Council approves the new program: Blockchain Certificate as recommended by the CPRC – STH.

- W Van Damme described Blockchain as the internet to the world of commerce. It is money, digitized. It is the road system that allows for the exchange of cryptocurrency.
- The issue is there are not enough people who know about Blockchain to get it where it needs to be.
- M Kline noted that the Certificate will be online. It is an introductory class only and not recommended for developers or coders.
- A member questioned whether 50% in Math 10 was sufficient to understand Blockchain. M Kline assured that it was sufficient, as students will not be learning programming, but concepts and uses for Blockchain. It is the safest database available right now and is growing in popularity.
- A member noted that this is a great program and Blockchain applications are more and more relevant in business.
- A member questioned why the admission requirements allowed for high school graduation or for a student to be 19 years of age. M Kline advised that this was mature student status and most Continuing Studies programs include this wording. J Muskens added that students will still need to meet the English and Math requirement, they are just waiving the necessity for having graduated.
- A member noted the wording for the Math admission requirements was confusing. Students can take MATH 070 or both of MATH 071 and MATH 072 to meet the requirement.
- M Kline clarified that the Blockchain Professional exam is an external examination. This certificate would qualify students to take the exam.

Carried

b. **Course revision: WET 120 Chlorination**

Motion: R Tyner/ A Krebs

That Education Council approves the course revision: WET 120 Chlorination as recommended by the CPRC – STH.

- A O'Neill advised that the change is straightforward. The title is changing as the course is not just about chlorination anymore, but includes UV and chlorine manufacturing for other purposes.

Carried

c. **Course revision: WET 202 WET Capstone Project**

Motion: T Walters/ N Davis

That Education Council approves the course revision: WET 202 WET Capstone Project as recommended by the CPRC – STH.

- A O'Neill explained that at some point, an error regarding prerequisites was made in the calendar. This change will fix this.

Carried

d. **Course revision: WET 225 Computer Applications for WET**

Motion: R Johanson/ D Marques

That Education Council approves the course revision: WET 225 Computer Applications for WET as recommended by the CPRC – STH.

- A O'Neill advised that as WET 202 and WET 225 are concurrent, the prerequisites must be the same.

Carried

- e. **Course revision: WET 226** **Advanced Wastewater Treatment**
Motion: A Hay/ A Krebs
That Education Council approves the course revision: WET 226 Advanced Wastewater Treatment as recommended by the CPRC – STH.
- A O'Neill explained the change in title was to better reflect the content. Historically, there was a difference between the treatment of wastewater and drinking water. Now, there are advanced treatments for both. The description and prerequisites are updating as well to remove the focus on wastewater.
- Carried**
- f. **Course deletion: WET 240** **Directed Studies in WET**
Motion: R Johanson/ R Alejandre
That Education Council approves the course deletion: WET 240 Directed Studies in WET as recommended by the CPRC – STH.
- This course is no longer needed with WET 202 WET Captstone Project.
- Carried**
- g. **Program revision: Water Engineering Technology**
Motion: R Tyner/ T Walters
That Education Council approves the program revision: Water Engineering Technology as recommended by the CPRC – STH.
- This change is to begin the process of the reintegration of the two separate streams. Currently students take a common first year curriculum and the separate into either environmental or wastewater in their second year. The new trend in the industry is that one cannot separate water in natural and built environments. For example, wastewater treatments must work with the Ministry of Environment. There is no separation anymore. More revisions to this effect will be seen in the coming months.
 - This change will remove the geography requirements for EMT students to address the lack of training in treatment technologies.
 - WET 240 will also be removed from the list of options for students in EMT.
- Carried**

5.3 CPRC – BUS Curriculum

- a. **Course revision: BUAD 215** **Business Administration**
Motion: K Douglas/ N Davis
That Education Council approves the course revision: BUAD 215 Business Administration as recommended by the CPRC – BUS.
- A Rice explained that due to the timing of topics in BUAD 111 and BUAD 215, the courses can be taken concurrently.
 - A member noted a typo in the course title.
- Carried**
- b. **Course revision: BUAD 269** **Human Resources Management**
Motion: R Alejandre/ A Krebs
That Education Council approves the course revision: BUAD 269 Human Resources Management as recommended by the CPRC – BUS.
- Students will be more successful in BUAD 269 having BUAD 123 as a prerequisite.
- Carried**

c. Program revision: Post- Diploma Certificate in Business Administration

Motion: R Tyner/ D Marques

That Education Council approves the program revision: Post – Diploma Certificate in Business Administration as recommended by the CPRC – BUS.

- W Gillett explained that this program was designed to give OC business diploma students an additional area of expertise. However, it is being used by other students in a way it was not designed. The department wants to restrict entrance into the program. This was always the intent, although the admission requirements did not state this explicitly.
- A member questioned how international students were using the program, as mentioned in the rationale. J Muskens explained that in order for international students to immigrate to Canada, they must graduate with a diploma. They are assuming they can take this certificate to fulfill that immigration requirement. This is not what the program is intended for. There has been much confusion to this effect. International students who have already graduated from OC can take the program, but it is not meant as an initial application.

Carried with one opposition.

Break for dinner at 5:26 pm.

Resume proceedings at 5:54 pm.

A Rice gave a brief description of the new Tourism Management Diploma as a whole. The purpose of the program is to offer students a tourism specific diploma in order for them to compete in the tourism industry. The new TOUR course code is meant to differentiate the courses from BUAD specific courses and make things clearer for students. A for-credit co – op is also being offered as part of the program and is different than what is being offered by the co – op department. The focus of the co – op is academic and students will be supervised by a faculty member. The tourism industry was very keen to place the prospective students.

- A member questioned if the co – op would be held over the summer. A Rice clarified that it would depend on where the program was being offered and when the peak tourism period is.
- A member was concerned that some of the new courses were very similar to existing BUAD courses. He wondered why the department would go to the trouble of creating parallel courses. He wondered why the diploma could not be created using existing courses. A Rice explained that there was content in the existing BUAD courses that was not relevant for tourism students and the new courses will have more of a focus on tourism specific curriculum.
- The member felt that these differences could be addressed through course outlines as the course descriptions for the BUAD courses are quite general. A Rice explained the importance of having a course to specifically meet tourism students' needs. He explained that while the content of the TOUR and BUAD courses are similar, the focus is dramatically different. Students and the tourism industry are demanding tourism specific courses. W Gillett added that the Tourism Management Diploma is the only sector specific program in the Business department. The courses are designed in the context of the tourism industry. The BUAD courses are too broad for tourism students.
- A member questioned if Business students decide to transfer into the Tourism Management Diploma, could they use the parallel BUAD courses for credit. A Rice advised that this would be acceptable.

