

Education Council Meeting
Thursday, September 12, 2019, 4:00 p.m.
S 103B – Student Services Boardroom

Faculty

Name	Location
Tim Walters	Shuswap Revelstoke Rep
Nicole Davis	South Okanagan Similkameen Rep
Vlado Neykov	Central Okanagan Rep
Glen Coulthard	North Okanagan Rep
Danny Marques	Trades & Apprenticeship - Kelowna
Amanda Krebs	Arts & Foundational - SA
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
	Student – South Okanagan Similkameen
Nathaniel Lee-Ran	Student – Central Okanagan
	Student – North Okanagan
Relan Johanson	Student - Shuswap Revelstoke

Staff

Name	Location
Nica Kananga	Kelowna Campus
Debbie Freeman	Kelowna Campus

Non-Voting

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

Secretariat

Name	Location
Bob Burge	Registrar OC
Maddy Welsh	Education Council Office

Other Recipients

Name	Area	Name	Area
Joanna Campbell (e-copy)	Assistant to the President	Allan Coyle (e-copy)	VP - Students
Eric Corneau (e-copy)	Regional Dean –S Ok/Similk.	Yvonne Moritz	Dean – Science, Technology & Health
Campus Admin (e-copy)	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 (e-copy)	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	Tracy Riley (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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7. Date, Time of Next Regular Meeting – Thursday, October 3, 2019 at 4:00 pm	
8. Deadline for Agenda Items – Wednesday, September 18, 2019 at 12:00 pm	
9. Adjournment	

Appendix 3.1

Approval of the Minutes for the June 6, 2019 Education Council meeting

Motion: “That Education Council approves the minutes from
June 6, 2019 Education Council meeting as presented.”

**Okanagan College Education Council
Minutes of Thursday, June 6, 2019 4:00 pm
Room S 103B Student Services Boardroom – Kelowna Campus**

Present: A Hay, D Marques, N Lee-Ran, A Lang, B Burge, D Freeman, R Alejandre (by phone), C Farrow, W Gillett, N Davis (by phone), C Newitt, R Sawatzky (at 4:19), T Walters, M Kananga

Regrets: A Krebs, K Douglas, R Tyner, D Silvestrone, R Johanson, S Cook, J Hamilton

Absent: N Bowman

Guests: S Moores, A O'Neill, R Huxtable, L Mallory, A Kilic, A Stutters

Recorder: M Welsh

1. Determination of Quorum and Call to Order

C Newitt called the meeting to order at 4:17 pm

2. Adoption of the Agenda

Motion: N Lee-Ran/ A Lang

That Education Council approves the agenda as presented.

Carried

3. Approval of the Minutes

Motion: A Lang/ D Freeman

That Education Council approves the minutes of the May 2, 2019 Education Council meeting as presented.

- Two typos were noted in item 5.3z

Carried

4. Business Arising

5. New Business

5.1 CPRC – T/A Curriculum

a. Program revision: Plumbing and Piping Trades Certificate

Motion: D Marques/ D Freeman

That Education Council approves the program revision: Plumbing and Piping Trades Certificate as recommended by the CPRC – T/A:

- S Moores explained that the revision is a result of the ongoing changes in the red seal harmonization project. This will bring the foundation program in line with provincial and national standards. There will now be a 70% pass rate overall, instead of a 70% pass rate for each course.
- S Moores confirmed that "based on time allocation" in the graduation requirements refers to the hours in each course.
- After a question, S Moores explained that the harmonization initiative was implemented by the previous federal government for all red seal trades. The courses, class hours, and standards will be the same throughout Canada (with the exception of Quebec) to allow for mobility of students and workers.

Carried

- b. **Program revision: Sheet Metal Worker Foundation Certificate**
Motion: A Lang/ C Farrow
That Education Council approves the program revision: Sheet Metal Worker Foundation Certificate as recommended by the CPRC – T/A:
- As above.
Carried

5.2 CPRC – STH Curriculum

- a. **Course revision: WET 111 Hydrology**
Motion: A Lang/ A Hay
That Education Council approves the course revision: WET 111 Hydrology as recommended by the CPRC – STH.
- A O'Neill explained that the course title and calendar description have been updated to better reflect what the course actually is.
Carried
- b. **Course revision: WET 122 Hydraulics**
Motion: A Lang/ C Farrow
That Education Council approves the course revision: WET 122 Hydraulics as recommended by the CPRC – STH.
- As above.
Carried
- c. **Course revision: WET 201 Applied Environmental Hydrogeology**
Motion: A Lang/ D Freeman
That Education Council approves the course revision: WET 210 Applied Environmental Hydrogeology as recommended by the CPRC – STH.
- A O'Neill explained that "environmental" is being removed from the title as "environment" tends to imply something different. The department wanted the course to address a broader field.
Carried
- d. **Course revision: WET 222 Water Distribution and Wastewater Collection**
Motion: A Lang/ T Walters
That Education Council approves the course revision: WET 210 Water Distribution and Wastewater Collection as recommended by the CPRC – STH.
- This course is a continuation of WET 122. The previous calendar description was too vague and has been updated to accurately reflect the course.
Carried
- e. **Program revision: Water Engineering Technology**
Motion: A Lang/ M Kananga
That Education Council approves the program revision: Water Engineering Technology as recommended by the CPRC – STH.
- A O'Neill advised that the program revision is to capture the previous course revisions.
Carried

5.3 CPRC – AFP Curriculum

a. New course: ANTH 283

Globalization, Culture, and Resistance

Motion: T Walters/ D Marques

That Education Council approves the new course: ANTH 283 Globalization, Culture, and Resistance as recommended by the CPRC – AFP.

- R Huxtable noted that this course has been offered twice before as a special topics/directed studies course. It is very popular with students, credible, and will receive transfer credit.

Carried

b. Course revision: SOCI 216

Media and Society

Motion: A Lang/ R Sawatzky

That Education Council approves the course revision: SOCI 216 Media and Society as recommended by the CPRC – AFP.

- R Huxtable explained that the course has been updated to include more modern media and terminology. SOCI 121 has also been removed as a prerequisite as it was not deemed necessary.

Carried

c. New course: POLI 114

Engaging in International Development

Motion: A Lang/ N Lee-Ran

That Education Council approves the new course: POLI 114 Engaging in International Development as recommended by the CPRC – AFP.