- d. New course: TOUR 105 Introduction to Tourism**
Motion: R Johanson/ R Alejandre
That Education Council approves the new course: TOUR 105 Introduction to Tourism as recommended by the CPRC – BUS.
- B Gillett explained that this course is similar to BUAD 206. Due to an issue with cross-listing 1XX and 2XX level courses, BUAD 206 will be deleted.
- Carried**
- e. New course: TOUR 130 Tourism Marketing**
Motion: R Johanson/ N Davis
That Education Council approves the new course: TOUR 130 Tourism Marketing as recommended by the CPRC – BUS.
- W Gillett explained that the course is Tourism Marketing and is not identical to BUAD 116, although it covers a similar area of basic marketing concepts. The courses are similar enough that students cannot take both.
 - A member questioned if BUAD 116 would continue to exist once TOUR 130 was approved. B Gillett confirmed that BUAD 116 would continue as it is a required course for business students.
- Carried**
- f. New course: TOUR 200 Tourism CO- OP**
Motion: R Tyner/ A Krebs
That Education Council approves the new course: TOUR 200 Tourism CO-OP as recommended by the CPRC – BUS.
- W Gillett explained that while not a traditional co – op, it will be called as such because that is the language the industry demands. TOUR 200 is more of an experiential learning course. Students will be working under the supervision of a faculty member. They will be working with companies in various aspects to learn how the company operates, as opposed to working at a single job. Students will be required to complete academically appropriate course work to reflect on their posting. TOUR 200 will give students working exposure in the industry.
 - As students are paid for the co – op, a member wondered if international students could participate. W Gillett advised that students can apply for a co – op visa. The business department will work with students on this as there is anticipated high interest from international students.
- Carried**
- g. New course: TOUR 209 Tourism Law**
Motion: R Alejandre/ K Douglas
That Education Council approves the new course: TOUR 209 Tourism Law as recommended by the CPRC – BUS.
- This course is similar to BUAD 209, but will be taught in the specific context of the tourism industry.
 - A member wondered why a second year course would not have any prerequisites. B Gillett advised that since there are no prerequisites for BUAD 209, there will be none for TOUR 209.
- Carried**
- h. New course: TOUR 215 Restaurant Management**
Motion: R Johanson/ D Marques
That Education Council approves the new course: TOUR 215 Restaurant Management as recommended by the CPRC – BUS.
- W Gillett explained that this is cross-listed with BUAD 215, which is the tourism specialty course for the business program.
 - **Motion: R Tyner/ R Johanson**

That "This course is also offered as BUAD 215" be added to the course description for the new course: TOUR 215 Restaurant management.

Carried

- A member noticed that students may be required to pay for site visits or fieldtrips. He wondered if this should be noted in the outline. W Gillett assured that the travel requirements are not onerous.

Carried

i. New course: TOUR 220 Hotel Management

Motion: A Krebs/ R Johanson

That Education Council approves the new course: TOUR 220 Hotel Management as recommended by the CPRC – BUS.

- As above.
- **Motion:** R Tyner/ R Johanson
That "This course is also offered as BUAD 220" be added to the course description for the new course: TOUR 220 Hotel Management.

Carried

Carried

j. New course: TOUR 230 Wine and Culinary Tourism

Motion: R Tyner/ A Krebs

That Education Council approves the new course: TOUR 230 Wine and Culinary Tourism as recommended by the CPRC – BUS.

- This course is cross-listed with BUAD 230.
- **Motion:** R Tyner/ T Walters
That "This course is also offered as BUAD 230" be added to the course description for the new course: TOUR 230 Wine and Culinary Tourism.

Carried

Carried

k. New course: TOUR 240 Services Design For Tourism

Motion: N Lee- Ran/ N Davis

That Education Council approves the new course: TOUR 240 Services Design For Tourism as recommended by the CPRC – BUS.

- This course is substantially different from BUAD 336 Services Design. This new course fits well with the Tourism Management Diploma and the expectations of the industry as to what students should know.

Carried

l. New course: TOUR 299 Conventions Management

Motion: R Sawatzky/ R Johanson

That Education Council approves the new course: TOUR 299 Conventions Management as recommended by the CPRC – BUS.

- **Motion:** R Tyner/ R Johanson
That "This course is also offered as BUAD 299" be added to the course description for the new course: TOUR 200 Conventions Management.

Carried

Carried

m. New program: Tourism Management Diploma

Motion: N Lee- Ran/ R Sawatzky

That Education Council approves the new program: Tourism Management Diploma as recommended by the CPRC – BUS.

- W Gillett noted the mix of traditional BUAD courses and new TOUR courses on the program outline.

- A member questioned if the future intention was to turn this diploma into a full degree. W Gillett advised that this was not the intention at this time.
 - J Muskens rewrote the program description using more general calendar language.
 - **Motion:** J Muskens/ R Tyner
That the description for the new program: Tourism Management Diploma be amended to reflect more general language.
- Carried**
- A member questioned whether the math requirements were sufficient enough for students to succeed in the program. W Gillett was reluctant to make any changes without broader discussion with the business department. This might be adjusted at future meetings as a program revision.

Carried

Course deletion: BUAD 206

The Business of Tourism

Motion: R Johanson/ R Alejandre

That Education Council approves the course deletion: BUAD 206 The Business of Tourism as recommended by the CPRC – BUS.

- This course deletion will fix the issue of cross- listing with TOUR 105.

Carried

5.4 K – 12 Entrance Requirements

A Hay explained the BC public school system was experiencing significant curriculum changes, to the point where the College must adjust its entrance requirements. The new math and science requirements are fairly straightforward, while the English is murkier. Until students who have experienced these curriculum changes arrive at the College, there is no way to predict what they will be like. These students will be assessed when they enter the College. A Hay noted that these motions will not delete any entrance requirements, but simply add new ones.

Grades 10, 11, and 12 Mathematics Courses

Motion: Relan Nicole

For the following cases in the OC Calendar, both for program admission requirements and for course prerequisites:

- Where "Apprenticeship and Workplace Math 10", "Apprenticeship and Workplace Math Grade 10", Apprenticeship and Workplace Mathematics 10" or "Apprenticeship and Workplace Mathematics Grade 10" are noted, add "Workplace Mathematics 10" as acceptable at the same noted minimum grade.
- Where "Apprenticeship and Workplace Math 11", "Apprenticeship and Workplace Math Grade 11", Apprenticeship and Workplace Mathematics 11" or "Apprenticeship and Workplace Mathematics Grade 11" are noted, add "Workplace Mathematics 11" as acceptable at the same noted minimum grade, except for Electrician Pre-Apprenticeship.
- Where "Apprenticeship and Workplace Math 12", "Apprenticeship and Workplace Math Grade 12", Apprenticeship and Workplace Mathematics 12" or "Apprenticeship and Workplace Mathematics Grade 12" are noted, add "Apprenticeship 12" as acceptable at the same noted minimum grade. In addition for Electrician Pre-Apprenticeship add "Apprenticeship Mathematics 12 with a minimum grade of 67%", and for Welding Foundation Certificate add "Apprenticeship Mathematics 12 with a minimum grade of 50%".
- A Hay explained that the public school system assessed the math curriculum, they felt they wanted something more.
- A member noted a typo in the motion. In the third paragraph, "Apprenticeship 12" should read "Apprenticeship Mathematics 12".

Carried

Grades 11 and 12 Science and Other Courses

Motion: K Douglas/ R Johanson1

For the following cases in the OC Calendar, both for program admission requirements and for course prerequisites:

- Where "Applications of Physics 11" is noted, add "Physics 11" as acceptable at the same -noted minimum grade.
- Where "Applications of Physics 12" is noted, add "Physics 12" as acceptable at the same noted minimum grade.
- Where "Biology 11" is noted, add "Life Sciences 11" as acceptable at the same noted minimum grade.
- Where "Biology 12" is noted, add "Anatomy and Physiology 12" as acceptable at the same noted minimum grade.
- Where "Human Service 12" is noted, add "Child Development and Caregiving 12" as acceptable at the same noted minimum grade.

- A Hay noted that many science courses would be changing name to better align with the curriculum taught in each course.

Carried

Grades 10, 11, 12 English Courses

Motion: A Krebs/ R Johanson

For the following cases in the OC Calendar, both for program admission requirements and for course prerequisites:

- Where "English 10" is noted, add "any two of: Composition 10, Creative Writing 10, Literary Studies 10, New Media 10, and Spoken Language 10" as acceptable at the same noted minimum grade.
- Where "English First Peoples 10" is noted, add "any two of: EFP Writing 10, EFP Literary Studies 10, EFP New Media 10, and EFP Spoken Language 10" as acceptable at the same noted minimum grade.
Note: The new grade 10 courses are only two credits each. The current grade 10 course is four credits so two courses are required to meet the requirement.
- Where "English 11" is noted, add "Composition 11", "Creative Writing 11", "Literary Studies 11", "New Media 11" and "Spoken Language 11" as acceptable at the same noted minimum grade.
- Where "English First Peoples 11" is noted, add "EFP Literary Studies and Writing 11", "EFP Literary Studies and New Media 11" and "EFP Literary Studies and Spoken Language 11" as acceptable at the same noted minimum grade.
- -Where "English 12" is noted, add "English Studies 12" as acceptable at the same noted minimum grade.
- Where "English Literature 12" is noted, add "Literary Studies 12" as acceptable at the same noted minimum grade.

- Grade 10 students will need to take two English courses to have the correct number of credits.
- There are many options for English entrance requirements at this point as the College believes it wise not to limit the students. This requirement may be adjusted in the future if the College finds students are not sufficiently prepared for their college courses.
- A member noted that he was not impressed with the new English options for grades 10, 11, and 12.

Carried

5.5 Standing Committee reports

a. Operations Committee

- The Operations Committee met on October 30, 2018 to approve candidates for graduation and to appoint a new member to the ARP program. This will come to Education Council in December.
- The Operations Committee is short one member. Those interested in joining the committee should contact C Newitt or M Welsh.

b. ARP Committee

- There is a vacancy for an Education Council voting member for the ARP Committee. Any members interested should contact C Newitt or M Welsh.

h. CCC Committee

- Not yet met.

i. Tributes Committee

- The Tributes Committee will meet November 14, 2018 to discuss honorary fellows.

T Walters left at 7:07 pm.

6. Reports

6.1 Council Chair's Report – C Newitt

- C Newitt noted that it was J Musken's last meeting. He thanked Jane for her work.

6.2 President & Vice-President Education Report – A Hay

- A Hay noted that the College is ahead of other institutions in approving the new K to 12 entrance requirements.

6.3 Registrar's Report – J Muskens

- J Muskens noted that the exam schedule is now published. There was a learning curve to the new software and this is why the schedule is late.
- She added that a new student appeal policy should be expected at ARP and Education Council within the coming months.

6.4 Board of Governor's Report –

- N/A

5 **Date, Time of Next Regular Meeting** – Thursday, December 6, 2018 at 4:00

6 **Deadline for Agenda Items** – Wednesday, November 21, 2018

9. **Adjournment** at 7:11 pm.

Appendix 5.1

Curriculum recommended by the CPRC – AFP

Curriculum recommended by the Curriculum Proposal Review Committees

Arts and Foundational Programs

Motion: That Education Council approves the new course: **CMNS 102 Communications for Viticulture** as recommended by the CPRC – AFP:

CMNS 102 – 3 – 3 Communications for Viticulture

Rationale:

The Viticulture program is undergoing a revision and identified the need for a customized Communications course that combines elements of professional writing, technical communication and oral presentation skills, delivered with a focus on the needs of the Viticulture industry.

Calendar description:

This course introduces students to communication skills used in the viticulture industry with emphasis on technical writing and speaking skills. Students will apply research techniques and documentation standards to produce memos, summaries, letters, proposals, progress reports, process and mechanism descriptions, and technical reports. Students will develop an awareness of audience, purpose, clarity and conciseness underpinning effective writing and speaking skills.

Prerequisites:

Admission into the Viticulture Program

Course outline:

CMNS 102: Communications for Viticulture

Course Description

This course introduces students to communication skills used in the viticulture industry with emphasis on technical writing and speaking skills. Students will apply research techniques and documentation standards to produce memos, summaries, letters, proposals, progress reports, process and mechanism descriptions, and technical reports. Students will develop an awareness of audience, purpose, clarity and conciseness underpinning effective writing and speaking skills.

Prerequisites: Admission into the Viticulture program.

Course Outcomes

Students Will:

1. Develop research and writing skills relevant to the viticulture industry in order to produce clear, coherent, and concise prose
2. Collaborate professionally and collegially on written and oral projects
3. Create professional and sophisticated formal reports and oral presentations
4. Develop understanding, skill, and confidence in using visual materials in written and oral reports
5. Contemplate the significance and underlying implications of language and electronic media on professional and technical communication
6. Write summaries, letters, memos, emails, short technical reports and manuals that are coherent, thorough, mechanically sound, and appropriate to the given situation and audience
7. Apply elements of the writing process, especially revision, to improve content, style and mechanics
8. Analyze the rhetorical situation (audience, purpose, and context) of technical communication

Required Readings

Custom CMNS 102 Communications for Viticulture course package

Course Requirements

This course uses a variety of teaching/learning methods and classes will feature a fluid combination of lectures, presentations, individual and collaborative work, workshops, and seminars. As a learner-centred course, students share responsibility with the instructor for the success of each class session. Having carefully read and contemplated the texts and topics under consideration in advance of a given class, students should be prepared for vibrant class interactions.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in your future workplace. If you have a tendency to think critically and creatively, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, you will probably do the same at work. A high level of student involvement and developing professionalism is expected in this class as you work towards your goals.

Evaluation

Assignment	Due Date	Weight
1. Employment Portfolio		10%
2. Interview Pitch		5%
3. Process Description		15%
4. Process Description Presentation		5%
5. Midterm		15%
6. Progress Report		10%
7. Technical Process Instructions		20%
8. Show & Tell Presentations		10%
9. Exercises & Quizzes & Participation		10%

Assignment Details

Employment Portfolio

The goal of this assignment is to produce a functional resume and a cover letter in application to a co-op position, job, or company within your industry. In addition to your resume and your letter of application, you must include a screen capture of a real job-posting or company description. A presentation pitch to a potential employer accompanies this assignment.

Process Description & Presentation

Applying rhetorical pattern concepts, write a process description (~500 words). Use techniques learned in class on an extended description, including technical definitions of a piece of technology. Your topic has to be related to the Viticulture industry. A short presentation, including

appropriate use of visual aids accompanies this assignment.

Midterm

The midterm focuses on evaluating students' writing skills rather than on their conceptual knowledge of a topic.

Technical Process Instructions

In groups of two, students are required to create a thorough and detailed instruction manual of approximately 1,500 words to explain a technical process related to the Viticulture industry. A list of recommended processes will be provided, though students may suggest their own (to be approved by the professor well in advance of the assignment deadline).

Show & Tell Presentation

This presentation, of approximately 15 minutes, tasks students with taking the written technical process instruction manual completed for the previous assignment and transforming content suitable for presentation to a listening audience, including the incorporation of appropriate visual aids and elements of process demonstration.

Exercises & Quizzes

Exercises and quizzes, to be completed both in class and for homework, will be assigned on a regular basis. Additional in-class activities may include informal group presentations, low-stakes writing activities and various in-class activities. These activities will be based on readings related to Viticulture and Okanagan agriculture.

Proposed course schedule

Week	Date	Topic	Readings and Assignments due
1		Introduction to the course	Student introductions
Module 1: Foundations of Technical Communication and Persuasive Strategies			
2		Introduction to Technical Communication <ul style="list-style-type: none"> • Persuasive writing • How to write a summary Communication Ethics <ul style="list-style-type: none"> • Professional ethics in digital media 	Readings: Meyer (2010) Chapter 8: Persuasive Messages Readings: Searles (2011) Chapter 6: Summaries
3		Employment Portfolio <ul style="list-style-type: none"> • Analyzing job postings • Writing cover letters • Writing resumes 	Readings: Bovee, Thill & Scribner (2016): Chapter 13 Building Careers and Writing Resumes
4		Employment Portfolio <ul style="list-style-type: none"> • Draft Review Assignment #1 • Mock interviews • Utilizing various digital media platforms to showcase your work 	Peer review process Readings: Bovee, Thill & Scribner (2016) Chapter 14 Applying and Interviewing for Employment
5		Foundational Rhetorical Patterns <ul style="list-style-type: none"> • Technical definitions • Process Description • Mechanism description Delivering oral presentations <ul style="list-style-type: none"> • Presentation outline, tone, and voice • Understanding audience • Finding your voice 	Due: Assignment #1 Due: Assignment #2 Pitch to Employer Reading: Ewald (2014) Ch. 12, Technical Definitions and Descriptions Reading: Hanson & Hammond (2011) Oral Presentations: The counterintuitive speaker