- R Huxtable noted that the course fits in well with the current compliment of courses in the program.

Carried

d. New course: POLI 213

Canada in International Development

Motion: A Lang/ W Gillett

That Education Council approves the new course: POLI 213 Canada in International Development as recommended by the CPRC – AFP.

- A Kilic noted that the program was missing a Canadian content course and POLI 213 will fill this niche.
- A member questioned if there was a connection to POLI 114. A Kilic explained that POLI 114 is an introductory level course that looks at anyone engaging in international development and the issues they face. POLI 213 will look at Canada's historical and politic role in international development and what is missing, how it has changed, and what more can be done.
- A member questioned if this was a foreign policy course. A Kilic noted that it is broader than that. International development looks at a country's role in the developing world. This course provides a critical approach to Canada's international development process.
- A member questioned how being a global citizen was assessed. A Kilic explained that this is an expectation for all POLI courses. The program teaches students that they are global citizens and they need to shape their thinking and practices around this.

Carried

e. Program revision: Diploma in International Development

Motion: A Lang/ C Farrow

That Education Council approves the program revision: Diploma in International Development as recommended by the CPRC – AFP.

- R Huxtable summarized the program revision. The two new courses are being added to the program, there is a new specialization, and the program is being brought in line with provincial developments. He noted that this program has captured the interest of students for many years and will continue to do so.

- A member questioned if any course additions related to indigenization. A Kilic noted that initially, the department had wanted an indigenous specialty, but at this stage there are not enough courses offered in the rotation to compliment this. This is a future goal. She added that the current indigenous courses offered by the College do not fit the focus of international development.

- **Carried**

f. New course: EAPS 010 English for Academic Purposes Scholarship 1

Motion: A Lang/ D Marques

That Education Council approves the new course: EAPS 010 English for Academic Purposes Scholarship 1 as recommended by the CPRC – AFP.

- A Stutters explained that the department is looking to integrate courses. The reading and writing courses will be combined into one course.
- R Huxtable added that the total hours for the courses have not changed, they are just being combined into one longer course.
- A member questioned the use of "scholarship" in the title. A Stutters admitted that the department wanted to use an academic term and "scholarship" implies a higher level of literacy within the content area. R Huxtable noted that he also wanted the acronym to be kept within the EAP category to make it simpler for students to find and follow.

Carried

g. New course: EAPS 020 English for Academic Purposes Scholarship 2

Motion: A Lang/ C Farrow

That Education Council approves the new course: EAPS 020 English for Academic Purposes Scholarship 2 as recommended by the CPRC – AFP.

- As above.

Carried

h. New course: EAPS 030 English for Academic Purposes Scholarship 3

Motion: A Lang/ C Farrow

That Education Council approves the new course: EAPS 030 English for Academic Purposes Scholarship 3 as recommended by the CPRC – AFP.

- As above.

Carried

i. New course: EAPS 040 English for Academic Purposes Scholarship 4

Motion: A Lang/ M Kananga

That Education Council approves the new course: EAPS 040 English for Academic Purposes Scholarship 4 as recommended by the CPRC – AFP.

- As above.

Carried

j. New course: ELRW 020 English Language Reading and Writing 2

Motion: A Lang/ R Sawatzky

That Education Council approves the new course: ELRW 020 English Language Reading and Writings 2 as recommended by the CPRC – AFP.

- A Stutters noted that ELRW 010 had already been approved last year. This is level 2 of the lower level certificate. It is the same rationale as above.

Carried

k. New course: ELRW 030 English Language Reading and Writing 3

Motion: A Lang/ N Lee-Ran

That Education Council approves the new course: ELRW 030 English Language Reading and Writings 3 as recommended by the CPRC – AFP.

- As above.

Carried

I. Course deletions –

EAPR 010	Academic Reading Skills 1
EAPR 020	Academic Reading Skills 2
EAPR 030	Academic Reading Skills 3
EAPR 040	Academic Reading Skills 4
EAPW 010	Academic Writing Skills 1
EAPW 020	Academic Writing Skills 2
EAPW 030	Academic Writing Skills 3
EAPW 040	Academic Writing Skills 4
ELR 020	English Language Reading Level 2
ELR 030	English Language Reading Level 3
ELW 020	English Language Writing Level 2
ELW 030	English Language Writing Level 3

Motion: A Lang/ N Lee-Ran

That Education Council approves the course deletions: EAPR 010 Academic Reading Skills 1; EAPR 020 Academic Reading Skills 2; EAPR 030 Academic Reading Skills 3; EAPR 040 Academic Reading Skills 4; EAPW 010 Academic Writing Skills 1; EAPW 020 Academic Writing Skills 2; EAPW 030 Academic Writing Skills 3; EAPW 040 Academic Writing Skills 4; ELR 020 English Language Reading Level 2; ELR 030 English Language Reading Level 3; ELW 020 English Language Writing Level 2; and ELW 030 English Language Writing Level 3 as recommended by the CPRC – AFP.

- R Huxtable explained that with the new combined courses, these courses are no longer needed. He reiterated that the total contact hours have not changed.

Carried

m. Program revision: English for Academic Purposes Certificate

Motion: A Lang/ D Freeman

That Education Council approves the program revision: English for Academic Purposes Certificate as recommended by the CPRC – AFP.

- R Huxtable advised that the program revision is to account for the new approved courses.

Carried

n. Program revision: English Language Certificate

Motion: A Lang/ A Hay

That Education Council approves the program revision: English Language Certificate as recommended by the CPRC – AFP.

- As above.
- R Huxtable noted a typo on page 64.

Carried

5.4 Office Assistant Certificate 2020 Schedule

Motion: A Lang/ W Gillett

That Education Council approves the 2020 schedule for the Office Assistant Certificate as presented for recommendation for the board:

Carried

5.5 Nominees to Standing Committees

Motion: A Lang/ D Marques

That Education Council approves the nominee for the Tributes Committee as recommended by the Operations Committee:

One (1) faculty member – diploma programs

Nominee: Ken Langedyk for the period of July 1, 2019 to July 1, 2021.

Carried

Motion: A Lang/ D Marques

That Education Council approves the nominee for the Tributes Committee as recommended by the Operations Committee:

One (1) faculty member – degree programs

Nominee: Barbara Nudd for the period of July 1, 2019 to July 1, 2021.