		<ul style="list-style-type: none"> Professional delivery 	
6		<p>The Writing Process</p> <ul style="list-style-type: none"> Defining communication goals, audience, format Stages in communication Organizational communication skills Draft review assignment #3 	<p>Readings: Luchuk (2013) Ch 1, Starting points in Business Communications</p> <p>Peer review process</p>
7		<p>Process description presentations</p> <ul style="list-style-type: none"> Peer review feedback 	<p>Due: Assignment #3 PD</p> <p>Due: Assignment #4 PD</p> <p>Presentation</p> <p>Readings: Luchuk (2013) Chapter 7, Team Communication Projects</p>
Module 2: Collaborative Communication			
8		<p>Assignment 5 Midterm review</p> <p>Midterm</p> <ul style="list-style-type: none"> In-class, timed 	<p>Peer review process</p> <p>Due: Assignment 5 Midterm</p> <p>Readings: Meyer (2010) Chapter 1, Getting the Message Across</p>
9		<p>Secondary research methods</p> <ul style="list-style-type: none"> Library workshop <p>Writing progress reports</p>	<p>Library orientation</p> <p>Reading: Anderson (2012) Ch. 9, Types of Reports</p>
10		<p>Technical Process Instructions Workshop</p> <ul style="list-style-type: none"> Manual components Identifying quality/legitimate sources <p>Draft review assignment 6 Progress report</p>	<p>Readings: Ewald (2014) "Proposal Documents" "Formal Reports"</p> <p>Peer review process</p>
11		<p>Writing Instructions</p> <ul style="list-style-type: none"> Visible structure Framing knowledge <p>Collaborative communication</p> <ul style="list-style-type: none"> Effective group communication 	<p>Readings: Searles (2011) Ch. 8, Instructions and Procedure Descriptions</p> <p>Due: Assignment 6, Progress report</p>
12		<p>Draft review assignment 7: Technical process manual</p>	<p>Testing for usability</p> <p>Peer review process</p>
13		<p>Show and tell presentations</p>	<p>Due: Assignment 8 Team presentations</p>
14		<p>Show and tell presentations</p>	<p>Due: Assignment 7 Technical process manual</p>

Implementation date: September 4, 2019

Cost: N/A

Appendix 5.2

Curriculum recommended by the CPRC – T/A

Trades and Apprenticeship Programs

Motion: That Education Council approves the new program: Automotive Service Technology Diploma as recommended by the CPRC – T/A:

Rationale:

Industry has identified a strong need in the area of advanced technical knowledge with a strong emphasis on business and management skills. The AST Diploma will provide technical training and business and management training not currently offered in a certificate or in an apprenticeship.

Calendar description:

The two-year diploma program is designed for students who wish to obtain employment in the automotive industry as an Automotive Service Technician, or seek a management role in service, sales, or operations. The program begins by providing the student with the first year of apprenticeship training followed by second-year courses in advanced level automotive service and repair with a focus on industry required skills in technical writings, business practices, office skills, and management. This unique program provides training in technical areas that include automotive service and repair, technical writing and communication and business practices. Upon successful completion of the technical training, students will be eligible to write the provincial Industry Training Authority standardized examinations for AST HL1 and receive 450 hours of practical work based hours towards the AST HL1 certification.

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.

English 11 with minimum 50% or alternatives.

A minimum 50% in on of:

- Pre-calculus Grade 11
- Foundations of Mathematics Grade 11
- Apprenticeship and Workplace Mathematics Grade 11
- Principles of Mathematics 11
- Applications of Mathematics 11
- Essentials of Mathematics 11
- Adult Basic Education MATH 011
- Adult Basic Education MATH 084 and MATH 085
- Adult Basic Education IALG 011

Or a minimum of 63% in the ABLE mathematics test. Test scores are only good for two (2) years.

Applicants who have not satisfied the math requirement within the last seven (7) years must write the ABLE Mathematics test and must receive a minimum of 63%.

Relevant trades experience may be assessed for entry into this program.

Year two entry – a student who has successfully completed the Automotive Service Technician Harmonized Foundation Program within the previous five years is also eligible for admittance into the second year of this diploma program.

Graduation requirements:

Graduates must complete the 25 course with a minimum passing grade of 60% in each course. Students must achieve an average grade of no less than 70% in each year. Graduates receive an Okanagan College Automotive Service Technology Diploma.

Course additions:

ASTD 100 Workplace Safety-Related Functions

Students learn the safety related items that are part of the daily operation in an automotive service and repair environment. Students will develop a safety plan for their shop environment.

ASTD 101 Automotive Tools and Equipment

Students learn the tools and equipment used in and that are part of the daily operation in an automotive service and repair environment.

ASTD 102 Math for Automotive Systems

Students learn the math principles used in automotive service and repair systems and the math principles for simple business calculations used in an automotive service and repair facility.

ASTD 103 Automotive Information Systems

Students learn the information systems and resources used in automotive service and repair.

ASTD 104 Automotive Electrical Systems 1

Students learn the electrical fundamentals and basic electrical systems used in automotive service and repair. Students demonstrate electrical fundamentals and testing procedures to troubleshoot basic electrical systems.

ASTD 105 Technical Communication for Automotive Systems

Students learn the technical communication skills in automotive service and repair. Students will demonstrate skills to effectively communicate both orally and in written manner using methods used in an automotive service and repair setting.

ASTD 106 Automotive Driveline Systems

Students learn the drive line systems used in automotive service and repair including manual transmissions and transaxles and clutches. Students demonstrate the ability to test and troubleshoot drive line systems.

ASTD 107 Automotive Body Components

Students learn the body components, moveable glass and trim systems used in automotive service and repair. Students will service and repair body, moveable glass and trim used on vehicles.

ASTD 108 Automotive Chassis Systems I

Students learn the systems used in automotive chassis service and repair. Students will service and repair automotive chassis systems.

ASTD 109 Automotive Brake Systems I

Students learn the systems used in automotive brake service and repair. Students then demonstrate the skills to service and repair automotive brake systems.

ASTD 110 Automotive Steering and Control Systems I

Students learn the systems used in automotive steering and control systems service and repair. Students then demonstrate the skills to service and repair automotive steering and control systems.

ASTD 111 Automotive Suspension and Control Systems I

Students learn the systems used in automotive steering and suspension service and repair. Students then demonstrate the skills to service and repair those suspension and control systems.

ASTD 112 Automotive Maintenance

Students learn the systems used in automotive maintenance service and repair. Students will perform automotive maintenance service and repair.

ASTD 200 Automotive Business Practices I

Students learn business practices used in the automotive service and repair industry. The student will use basic computer skills using industry software and word processing and spreadsheet software to complete estimates, quotes, invoices and reports.

ASTD 201 Automotive Electronic Systems I

Students learn basic electronic theory and applications in automotive systems. Students will perform basic troubleshooting using test equipment on electronic systems used in automotive applications.

ASTD 202 Automotive Engine Systems

Students learn internal combustion engine theory and applications used in automotive systems. Engine disassembly, measurement and analysis, reassembly and engine start-up will be performed.

ASTD 203 Automotive Brake Systems II

Students learn advanced brake system theory and applications used in automotive systems including anti-lock brakes, traction control and stability control systems.

ASTD 204 Automotive Chassis Systems II

Students learn advanced chassis system theory and applications used in automotive systems including electric and electronic steering and computer controlled suspension systems.

ASTD 205 Automotive Driveline Systems II

Students learn advanced driveline system theory and applications used in automotive systems including automatic transmission and transaxles.

ASTD 206 Automotive Electrical Systems II

Students learn advanced electrical system theory and applications used in automotive systems including headlight, wiper, power window, power door lock and infotainment systems.

ASTD 207 Automotive Engine Management

Students learn the engine management systems and applications used in an automobile including fuel systems, port fuel injection and gasoline direct injection systems.

ASTD 208 Automotive Electronic Systems II

Students learn advanced electronic systems and applications used in an automobile including understanding scan tool function, OBDII modes, and oscilloscope usage.

ASTD 209 Automotive Diesel Engine Systems

Students learn the diesel engine systems and applications used in an automobile including diesel fuel systems, low pressure and high pressure systems.

ASTD 210 Automotive Business Practices II

Students learn the systems and applications used in an automobile environment including basic management and scheduling, analyzing simple reports and assessing the shop environment.

ASTD 211 Technical Writing for Automotive Systems

Students learn the technical writing theory and application used in an automobile service environment including writing a business letter, writing an e-mail and using other writing methods to effectively operate an automotive service and repair facility.

ASTD 212 Automotive Hybrid Electric Vehicle Systems

Students learn the hybrid, hybrid/electric and electric vehicle theory and applications used in automobiles including hybrid and electric vehicle safety and modes of operations.

Implementation date: September 1, 2019

Cost: N/A

5.3 Curriculum recommended by the CPRC – STH

Science, Technology, and Health Programs

Motion: That Education Council approves the program revision: Associate of Science as recommended by the CPRC – STH:

Program revision:

- **Graduation requirements**

Rationale:

The proposed language is a minor change to remove the phrase “at least one course in a laboratory science”.

In 2013, an AS degree at Okanagan College required only one (3 credit) laboratory science course (see “2013 Calendar Language” below). The current language requires four courses (12 credits) from BIOL 111, BIOL 121, CHEM 111/112, CHEM 121, PHYS 111/112, and PHYS 121/122. This requirement is more rigorous than the previous requirement on lab sciences; i.e., minimum four laboratory science courses rather than one. Unfortunately, the “at least 3 credits in a laboratory science” piece was not removed when the Calendar was updated, and reads presently as if a student needs a minimum of five (3 credit) laboratory science courses; four from first-year BIOL, CHEM, PHYS, and one more. This was not the intention. [Note that the BCCAT AS requirement is a minimum of one (3 credit) laboratory science course.]

Graduation requirements:

Existing:

The Associate of Science Degree is granted upon the successful completion of the following courses:

- Two of the following: ENGL 100, ENGL 150, ENGL 151, or ENGL 153.
- MATH 112 and at least one other three-credit course in Mathematics. MATH 120 (Pre-Calculus) can be used for the second mathematics course, however, the student should be aware that some institutions will not accept this course for credit toward a science degree.
- At least 12 credits (4 courses) from:
 - BIOL 111 and BIOL 121
 - CHEM 111 and CHEM 121 or CHEM 112 and CHEM 121
 - PHYS 111 and PHYS 121 or PHYS 112 and PHYS 122
- At least 24 other credits in Science, which shall include at least one course in a laboratory science and a minimum of six courses (18 credits) in Science at the second-year level taken in two or more subject areas.
- At least two three-credit courses in Arts other than English.
- At least two three-credit courses in Arts, Science or other areas.

A total of 60 credits (at least 20 courses) of first- and second-year courses with a minimum average of 60% calculated from all courses counting towards the Associate of Science degree.

Proposed:

The Associate of Science Degree is granted upon the successful completion of the following courses:

- Two of the following: ENGL 100, ENGL 150, ENGL 151, or ENGL 153.
- MATH 112 and at least one other three-credit course in Mathematics. MATH 120 (Pre-Calculus) can be used for the second mathematics course, however, the student should be aware that some institutions will not accept this course for credit toward a science degree.
- At least 12 credits (4 courses) from:
 - BIOL 111 and BIOL 121
 - CHEM 111 and CHEM 121 or CHEM 112 and CHEM 121
 - PHYS 111 and PHYS 121 or PHYS 112 and PHYS 122
- At least 24 other credits in Science, which shall include a minimum of six courses (18 credits) in Science at the second-year level taken in two or more subject areas.
- At least two three-credit courses in Arts other than English.
- At least two three-credit courses in Arts, Science or other areas.

A total of 60 credits (at least 20 courses) of first- and second-year courses with a minimum average of 60% calculated from all courses counting towards the Associate of Science degree.

Implementation date: January 1, 2019

Cost: N/A

Motion: That Education Council approves the new course PHYS 290 Directed Studies in Physics & Astronomy as recommended by the CPRC – STH:

PHYS 290 – 3 – 3 Directed Studies in Physics & Astronomy

Rationale:

For students who are interested in Physics and/or Astronomy our current second-year course offerings are insufficient. In order to offer a variety of different topics, we would like to be able to have a Directed Studies course in order to service student demand.

Calendar description:

This course involves undertaking a supervised investigation or directed readings in Physics or Astronomy. The topic will be agreed upon by the students and the supervising faculty member. Evaluation methods may include, but are not limited to, a project proposal, regular progress reports, regular assignments, a final written report, a final oral presentation, tests, or a final examination.

Prerequisites:

- Permission of the instructor.
- 6 credits of 100-level or 200-level PHYS or ASTR

Course outline:

PHYS 290: Directed Studies in Physics and Astronomy

Professor Information:

Professor : XXXX XXXX
Campus : Kelowna
Office Location : XXXX
Office Phone : (250) 762.5445 ext. XXXX
Office Hours : XXXX
Email : XXXX

Calendar Description:

PHYS 290-3 Directed Studies in Physics & Astronomy

This course involves undertaking a supervised investigation or directed readings in Physics or Astronomy. The topic will be agreed upon by the students and the supervising faculty member. Evaluation methods may include, but are not limited to, a project proposal, regular progress reports, regular assignments, a final written report, a final oral presentation, tests, or a final examination.

Prerequisites:

- 6 credits of 100-level or 200-level PHYS or ASTR
- Permission of the department

Section Information:

Section : 001
Location: Instructor's Office, meeting times TBD

Transfer Information:

URL: <http://www.bctransferguide.ca>

Please refer to the transfer guide table for the course available online. Students are encouraged to save a copy of current transfer information for their own records.

Course Materials:

Introduction to Modern Astrophysics by Carroll & Ostlie. This textbook is available in the Library.

Course Content:

For Winter 2019, this Directed Studies course will cover **Topics in Modern Astrophysics**. Specific topics to be covered include the following: atomic and molecular spectroscopy, radiative transfer, celestial coordinates, orbital mechanics, stellar structure, Galactic structure, and experimental confirmations of Einstein's theory of General Relativity. Aspects of both theoretical and experimental astrophysics should be investigated.

Learning Outcomes:

The following are anticipated learning outcomes of the course.

1. Apply atomic and molecular theory to understand important astrophysical spectral lines.
2. Understand how spectroscopy aids in the understanding of astrophysical objects.

3. Demonstrate how emission and absorption are described through radiative transfer theory.
4. Use spherical trigonometry to explain calculations involving celestial coordinates.
5. Demonstrate the use of Newtonian mechanics as it applies to Orbital Mechanics.
6. Explain the fundamental laws of Stellar Structure, including hydrostatic equilibrium.
7. Describe methods used to elucidate the structure of galaxies from observations.
8. Review the astrophysical experiments which have helped to confirm Einstein's Theory of General Relativity.

Course Evaluation:

Students will be expected to investigate topics independently, and compile their research into reports of various kinds, representing the common methods that astrophysics students present research. For some topics, the material will be presented orally as in a classroom setting. For other topics, written reports will be submitted. At least one topic will require a poster presentation as well. The instructor will use the reports to devise a final examination which assesses the students' comprehensive knowledge of all topics.

Course Evaluation will be based on the following break-down:

Written Reports	30%
Oral Reports	25%
Poster	10%
Final Examination	<u>35%</u>
Total	100%

Strategies for Success:

A directed studies course entrusts the student to work diligently and independently. Constant dialogue with the course instructor is highly recommended, with weekly in-person meetings being the *minimum* suggested level of contact.