Carried

Motion: A Lang/ D Freeman

That Education Council approves the nominee for the Tributes Committee as recommended by the Operations Committee:

One (1) alumni member

Nominee: Katerina Hay for the period of July 1, 2019 to July 1, 2021.

Carried

5.6 Standing Committee Reports

a. Operations Committee

- The committee met twice in May to approve graduates. They will meet again at the end of June.

b. ARP Committee

- The committee will need a new Education Council member as this is R Alejandro's last Education Council meeting.

c. CCC Committee

- Not yet met.

d. Tributes Committee

- The Honorary Fellows were announced and will receive their awards at convocations this month.

5.7 In Camera Session

Motion: A Lang/ C Farrow

That Education Council moves in camera.

Carried

a. Minutes of the May 15, 2019 Operations Committee meeting

Motion: A Lang/ A Hay

That the Education Council accepts the minutes of the May 15, 2019 Operations Committee meeting as presented.

Carried

b. Minutes of the May 27, 2019 Operations Committee meeting

Motion: A Lang/ B Burge

That the Education Council accepts the minutes of the May 27, 2019 Operations Committee meeting as presented.

- A member questioned if this meeting was held to capture graduates not completed at the May 15, 2019 meeting. C Newitt explained that grades come in at different times and meetings are held to capture everyone before graduation. It is typical to have multiple meetings in May.

Carried

Motion: T Walters/ A Lang
That Education Camera moves ex camera.
Carried

6. Reports

6.1 Council Chair's Report – C Newitt

- C Newitt attended the academic governance meeting last month. Many institutions are expressing the same concerns and facing similar issues regarding the implementation of curriculum management software. These institutions and OC are all working together to address any problems that might come up.
- The group discussed how to address indigenization at an Education Council level. Ideas will be coming forward within the next year.

6.2 President & Vice-President Education Report – A Hay

- A Hay noted that the review team submitted their report for the applied degree. There were a number of concerns, which is normal. The College has ten days to respond before it goes to DQAB. The Dean's office is working hard at drafting a response.

6.3 Registrar's Report – B Burge

- No report.

6.4 Board of Governor's Report – S Cook

- No report.

7. Date, Time of Next Regular Meeting – Thursday, September 12, 2019 at 4:00

8. Deadline for Agenda Items – Wednesday, August 21, 2019

9. Adjournment at 5:26 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 approve the new course: GEOG 339 Physical Geography of Countries with Emerging Economies as recommended by the CPRC – AFP:

ANTH 339 – 3 – 3 Physical Geography of Countries with Emerging Economies

New course

Rationale:

As an elective in Environmental studies and BBA program.

Calendar description:

This course will examine the influence of the physical geography on economic activity, and also the impacts of economic activity on the physical geography. The course focuses on the physical geography of Brazil, China and India, with occasional reference to other emerging economies, most notably Russia and South Africa. Topics may include topography, land cover, climate, climate change, water resources, pollution, rivers, coastlines, soil, urban expansion, and environmental restoration, together with other topical issues in the news.

Prerequisites:

Third year standing, or second year standing with GEOG 111 or GEOG 121.

Course outline:

GEOG 339 PHYSICAL GEOGRAPHY OF COUNTRIES WITH EMERGING ECONOMIES

This course will examine the influence of the physical geography on economic activity, and also the impacts of economic activity on the physical geography. The course focuses on the physical geography of Brazil, China and India, with reference to other emerging economies, most notably Russia and South Africa. Topics may include topography, land cover, climate, climate change, water resources, pollution, rivers, coastlines, soil, urban expansion, and environmental restoration, together with other topical issues in the news.

Offered in the winter semester

Prerequisite: Third year standing, or second year standing with GEOG 111 and/or GEOG

121. 3 hours lecture per week.

There is no required textbook, but recommended readings are provided. Students are strongly encouraged to read this material prior to the lecture, and to discuss the readings and ask questions in class.

LEARNING OUTCOMES

Upon completion of this course students will be able to

- Describe the physical geography of Brazil, China and India
- Evaluate the interaction of physical geography with the economy in countries with emerging economies
- Assess the environmental risks of an activity in a country with an emerging economy
- Construct and publish effective story maps

EVALUATION

1. Each student will produce a story map that describes the physical geography of a country with an emerging economy. The story maps may be based on the Esri templates, which is open source and therefore potentially modifiable. Students may use ArcGIS online credits to publish their map online, and will register with IT Services as "power users". For resources on story maps see: <https://storymaps.arcgis.com/en/resources/> – Due end of week 5, with opportunity for early submission and critique (20%)
2. Midterm examination, based on previously assigned questions – Week 7 (25%)
3. Students will form self-selected groups or be assigned groups, and produce a group story map that illustrates an assessment of the environmental risks of an activity in a country with an emerging economy. Students may opt not be part of a group and may produce an individual map. - Due end of course, with opportunity for early submission and critique (20%)
4. Final examination, based on previously assigned questions – Examination period (35%)

SCHEDULE

- Week 1: Introduction to course and the construction of story maps
- Week 2: An outline of the physical geography of Brazil, China and India
- Week 3: Topography, land cover, and remote sensing
- Week 4: Climate impacts
- Week 5: Climate change and GHG emissions
- Week 6: Reading week
- Week 7: Midterm week (review and examination)
- Week 8: Water resources
- Week 9: Pollution – air water, and land
- Week 10: Rivers
- Week 11: Coastlines,
- Week 12: Soil
- Week 13: Urban expansion
- Week 14: Environmental restoration

STUDENT CONDUCT AND ACADEMIC

HONESTY Disruption of Instructional

Activities

At Okanagan College (OC), disruption of instructional activities includes student "conduct which interferes with examinations, lectures, seminars, tutorials, group meetings, other related activities, and with students using the study facilities of OC", as well as conduct that leads to property damage, assault, discrimination, harassment and fraud. Penalties for disruption of instructional activities include a range of sanctions from a warning and/or a failing grade on an assignment, examination or course to suspension from OC.

Cheating

"Cheating includes but is not limited to dishonest or attempted dishonest conduct during tests or examinations in which the use is made of books, notes, diagrams or other aids excluding those authorized by the examiner. It includes communicating with others for the purpose of obtaining information, copying from the work of others and purposely exposing or conveying information to other students who are taking the test or examination."

Students must submit independently written work. Students may not write joint or collaborative

assignments with other students unless the instructor approves it in advance as a group/team project. Students who share their work with other students are equally involved in cheating.

Plagiarism

Plagiarism is defined as “the presentation of another person’s work or ideas without proper or complete acknowledgement.” It is the serious academic offence of reproducing someone else’s work, including words, ideas and media, without permission for course credit towards a certificate, diploma, degree and/or professional designation. The defining characteristic is that the work is not yours.

“Intentional plagiarism is the deliberate presentation of another’s work or ideas as one’s own.”

Intentional plagiarism can be a copy of material from a journal article, a book chapter, data from the Internet, another student, work submitted for credit in another course or from other sources.

“Unintentional plagiarism is the inadvertent presentation of another’s work or ideas without proper acknowledgement because of poor or inadequate practices. Unintentional plagiarism is a failure of scholarship; intentional plagiarism is an act of deceit.”

Students have a responsibility to read the OC Plagiarism Policy and Procedures outlined in the OC calendar, which is available in online format www.okanagan.bc.ca. Students must acknowledge the sources of information used on all their assignments. This usually involves putting the authors’ name and the year of publication in parentheses after the sentence in which you used the material, then at the end of your paper, writing out the complete references in a Reference section.

“Students are responsible for learning and applying the proper scholarly practices for acknowledging the work and ideas of others. Students who are unsure of what constitutes plagiarism should refer to the UBC publication “Plagiarism Avoided; Taking Responsibility for your Work”. This guide is available in OC bookstores and libraries.

Students are expected to understand research and writing techniques and documentation styles.

Penalties for Plagiarism and Cheating

Okanagan College does not tolerate plagiarism or cheating. All professors actively check for plagiarism and cheating. All incidents of plagiarism or cheating are reported and result in a formal letter of reprimand outlining the nature of the infraction, the evidence and the penalty. Penalties for plagiarism and cheating reflect the seriousness and circumstances of the offence and the range of penalties includes suspension from OC

READINGS – N.B. These references are indicative of the types of material that students will be asked to look at. The list will be edited and updated when the course is offered.

Introduction to course and the construction of story maps

What is physical geography, and how does it potentially impact emerging economies? How is economic decision-making impacted by the physical geography of an area?

Day, T. (2017). Core themes in textbook definitions of physical geography. *The Canadian Geographer/Le Géographe canadien*, 61(1), 28-40.

Day, T. (2017). The contribution of physical geographers to sustainability research. *Sustainability*, 9(10), 1851.

Kerski, J. J. (2015). Geo-awareness, Geo-enablement, Geotechnologies, Citizen Science, and Storytelling: Geography on the World Stage. *Geography Compass*, 9(1), 14-26.

McCord, G. C., & Sachs, J. D. (2015). Physical Geography and the History of Economic Development.

Faith & Economics, 66, 11-43

Reuveny, R., & Barbieri, K. (2014). On the effect of natural resources on interstate war. *Progress in Physical Geography*, 38(6), 786-806.

An outline of the physical geography of Brazil, China and India

This week will be an introduction to the geography of the three most significant emerging economies, and provide some examples of the ways that the physical geography influences economic activity in these countries.

Husain, M. (2014). *Geography of India*. Tata McGraw-Hill Education.

Veeck, G., & Pannell, C. W. (2016). Physical Geographies. *China's Geography: Globalization and the Dynamics of Political, Economic, and Social Change*, 21.

Vieira, B. C., Salgado, A. A. R., & Santos, L. J. C. (Eds.). (2015). *Landscapes and landforms of Brazil*. Springer.

Topography, land cover, and remote sensing

The world is not a homogenous flat plane. You can't go mountain trekking in the Prairies, and you can't grow wheat at the top of the Himalayas. Landslides associated with steep slopes impact logistics, and existing land cover impacts enterprise location. Satellite imagery and other remote sensing products provide a lot of information about even the remotest parts of the world.

Lew, A. A., & Han, G. (2015). A world geography of mountain trekking. *Mountaineering Tourism*. UK: Routledge, 19-39.

Malik, I., Wistuba, M., Tie, Y., Owczarek, P., Woskowicz-Słęczak, B., & Łuszczyńska, K. (2017). Mass movements of differing magnitude and frequency in a developing high-mountain area of the Moxi basin, Hengduan Mts, China—A hazard assessment. *Applied Geography*, 87, 54-65.

Rawat, J. S., & Kumar, M. (2015). Monitoring land use/cover change using remote sensing and GIS techniques: A case study of Hawalbagh block, district Almora, Uttarakhand, India. *The Egyptian Journal of Remote Sensing and Space Science*, 18(1), 77-84.

Roy, P. S., Roy, A., Joshi, P. K., Kale, M. P., Srivastava, V. K., Srivastava, S. K., ... & Sharma, Y. (2015). Development of decadal (1985–1995–2005) land use and land cover database for India. *Remote Sensing*, 7(3), 2401-2430.

Scherler, D., Bookhagen, B., & Strecker, M. R. (2014). Tectonic control on ¹⁰Be-derived erosion rates in the Garhwal Himalaya, India. *Journal of Geophysical Research: Earth Surface*, 119(2), 83-105.

Zhang, Z., Wang, X., Zhao, X., Liu, B., Yi, L., Zuo, L., ... & Hu, S. (2014). A 2010 update of National Land Use/Cover Database of China at 1: 100000 scale using medium spatial resolution satellite images.

Remote Sensing of Environment, 149, 142-154.

Zhou, L., & Xiong, L. Y. (2017). Natural topographic controls on the spatial distribution of poverty-stricken counties in China. *Applied Geography*.

Weather and climate impacts

Weather and climate impact agriculture, food supply, and human health in both urban and rural areas. Is climate a factor in locational decision-making? Should businesses stay open during extreme weather? When should places be evacuated, and how? Just how predictable is the weather?

Bahinipati, C. S., & Patnaik, U. (2015). The damages from climatic extremes in India: Do disaster-specific and generic adaptation measures matter?. *Environmental Economics and Policy Studies*, 17(1), 157-177.

Bush, K. F., O'Neill, M. S., Li, S., Mukherjee, B., Hu, H., Ghosh, S., & Balakrishnan, K. (2014).

Associations between extreme precipitation and gastrointestinal-related hospital admissions in Chennai, India.

Environmental Health Perspectives, 122(3), 249.