While the topics listed appear to be individual subjects, there is significant interplay between many of them. The students are encouraged to explore the material in a non-serial manner. Astrophysics combines theory and observation, and both facets of the field should be explored in a complementary way.

Department and Course Policies:

Calculator Policy

On all tests and on the final exam, students are permitted to use a calculator of their choosing. This includes scientific and graphing calculators. This specifically excludes the use of all devices with wireless/cellular communication and/or photographic capability (e.g., smart phones, tablets, laptops, etc).

Final Exam Grade Policy

Failure to achieve a grade of **at least 35% on the final exam** of a course shall result in a failing grade for the course and the maximum grade that will be awarded is 49%.

Implementation date: January 1, 2019

Cost: N/A

Motion: That Education Council approves the course revision: PNSG 214 Pharmacology II as recommended by the CPRC – STH:

PNSG 214 Pharmacology II

- **Calendar description**
- **Content**

Rationale:

Provincial Curriculum revisions require changes to this course.

Calendar description:

Existing:

This course builds on PNSG 114 to increase the learner's understanding of pharmacotherapeutics prescribed for illness across the lifespan. This course may offer opportunity for an interprofessional education experience.

Proposed:

This course builds on Pharmacology I to increase the learners understanding of pharmacotherapeutics prescribed for illnesses across the life span. Topics include drug classifications and links with common diseases/illnesses based on a body system approach and drug resistance.

Content:

1 new learning outcome has been added to this course:

- Consider the roles of other health care providers in determining one's own professional and interprofessional roles related to complementary and prescription medication ordering, processing, dispensing, administration and monitoring

Implementation date: January 1, 2019

Cost: N/A

Motion: That Education Council approves the course revision: PNSG 416 Integrated Nursing Practice IV as recommended by the CPRC – STH:

PNSG 416 Integrated Nursing Practice IV

Course revision:

- **Calendar description**
- **Content**

Rationale:

Provincial Curriculum revisions require changes to this course

Calendar description:

Existing:

This practical course builds on the theory and practice from semester one, semester two, and semester three. Through classroom, laboratory, simulation, and other experiences, learners continue both to develop and practice comprehensive nursing assessment and planning and to develop knowledge and interventions for clients experiencing multiple health challenges.

Proposed:

This course builds on the theory and practice from semesters 1, 2 and 3. Through a variety of approaches (e.g., simulation), learners will continue to develop knowledge and practice of comprehensive nursing assessment, planning for, and interventions with clients experiencing multiple health challenges in a variety of settings.

Content:

There are 4 learning outcomes that are being revised and two new learning outcomes being added.

4 revised learning outcomes:

- Existing Learning Outcome: Describe how legislation, CLPNBC Entry to Practice Competencies and CLPNBC Standards of Practice documents (Professional Standards, Practice Standards, Scope of Practice Standards) inform nursing practice.

Proposed: Demonstrate understanding of the British Columbia College of Nursing Professionals (BCCNP) Practice Standards for LPN's, BCCNP Professional Standards for LPNs, BCCNP Scope of Practice for LPNs and the CCPNR Entry to Practice Competencies for LPNs to guide practice

- Existing Learning Outcome: Safely and competently perform comprehensive nursing assessment and interventions with clients experiencing mental illness
Proposed: Safely and competently perform comprehensive nursing assessment and interventions including principles of medication administration with clients experiencing mental illness
- Existing Learning Outcome: Safely and competently perform comprehensive nursing assessment and interventions with maternal/child clients.
Proposed: Safely and competently perform comprehensive nursing assessment and interventions including principles of medication administration with maternal/child clients.
- Existing Learning Outcome: Provide person-centered care that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity
Proposed: Provide culturally safe person-centered care that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity.

Two new Learning Outcomes:

- Demonstrate competency with mathematical drug calculations in the pediatric client.
- Analyze leadership and followership roles and responsibilities in a variety of settings.

Implementation date: January 1, 2019

Cost: N/A

Motion: That Education Council approves the course revision: PNSG 417 Consolidated Practice Experience (CPE) IV as recommended by the CPRC – STH:

PNSG 417 Consolidated Practice Experience (CPE) IV

Course revision:

- **Calendar description**
- **Content**

Rationale:

Provincial Curriculum Revised therefore changes must be implemented

Calendar description:

Existing:

This clinical experience introduces the learners to community practice and provides an opportunity to apply and adapt knowledge gained in semester one, two and three within a continuum of care for clients across the lifespan. The learner may gain experience through simulation and in a variety of community and residential care agencies and settings. Continued enrolment in this course is contingent on successful completion of all other semester four courses.

Proposed:

This practice experience will introduce learners to community care settings and provide an opportunity to apply and adapt knowledge gained in semester one, two, three and four within a continuum of care for clients across the lifespan. Learners may gain experience through simulation and in a variety of settings with a focus on concepts outlined in PNSG 416.

Content:

3 Learning Outcomes changes and 1 new Learning Outcome.

3 revised Learning Outcomes:

- Existing: Practice within relevant legislation, Entry to Practice Competencies, Scope of Practice Limits and Conditions, Professional Standards as set out by the CLPNBC, the Health Professions Act and facility specific policy and procedures
Proposed: Practice within relevant legislation, CPNRE Entry to Practice Competencies and BCCNP Standards of Practice documents (Professional Standards, Practice Standards, Scope of Practice Standards) and facility specific policy and procedures
- Existing: Incorporate health promoting strategies to provide safe, competent, and ethical care to clients in community
Proposed: Incorporate health promoting strategies to provide safe, competent, culturally safe and ethical care to clients in community
- Existing: Provide client-centered care that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity as appropriate

Proposed: Provide culturally safe, trauma-informed, relational care that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity as appropriate

New Learning Outcome:

- Provide leadership, direction, assignment and supervision of unregulated care providers within the context of community care with direction as appropriate.

Implementation date: January 1, 2019

Cost: N/A

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

Program revision

- **Admission requirements**
- **Revision of courses**

Rationale:

The Practical Nursing program follows a Provincial Curriculum. Changes to the BC curriculum were finalized by a Provincial working committee and approved by the Government in the Spring/summer of 2018. To maintain our approval from the regulatory body we need to implement the revisions.

Admission requirements:

Existing:

B.C. secondary school graduation, or equivalent (ABE, GED)

English

- A minimum grade of 70% in one of: English 12, English 12 First Peoples, TPC 12 (Technical and Professional Communications) or an equivalent Provincial Level Adult Basic Education English course.

Or

- A grade between 50% and 69% inclusive in one of: English 12, English 12-First Peoples, TPC 12 (Technical and Professional Communications) or an equivalent Provincial Level Adult Basic Education English course, and a minimum score of Level 5 on the Language Proficiency Index (LPI) test.

Proposed:

BC secondary school graduation, or equivalent (ABE, GED) or mature student status

English

- A minimum grade of 70% in one of: English 12, English First Peoples 12 or an equivalent Provincial Level Adult Basic Education English course.

Or

- A grade between 50% and 69% inclusive in one of: English 12, English First Peoples 12 or an equivalent Provincial Level Adult Basic Education English course, and a minimum score of Level 5 on the Language Proficiency Index (LPI) test.

Revision of courses:

- PNSG 214- Pharmacology II
- PNSG 416- Integrated Nursing Practice IV
- PNSG 417- Consolidated Practice Experience (CPE) IV

Implementation date: January 1, 2019

Cost: N/A

Appendix 5.4 Business Curriculum

Business

Motion: That Education Council approves the course revision: TOUR 200 Tourism CO-OP as presented.

TOUR 200 Tourism CO-OP

Course revision:

- **Course title** – new title: **Tourism Sector Study**
- **Calendar description**
- **Prerequisites**
- **Contact hours**
- **Other – special note**

Rationale:

The rationale for this change is to remove the requirement of students to be enrolled in and successfully complete a co-op placement in order to successfully complete this course. We believe that there are a wider variety of experience that would satisfy the academic requirements of this course. These studies could be related to experiences gained through volunteering, or traveling and engaging with a variety of tourism business, or work for example. As such, the name and course description need to be changed to reflect this. The co-requisite of being enrolled in a co-op placement have been removed and the special note has been changed.