Sahoo, B., & Bhaskaran, P. K. (2016). Assessment on historical cyclone tracks in the Bay of Bengal, east coast of India. *International Journal of Climatology*, 36(1), 95-109.

Singh, R. B., & Mal, S. (2014). Trends and variability of monsoon and other rainfall seasons in Western Himalaya, India. *Atmospheric Science Letters*, 15(3), 218-226.

Xiao, M., Zhang, Q., & Singh, V. P. (2015). Influences of ENSO, NAO, IOD and PDO on seasonal precipitation regimes in the Yangtze River basin, China. *International Journal of Climatology*, 35(12), 3556-3567.

Zandonadi, L., Acquafotta, F., Fratianni, S., & Zavattini, J. A. (2016). Changes in precipitation extremes in Brazil (Paraná River basin). *Theoretical and Applied Climatology*, 123(3-4), 741-756.

Climate change and GHG emissions

Climate is not static, and international efforts are being made to mitigate climate change impacts. Although this is a global problem, activities in developing economies may be particularly vulnerable. How can places and organizations in emerging economies reduce the risks associated with climate change?

How can they reduce GHG emissions?

Castells-Quintana, D., Lopez-Urbe, M. D. P., & McDermott, T. K. (2017). Geography, institutions and development: a review of the long-run impacts of climate change. *Climate and Development*, 9(5), 452-470.

Estrada, G. C. D., Soares, M. L. G., Fernandez, V., & de Almeida, P. M. M. (2015). The economic evaluation of carbon storage and sequestration as ecosystem services of mangroves: a case study from southeastern Brazil. *International Journal of Biodiversity Science, Ecosystem Services & Management*, 11(1), 29-35.

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Murtaza, K. O., & Romshoo, S. A. (2017). Recent glacier changes in the Kashmir alpine Himalayas, India.

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Trotter, I. M., Bolkesjø, T. F., Féres, J. G., & Hollanda, L. (2016). Climate change and electricity demand in Brazil: A stochastic approach. *Energy*, 102, 596-604.

Water resources

Water is essential for life. Clean water is necessary for human health. It is essential in food supply, and large quantities of water are used in most large industrial projects. However, there is often a mismatch between where people and/or economic activity is located, and where the water is. Rain is seasonal in many places. How does water supply figure into locational decision-making?

Asoka, A., Gleeson, T., Wada, Y., & Mishra, V. (2017). Relative contribution of monsoon precipitation and pumping to changes in groundwater storage in India. *Nature Geoscience*, 10(2), 109-117.

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- Machado, K. C., Grassi, M. T., Vidal, C., Pescara, I. C., Jardim, W. F., Fernandes, A. N., ... & Nunes, C. R. (2016). A preliminary nationwide survey of the presence of emerging contaminants in drinking and source waters in Brazil. *Science of the Total Environment*, 572, 138-146.
- Singh, S. K., Ghosh, A. K., Kumar, A., Kishlay, K., Kumar, C., Tiwari, R. R., ... & Imam, M. D. (2014). Groundwater arsenic contamination and associated health risks in Bihar, India. *International Journal of Environmental Research*, 8(1), 49-60.
- Thomaz, E. L., Vestena, L. R., & Ramos Scharrón, C. E. (2014). The effects of unpaved roads on suspended sediment concentration at varying spatial scales—a case study from Southern Brazil. *Water and Environment Journal*, 28(4), 547-555.

Pollution – air water, and land

Pollution is a serious issue in emerging economies. Urban and industrial sources impact air and water quality with impacts on human health and local economies. What are the risks, and what measures have emerging economies taken to reduce pollution?

- Carvalho, V. S. B., Freitas, E. D., Martins, L. D., Martins, J. A., Mazzoli, C. R., & de Fátima Andrade, M. (2015). Air quality status and trends over the Metropolitan Area of São Paulo, Brazil as a result of emission control policies. *Environmental Science & Policy*, 47, 68-79.
- Guttikunda, S. K., & Kopakka, R. V. (2014). Source emissions and health impacts of urban air pollution in Hyderabad, India. *Air Quality, Atmosphere & Health*, 7(2), 195-207.
- Guttikunda, S. K., Goel, R., Mohan, D., Tiwari, G., & Gadepalli, R. (2015). Particulate and gaseous emissions in two coastal cities—Chennai and Vishakhapatnam, India. *Air Quality, Atmosphere & Health*, 8(6), 559-572.

Liu, X., Sheng, H., Jiang, S., Yuan, Z., Zhang, C., & Elser, J. J. (2016). Intensification of phosphorus cycling in China since the 1600s. *Proceedings of the National Academy of Sciences*, 113(10), 2609-2614.

Luo, Y., Zheng, X., Zhao, T., & Chen, J. (2014). A climatology of aerosol optical depth over China from recent 10 years of MODIS remote sensing data. *International Journal of Climatology*, 34(3), 863-870.

Tanaka, M. O., de Souza, A. L. T., Moschini, L. E., & de Oliveira, A. K. (2016). Influence of watershed land use and riparian characteristics on biological indicators of stream water quality in southeastern Brazil. *Agriculture, Ecosystems & Environment*, 216, 333-339.

Rivers

Rivers are vital for fisheries habitat, water supply, transportation, and for energy production. Rivers are also a threat when they flood. Dams have been a mainstay in the industrialization process, but are they effective, and what are the economic risks, and unintended environmental consequences of river modification?

- Fu, B. J., Wu, B. F., Lü, Y. H., Xu, Z. H., Cao, J. H., Niu, D., ... & Zhou, Y. M. (2010). Three Gorges Project: Efforts and challenges for the environment. *Progress in Physical Geography*, 34(6), 741-754.
- Hrbek, T., da Silva, V. M. F., Dutra, N., Gravina, W., Martin, A. R., & Farias, I. P. (2014). A new species of river dolphin from Brazil or: how little do we know our biodiversity. *PLoS one*, 9(1), e83623.
- Latrubesse, E. M., Arima, E. Y., Dunne, T., Park, E., Baker, V. R., d'Horta, F. M., ... & Ribas, C. C. (2017). Damming the rivers of the Amazon basin. *Nature*, 546(7658), 363.

Pal, S. (2016). Impact of Massanjore dam on hydro-geomorphological modification of Mayurakshi river, Eastern India. *Environment, Development and Sustainability*, 18(3), 921-944.

Sahu, N., Behera, S. K., Ratnam, J. V., Da Silva, R. V., Parhi, P., Duan, W., ... & Yamagata, T. (2014). El Nino Modoki connection to extremely-low streamflow of the Paranaiba River in Brazil. *Climate Dynamics*, 42(5-6), 1509-1516.

Romshoo, S. A., Dar, R. A., Rashid, I., Marazi, A., Ali, N., & Zaz, S. N. (2015). Implications of shrinking cryosphere under changing climate on the streamflows in the Lيدر catchment in the Upper Indus Basin, India. *Arctic, Antarctic, and Alpine Research*, 47(4), 627-644.

Coastlines

A large proportion of the population of emerging economies is located close to the coast. Many of these people rely on marine or aquatic resources for their livelihood. But coast lines are eroding, sea level is rising, and natural habitat is vulnerable and declining.

Amaro, V. E., Gomes, L. R. S., de Lima, F. G. F., Scudeleri, A. C., Neves, C. F., Busman, D. V., & Santos, A. L.

S. (2015). Multitemporal analysis of coastal erosion based on multisource satellite images, Ponta Negra Beach, Natal City, Northeastern Brazil. *Marine Geodesy*, 38(1), 1-25.

Castro, J. W. A., Suguio, K., Seoane, J., Cunha, A. M., & Dias, F. F. (2014). Sea-level fluctuations and coastal evolution in the state of Rio de Janeiro, southeastern Brazil. *Anais da Academia Brasileira de Ciências*, 86(2), 671-683.

Cui, L., Ge, Z., Yuan, L., & Zhang, L. (2015). Vulnerability assessment of the coastal wetlands in the Yangtze Estuary, China to sea-level rise. *Estuarine, Coastal and Shelf Science*, 156, 42-51.

Krishnamurthy, R. R., DasGupta, R., Chatterjee, R., & Shaw, R. (2014). Managing the Indian coast in the face of disasters & climate change: a review and analysis of India's coastal zone management policies. *Journal of Coastal Conservation*, 18(6), 657-672.

Sengupta, D., Chen, R., & Meadows, M. E. (2018). Building beyond land: An overview of coastal land reclamation in 16 global megacities. *Applied Geography*, 90, 229-238.

Sherly, M. A., Karmakar, S., Parthasarathy, D., Chan, T., & Rau, C. (2015). Disaster vulnerability mapping for a densely populated coastal urban area: an application to Mumbai, India. *Annals of the Association of American Geographers*, 105(6), 1198-1220.

Soil

Soil type and condition is important for agriculture and for biodiversity. However, soil is a dynamic medium, which changes over time in response to environmental conditions, and human activity. Soil erosion and desertification creates problems for the soil and vegetation, as well as producing silt that often finds its way into streams. Soil is fragile, and is essential for the sustainability of emerging economies.

Chatterjee, S., Krishna, A. P., & Sharma, A. P. (2014). Geospatial assessment of soil erosion vulnerability at watershed level in some sections of the Upper Subarnarekha river basin, Jharkhand, India.

Environmental Earth Sciences, 71(1), 357-374.

Duan, H. C., Wang, T., Xue, X., Liu, S. L., & Guo, J. (2014). Dynamics of aeolian desertification and its driving forces in the Horqin Sandy Land, Northern China. *Environmental Monitoring and Assessment*, 186(10), 6083-6096.

Meng, L., & Shen, Y. (2014). On the relationship of soil moisture and extreme temperatures in East China. *Earth Interactions*, 18(1), 1-20.

Miao, L., Moore, J. C., Zeng, F., Lei, J., Ding, J., He, B., & Cui, X. (2015). Footprint of research in desertification management in China. *Land Degradation & Development*, 26(5), 450-457.

Milne, E., Banwart, S. A., Noellemeyer, E., Abson, D. J., Ballabio, C., Bampa, F., ... & Black, H.

(2015). Soil carbon, multiple benefits. *Environmental Development*, 13, 33-38.

Teng, Y., Wu, J., Lu, S., Wang, Y., Jiao, X., & Song, L. (2014). Soil and soil environmental quality monitoring in China: a review. *Environment International*, 69, 177-199.

Urban expansion

The emerging economies are all characterized by rapid rates of urbanization. This creates economic advantages, but there are issues, such as urban heat islands and associated health stress, loss of ecosystem services, and an increase in flood risk.

Abreu-Harbach, L. V., Labaki, L. C., & Matzarakis, A. (2014). Thermal bioclimate in idealized urban street canyons in Campinas, Brazil. *Theoretical and Applied Climatology*, 115(1-2), 333-340.

Gao, B., Huang, Q., He, C., & Ma, Q. (2015). Dynamics of urbanization levels in China from 1992 to 2012: Perspective from DMSP/OLS nighttime light data. *Remote Sensing*, 7(2), 1721-1735.

Kikon, N., Singh, P., Singh, S. K., & Vyas, A. (2016). Assessment of urban heat islands (UHI) of Noida City, India using multi-temporal satellite data. *Sustainable Cities and Society*, 22, 19-28.

Long, H., Liu, Y., Hou, X., Li, T., & Li, Y. (2014). Effects of land use transitions due to rapid urbanization on ecosystem services: Implications for urban planning in the new developing area of China. *Habitat International*, 44, 536-544.

Song, W., & Deng, X. (2015). Effects of urbanization-induced cultivated land loss on ecosystem services in the North China Plain. *Energies*, 8(6), 5678-5693.

Sowmya, K., John, C. M., & Shrivasthava, N. K. (2015). Urban flood vulnerability zoning of Cochin City, southwest coast of India, using remote sensing and GIS. *Natural Hazards*, 75(2), 1271-1286.

Environmental restoration

Sometimes things go wrong in emerging economies. Bad decisions were made and important natural environments were destroyed or damaged. It is not always possible to make things right, but environmental restoration is sometimes possible.

Latawiec, A. E., Strassburg, B. B., Brancalion, P. H., Rodrigues, R. R., & Gardner, T. (2015).

Creating space for large-scale restoration in tropical agricultural landscapes. *Frontiers in Ecology and the Environment*, 13(4), 211-218.

Mondal, S., & Patel, P. P. (2018). Examining the utility of river restoration approaches for flood mitigation and channel stability enhancement: a recent review. *Environmental Earth Sciences*, 77(5), 195.