Calendar description:

Existing:

Workplace-based learning opportunities provide experiential learning in the tourism sector. Students will practice the principles and skills learned during classroom studies and develop sector competencies. The Co-op experience connect the learner with sector managers and employees, building employment linkages, and establishing the foundations of an individual's career. Students complete their co-op under the guidance and direction of the employer and the college professor.

Proposed:

The tourism sector study course integrates academic learning with real world tourism sector experiences. Students will propose and execute a structured tourism study plan. These tourism sector studies provide the medium to explore, analyze, and integrate their prior learning with sector experiences related to the role and influence of business practices. Students will demonstrate their understanding of the principles and practices required to support the success and sustainability of businesses in the tourism sector.

Prerequisites:

Existing	Proposed
Enrollment in the Tourism Management Diploma and TOUR 105, BUAD 123, CMNS 112, and MATH 114.	Second year standing in the Tourism Management Diploma and TOUR 105, BUAD 123, CMNS 112, and MATH 114.

Contact hours:

	Existing hours	Proposed hours
Lecture	-	-
Lab	35	6
Seminar	-	-
Average weekly contact hours	35	6

Special note:

Students must propose a tourism sector study plan that meets the requirements of the course that is deemed suitable by their faculty advisor.

Implementation date: January 1, 2020

Cost: N/A

Motion: That Education Council approves the program revision: Tourism Management Diploma as presented.

Program revision:

- Graduation requirements
- Revision of courses

Rationale:

The rationale for this change is to remove the requirement of students to be enrolled in and successfully complete a co-op placement in order to successfully complete TOUR 200. We believe that there are a wider variety of experience that would satisfy the academic requirements of this course. These studies could be related to experiences gained through volunteering, or traveling and engaging with a variety of tourism businesses, or work in the tourism sector for example. As such, the name and course description need to be changed to reflect this. The co-requisite of being enrolled in a co-op placement have been removed and the special note has been changed.

Students will be required to complete a CO-OP placement in order to graduate.

Graduation requirements:

Existing:

Successful completion of the prescribed and elective courses as listed in the program outline with a minimum graduating grade average of 60%.

Proposed:

Successful completion of the prescribed and elective courses as listed in the program outline with a minimum graduating grade average of 60%. Students are also required to successfully complete a co-op placement.

Revision of courses:

- TOUR 200

Program outline:

Existing	Proposed
<p>Students must complete 60 credit hours as prescribed below:</p> <p>Required:</p> <p>TOUR 105 – Introduction to Tourism (3 credits)</p> <p>TOUR 130 – Tourism Marketing (3 credits)</p> <p>TOUR 200 – Tourism Co-op (6 credits)</p> <p>TOUR 209 – Tourism Law (3 credits)</p> <p>TOUR 240 – Services Design for Tourism (3 credits)</p> <p>BUAD 111 – Financial Accounting I (3 credits)</p> <p>BUAD 123 – Management Principals (3 credits)</p> <p>BUAD 128 – Computer Applications I (3 credits)</p> <p>BUAD 176 –Professional Sales (3 credits)</p> <p>BUAD 195 – Financial Management (3 credits)</p> <p>BUAD 200 – Digital Marketing (3 credits)</p> <p>BUAD 264 – Management Accounting (3 credits)</p> <p>BUAD 293 – Entrepreneurship (3 credits)</p> <p>CMNS 112 – Professional Writing 1 (3 credits)</p> <p>MATH 114 – Business Mathematics (3 credits)</p> <p>Plus four of:</p> <p>TOUR 215 – Restaurant Management (3 credits)</p> <p>TOUR 220 – Hotel Management (3 credits)</p> <p>TOUR 230 – Wine and Culinary Tourism (3 credits)</p> <p>BUAD 262 – Organizational Behaviour (3 credits)</p> <p>BUAD 269 – Human Resources Management (3 credits)</p> <p>TOUR 299 – Conventions Management (3 credits)</p>	<p>Students must complete 60 credit hours as prescribed below:</p> <p>Required:</p> <p>TOUR 105 – Introduction to Tourism (3 credits)</p> <p>TOUR 130 – Tourism Marketing (3 credits)</p> <p>TOUR 200 – Tourism Sector Study (6 credits)</p> <p>TOUR 209 – Tourism Law (3 credits)</p> <p>TOUR 240 – Services Design for Tourism (3 credits)</p> <p>BUAD 111 – Financial Accounting I (3 credits)</p> <p>BUAD 123 – Management Principals (3 credits)</p> <p>BUAD 128 – Computer Applications I (3 credits)</p> <p>BUAD 176 –Professional Sales (3 credits)</p> <p>BUAD 195 – Financial Management (3 credits)</p> <p>BUAD 200 – Digital Marketing (3 credits)</p> <p>BUAD 264 – Management Accounting (3 credits)</p> <p>BUAD 293 – Entrepreneurship (3 credits)</p> <p>CMNS 112 – Professional Writing 1 (3 credits)</p> <p>MATH 114 – Business Mathematics (3 credits)</p> <p>Plus four of:</p> <p>TOUR 215 – Restaurant Management (3 credits)</p> <p>TOUR 220 – Hotel Management (3 credits)</p> <p>TOUR 230 – Wine and Culinary Tourism (3 credits)</p> <p>BUAD 262 – Organizational Behaviour (3 credits)</p> <p>BUAD 269 – Human Resources Management (3 credits)</p> <p>TOUR 299 – Conventions Management (3 credits)</p>

Existing Generic Requirements	Proposed Generic Requirements
The academic co-op work placement may require some or all of the following certifications to be completed prior to commencement: Serving it Right, Super Host, WHMIS, Food Safe, First Aid Level 1.	Successful completion of a Co-op Placement.

Implementation date: September 3, 2019

Cost: N/A

Appendix 5.5

Memorandum of Understanding between School District No. 67 and Okanagan College

Motion: “That Education Council approves the Memorandum of Understanding between School District No. 67 and Okanagan College as presented.”

MEMORANDUM OF UNDERSTANDING
BETWEEN
SCHOOL DISTRICT NO. 67 (Okanagan Skaha) ("SD67")

And
OKANAGAN COLLEGE ("OC")

November 2018

School District No. 67 (SD67) and Okanagan College (OC) are:

- committed to assist students to gain practical knowledge and theoretical experience in the technology sector
- committed to deliver the Gateway to Technology Program to assist the students in making informed technology training and career decisions; and
- committed to supporting youth with an interest in the technology and assisting in preparing them for potential entry to college level technology training.

Therefore, SD67, and OC, hereafter known as 'the parties', agree to collaborate to deliver the Gateway to Technology (the "Program"). The Program is an introduction to technology and is designed to assist students in making informed training and career decisions. The Program will be delivered at Okanagan College, Penticton campus, by an OC instructor using curriculum materials developed by OC. Upon successful completion of the Program, the students will receive an OC participation certificate.

This agreement is intended to set out some of the key principles to regulate the arrangements between the parties.

Now, therefore, in consideration of the mutual promises, covenants and agreements contained herein, the parties hereto agree as follows:

1. SD67 will:
 - a) provide a contact person for OC administration and student related issues;
 - b) market the program within the school district and community as needed;
 - c) recruit, screen and provide a cohort of between 10 and 16 students, aged 16 and older
 - d) provide signed waivers from all parents/ guardians to attend the program on Penticton campus;

- e) support students with Individual Education Plans, Behaviour Contracts or other agreements as they would normally be supported in the school, including in-class supports where applicable and provide academic accommodations as outlined in the students' Individualized Education Plans and lead student discipline measures, as required;
- f) supply OC with the students personal information, needed to register them as OC students and provide contact information for a parent or guardian of the students in the event of an emergency; and
- g) pay OC the tuition costs as outlined in section 5.