Venson, G. R., Marenzi, R. C., Almeida, T. C. M., Deschamps-Schmidt, A., Testolin, R. C., Rörig, L. R., & Radetski, C. M. (2017). Restoration of areas degraded by alluvial sand mining: use of soil microbiological activity and plant biomass growth to assess evolution of restored riparian vegetation. *Environmental Monitoring and Assessment*, 189(3), 120.

Zhang, C., & Li, Y. (2016). Verification of watershed vegetation restoration policies, arid China. *Scientific Reports*, 6, 30740.

Qu, S., Wang, L., Lin, A., Zhu, H., & Yuan, M. (2018). What drives the vegetation restoration in Yangtze River basin, China: Climate change or anthropogenic factors?. *Ecological Indicators*, 90, 438-450.

Implementation date: September 2019

Cost: N/A

Motion: That Education Council approves the course revision: LSSM 020 Life Skills Supported Access as recommended by the CPRC – AFP:

LSSM 020 – 110 hours Life Skills Supported Access

Course revision:

- Title – new title- **Access and Support**
- **Course description**
- **Prerequisites**
- **Corequisites**

Rationale:

Amendment of Calendar language to refine course title and course description to reflect best practice. Clarification of course prerequisites/corequisites.

Calendar description:

Existing:

This course supports SAME students to succeed in modified Okanagan College Programs and work experience placements and work experience placements as well as in the workplace. Students will set and evaluate academic and personal development goals. They will further develop, as needed, the assertiveness, communication, study, stress management, problem solving, conflict resolution, and anger management skills taught in the PACE Program. The focus of the course is the reinforcement of the attitudes, values, and behaviours of successful students and future employees.

Proposed:

This course supports SAME students to succeed in modified Okanagan College programs or courses and work experience placements as well as in the work place. Students will set and evaluate academic and personal development goals. They will further develop, as needed the assertiveness, communication, study, stress management, problem solving, conflict resolution, and anger management skills taught in the PACE Program. The focus of the course is the reinforcement of the attitudes, values and behaviours of successful students and future employees.

Prerequisites and corequisites:

	Existing	Proposed
Prerequisites	Successful completion of PACE Program (80% average) and recommendation of ASE and Vocational instructors, OR recommendation of ASE and Vocational instructors based on one or more of the following: <ol style="list-style-type: none"> 1. previous attendance in ASE program and recommendation from the instructor 2. previous attendance in an AACP fundamental program and recommendation from the instructor 3. recommendation from an agency/advocacy group or high school 4. recommendation from employer or work experience supervisor (recommendations must indicate clear and realistic vocational goals supported by prior experience). 	Enrolment in the SAME program.
Corequisites	-	For students in the SAME program, LSPM 027.

Implementation date: September 2019

Cost: N/A

Motion: That Education Council approves the program revision: SAME (Supported Access to Modified Education) as recommended by the CPRC – AFP:

Program revision:

- **Program title – new title – SAME Program (Supported Access to Modified Education)**
- **Program description**
- **Admission requirements**
- **Revision of courses**

Rationale:

This revision is to correct information on the OC Calendar. The SAME Program was initially approved as the Supported Inclusion for Students with Cognitive Disabilities Policy. This language is problematic as policy and program components are intermingled and the language is confusing. This is an ASE Program not an OC Policy and the corrections are meant to reflect that.

Program description:

Existing:

This program enables students with cognitive disabilities, who cannot meet entry criteria for regular Okanagan College programs, to access modified versions of those programs. Students will be supported to develop specific vocational skills in a program that has been modified to meet their learning needs. They will also attend a weekly student support class. Successful students will receive an anecdotal grade and a modified certificate

Proposed:

This program enables students with learning difficulties, who cannot meet entry criteria for regular Okanagan College programs or courses, to access modified versions of those programs or courses. Students will be supported to develop specific academic or vocational goals in a program or course that has been modified to meet their learning needs. They will also attend a weekly support class. Successful students will receive an anecdotal grade and a modified certificate.

Admission requirements:

Existing	Proposed
<p>Students who have completed the PACE program: Students may continue into the SAME program based on successful completion of PACE at the SAME standard (80% average) and recommendation of the ASE instructor and the receiving instructor.</p> <p>Applicants without PACE Completion: Students may enter directly into the SAME program on the recommendation of the ASE instructor and the receiving instructor provided that they meet the PACE Admission Requirements, have an established record of student success behaviours, have a clear and realistic vocational goal based on prior work experience in a field directly related to the chosen SAME Program, and that space is available. Students who are enrolled in or have completed the PACE Program will be given priority access. Students wishing to enter the SAME program must have specific documentation of disability which indicates that the student cannot meet</p>	<p>Students who have completed the PACE program Students may continue into the SAME program based on successful completion of PACE at the SAME standard (80% average) and recommendation of the ASE instructor, the ASE Chair and conditional acceptance of the receiving Department Dean and Chair. A student's program will be developed with the ASE SAME Liaison, the ASE Chair and the Receiving Dean and or Chair.</p> <p>Applicants without PACE Completion Students may enter directly into the SAME program on the recommendation of the ASE instructor and the receiving instructor provided that they meet the PACE Admission Requirements, have an established record of student success behaviours, have a clear and realistic vocational goal based on prior work experience in a field directly related to the chosen SAME Program, or demonstrated a strong interest in a particular academic area, and that space is available. Students who are enrolled in or have completed the PACE Program will be given priority access. All students wishing to enter the SAME program must have specific documentation of disability which indicates that the student cannot meet the entry criteria for a regular Okanagan College program or course and/or cannot be successful in an unmodified form of a regular program or course, even with support. Documentation must include one of the following: · Psycho-educational assessment (current within 5 years)</p>