2. OC will:

- a) provide training space at the Penticton campus
- b) provide instruction by qualified instructor/s;
- c) provide all teaching materials needed;
- d) provide program administration to oversee the Program, including providing disciplinary support, where required, and supporting the instructor; and
- e) provide a participation certificate upon successful completion of this program.

3. Program Overview:

- a) 17 weeks (120 hours) of instruction for the Course;
- b) 60 hours of IT Essentials and 60 hours of Coding, along with
- c) Program dates: Feb. 5 – June 13, 2019, Tue & Thu, 5 – 8:30 p.m.
- d) No classes over Spring Break;
- e) Minimum of 10 and a maximum of 16 students;
- f) Students will be registered as OC students;
- g) Students will receive a participation certificate;

4. Timeframe and Costs

- a) The MOU will take effect from the date it is signed and remain in effect for the duration of the Program.
- b) The Program runs for 20 weeks
- c) SD67 will pay OC the training fee of \$500 per student upon receipt of invoice.

5. Conflict Resolution

- a) In a case where the Program working committee cannot reach agreement on a matter, the issue will be referred for resolution to a group comprised of representatives from the OC senior administration and SD67 senior administration.

6. General

- a) The MOU may be revised with the written agreement of all parties;
- b) This agreement will inure to the benefit of and be binding upon the parties hereto and their lawful heirs, executors, administrators, successors and assigns. This agreement will not be assigned in whole or part without the written consent of the parties;
- c) If any part of this agreement is determined to be void or unenforceable in whole or in part, it shall not be deemed to affect or impair the validity of any other part hereof which shall continue in full force and effect;
- d) The laws of the Province of British Columbia and the laws of Canada applicable therein shall govern this agreement;
- e) Any notice required or permitted to be given under this agreement will be in writing and will be effectively given if (i) delivered personally, (ii) sent by prepaid courier service, or (iii) sent by fax with confirmation receipt if addressed to it as follows:

OKANAGAN COLLEGE

Kelowna Campus
1000 KLO Road,
Kelowna, B.C. V1Y 4X8

With a copy to

VP, Finance & Administration
Kelowna Campus,
1000 KLO Road,
Kelowna, BC V1Y 4X8

And

Superintendent
SCHOOL DISTRICT NO. 67
Board Office
425 Jermyn Ave
Penticton, BC V2A 1Z4

AS EVIDENCE OF THEIR AGREEMENT the parties have executed this agreement as of the date first above written.



Wendy Hayer
Superintendent of Schools
School District No. 67

Nov 19, 2018

Date

Andrew Hay, Vice President of Education
Okanagan College

Date



Dennis Silvestrone
Director of Continuing Studies and Corporate Training
Okanagan College

Nov 20, 2018

Date

Appendix 5.6 2019 – 2020 Schedules

Motion: “That Education Council approves the following schedules as presented for recommendation for the board:”

- Adult Special Education 2019 – 2020 Schedule
- Early Childhood Education Diploma 2019 – 2020 Schedule
- Health Care Assistant Certificate 2019 – 2020 Schedule
- Therapist Assistant Diploma 2019 – 2020 Schedule

Adult Special Education Schedule 2019 – 2020

Fall 2019

Semester One: September 3, 2019 to January 24, 2020

2019

September 2	Labour Day (no classes)
September 3	Classes start (Orientation)
October 14	Thanksgiving Day (no classes)
November 11	Remembrance Day (no classes)
December 16	Last day of classes before Christmas break
December 24	College closes at 3 p.m.
December 25 – January 1	Christmas closure (no classes) – Okanagan College will be closed to the public

2020

January 1	New Year's Day
January 6	Classes resume
January 24	Classes end Semester One
January 27, 28	Semester break (no classes)

Winter 2020

Semester Two: January 29, 2020 to June 18, 2020

2020

January 29	Classes start
February 17	Family Day (no classes)
February 18	Study break (no classes)
March 16 – 20	Study break (no classes)
April 10 – April 13	Easter (no classes)
May 18	Victoria Day (no classes)
June 18	Classes end Semester Two

Early Childhood Education Diploma

Kelowna

2019

September 2	Labour Day (no classes)
September 3	Classes start for Semester I and Semester III
October 14	Thanksgiving Day (no classes)
November 11	Remembrance Day (no classes)
December 20	Classes end for Semester I and Semester III
December 24	College closes at 3 p.m.
December 25 – January 1	Christmas closure (no classes) – Okanagan College closed to the public

2020

January 1	New Year's Day (no classes)
January 6	Classes start for Semester II and Semester IV
February 17	Family Day (no classes)
April 10 – 13	Easter (no classes)
May 1	Classes end for Semester II
May 8	Classes end for Semester IV
May 11	Infant/Toddler Practicum begins
June 12	Infant/Toddler Practicum ends



Health Care Assistant Certificate

Kelowna

Fall 2019

August 19	Classes start
September 2	Labour Day (no classes)
October 14	Thanksgiving Day (no classes)
November 11	Remembrance Day (no classes)
December 20	Classes ends
December 24	College closes at 3 p.m.
December 25 – January 1	Christmas closure (no classes) – Okanagan College closed to the public

2020

January 1	New Year's Day (no classes)
January 2	Classes begin
February 17	Family Day (no classes)
February 20	Classes End

Penticton, Vernon

Fall 2019

October 21	Classes start
November 11	Remembrance Day (no classes)
December 20	Last day of classes before Christmas closure
December 24	College closes at 3 p.m.
December 25 – January 1	Christmas closure (no classes) – Okanagan College closed to the public

2020

January 1	New Year's Day (no classes)
January 2	Classes resume
February 17	Family Day (no classes)
April 10 – 13	Easter (no classes or exams)
April 22	Classes End



Kelowna

Winter 2020

January 1	New Year's Day (no classes)
January 2	Classes resume
February 17	Family Day (no classes)
April 10 - 13	Easter (no classes or exams)
May 18	Victoria Day (no classes)
June 24	Classes End

Summer 2020 (Kelowna and Salmon Arm)

April 27	Classes begin
May 18	Victoria Day (no classes)
July 1	Canada Day
August 3	BC Day (no classes)
September 7	Labour Day (no classes)
October 12	Thanksgiving Day (no classes)
October 21	Classes end



Therapist Assistant Diploma

Kelowna

2019

September 2	Labour Day (no classes)
September 3	Classes start
October 14	Thanksgiving Day (no classes)
November 11	Remembrance Day (no classes)
December 4	Classes end
December 7 - 18	Final exam period
December 24	College closes at 3 p.m.
December 25 – January 1	Christmas closure (no classes) – Okanagan College closed to the public

2020

January 1	New Year's Day (no classes)
January 6	Classes start
February 17	Family Day (no classes)
April 9	Classes end
April 10 – 13	Easter (no classes or exams)
April 14 – 24	Final exam period
April 14	Start of Fall Intake 2018 Preceptorship
April 27	Start of Fall Intake 2019 Practicum
June 19	End of Fall Intake 2018 Preceptorship
June 19	End of Fall Intake 2019 Practicum



Appendix 5.7 Nominees to standing committees

Motion: “That Operations Standing Committee recommends the nominee for the Academic Regulations and Policy Standing Committee.”

One (1) faculty member – Foundational programs

Nominee: Dan Chetner for the period of December 1, 2018 to December 1, 2020.

Motion: “That Operations Standing Committee recommends the nominee for the Academic Regulations and Policy Standing Committee.”

One (1) Education Council voting member

Nominee: Rocio Alejandre for the period of December 1, 2018 to December 1, 2020.

Appendix 5.8

Standing committee reports

Appendix 5.9

In camera session

Motion: “That Education Council moves in camera.”

Appendix 6.0 Reports