<p>the entry criteria for a regular Okanagan College program and/or cannot be successful in an unmodified form of a regular program, even with support. Documentation must include one of the following:</p> <ul style="list-style-type: none"> · Psycho-educational assessment · Educationally specific documentation from a physician or medical specialist <p>Applicants without PACE Completion must also provide two letters of recommendation, one letter from:</p> <ul style="list-style-type: none"> · A previous instructor in ABE or ASE, or from a senior secondary teacher. This recommendation must comment on the student's behaviours and attitudes including: <ul style="list-style-type: none"> o Attendance and punctuality o Ability to complete work in an accurate and timely manner o Response to criticism o Interactions with instructors and peers o Strategies for coping with stress. o Willingness to participate in class activities and group work. <p>Another letter from:</p> <ul style="list-style-type: none"> · An employment-related agency, advocacy group, employer or workplace supervisor. This recommendation must outline related work experience and comment on: <ul style="list-style-type: none"> o The suitability of the student for the chosen SAME Program based on strengths and abilities demonstrated in the workplace over a period of at least eight weeks. o Employability skills such as attendance and punctuality, willingness to work, ability to follow instructions, ability to cope with constructive criticism, and teamwork skills. <p>Students applying for direct admission into second year must apply eight months prior to the start date of their chosen program.</p> <p>Employment Connection: LSPM 027 Employment Connection will provide individualized and small group community access and employment support for Adult Special Education students in their next environment as they bridge the College ASE program</p>	<ul style="list-style-type: none"> · Educationally specific documentation from a physician or medical specialist <p><u>Applicants without PACE Completion</u> must also provide two letters of recommendation, one letter from:</p> <ul style="list-style-type: none"> · A previous instructor in ABE or ASE, or from a senior secondary teacher. This recommendation must comment on the student's behaviours and attitudes including: <ul style="list-style-type: none"> o Attendance and punctuality o Ability to complete work in an accurate and timely manner o Response to criticism o Interactions with instructors and peers o Strategies for coping with stress o Willingness to participate in class activities and group work <p>Another letter from:</p> <ul style="list-style-type: none"> · An employment-related agency, advocacy group, employer or workplace supervisor. This recommendation must outline related work experience and comment on: <ul style="list-style-type: none"> o The suitability of the student for the chosen SAME Program based on strengths and abilities demonstrated in the workplace over a period of at least eight weeks. o Employability skills such as attendance and punctuality, willingness to work, ability to follow instructions, ability to cope with constructive criticism, and teamwork skills. <p>Students applying for admission into the SAME Program must apply to the ASE Liaison eight months prior to the start date of their chosen program or course.</p> <p>Students enrolled in the SAME Program will also be enrolled in the following courses: LSSM 020 -110 hours Access and Support This course supports SAME students to succeed in modified Okanagan College programs or courses and work experience placements as well as in the work place. Students will set and evaluate academic and personal development goals. They will further develop, as needed the assertiveness, communication, study, stress management, problem solving, conflict resolution, and anger management skills taught in the PACE Program. The focus of the course is the reinforcement of the attitudes, values and behaviours of successful students and future employees. Prerequisite: · Enrolment in the SAME Program Corequisite: · For students in the SAME Program, LSPM 027</p> <p>LSPM 027 -110 or 220 hours Employment Connection Employment Connection will provide individualized and small group community access and employment support for ASE students in their next environment as they leave Okanagan College. Content will include the practical application of skills taught in PACE and SAME. Based on individual need, skills may include job search and job maintenance, community awareness, assertiveness skills, communication skills, stress management, problem solving skills, conflict resolution, and anger</p>
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<p>and the workplace. The focus will be practical application of skills taught in the PACE program and/or the SAME program. Students will be supported by individualized support to continue their development of the attitudes, values, and behaviours of successful employees. Students may register in this course for a maximum of three semesters.</p> <p>Prerequisite or corequisite: completion of or registration in either the PACE or SAME program.</p>	<p>management skills. Students will be supported to develop the attitudes, values and behaviours of successful employees.</p> <p>Prerequisite:</p> <ul style="list-style-type: none"> · Enrolment in or successful completion of the PACE Program or Enrolment in the SAME Program <p>Corequisite:</p> <ul style="list-style-type: none"> · For students in the SAME Program, LSSM 020 <p>Cost:</p> <p>Tuition and student fees apply. Student may seek support for tuition and student fees through the Adult Upgrading Grant (AUG).</p> <p>Please contact your campus for further information.</p>
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Revision of courses:

LSSM 020, LSPM 027

Implementation date: September 2019

Cost: N/A

Appendix 5.2

Proposal for a program revision: Bachelor of Science in Nursing Program (BSN)

Motion: “That Education Council approves the program revision: Bachelor of Science in Nursing Program (BSN) as presented.”

Motion: That Education Council approves the program revision: Bachelor of Science in Nursing Program (BSN) as presented:

Program revision:

- **Admission requirements**

Rationale:

OC has a block transfer agreement with UBCO that indicates that our BSN admission criteria must meet their criteria. This change is to align with their admission requirements.

Admission requirements:

Existing:

B.C. senior secondary graduation or equivalent as of the first day of classes.

Biology 11 or an equivalent Advanced Level Adult Basic Education Biology course.

Biology 12 or an equivalent Provincial Level Adult Basic Education Biology course.

Chemistry 11 or an equivalent Advanced Level Adult Basic Education Chemistry course.

Chemistry 12 or an equivalent Provincial Level Adult Basic Education Chemistry course.

English 12 with minimum 70% or alternatives.

Math requirement:

A minimum of 50% in any of:

Foundations of Mathematics Grade 12

Pre-Calculus Grade 11

Principles of Mathematics 11

Adult Basic Education MATH 011

One other approved Grade 12 course (see list of approved courses below).

Approved Grade 12 Courses

The following courses are approved Grade 12 courses:

Advanced Placement courses

International Baccalaureate courses

American Sign Language 12

Arabic 12

B.C. First Nations Studies 12

Biology 12

Calculus 12

Chemistry 12

Computer Information Systems 12

Computer Programming 12

Croatian 12

Economics 12

English Literature 12

Francais Langue 12 or French 12 (but not both)

Geography 12

Geology 12

German 12

Halq'emeylem 12

Heiltsuk 12

History 12

Hul'q'umi'num 12

Italian 12

Japanese 12

Korean 12

Kwak'wala 12

Liqwala/Kwak'wala 12

Law 12

Mandarin 12

nsiyxcen (Okanagan Language) 12

Ntekepmxcin 12

Nuu-chah-nulth 12
Physics 12
Principles of Mathematics 12 or Pre-calculus 12 (but not both)
Punjabi 12
Russian 12
Secwepemctsin (Shuswap Language) 12
Shashishalhem (Sechelt Language) 12
Sm'algayax 12
Sim'algaxhl Nisga'a 12
Social Justice 12
Spanish 12
Sustainable Resources 12
Tsek'ene 12
Upper St'at'imcets 12

Courses taught in French can be used for admission, but Francais 12 cannot be used in place of English 12. All courses must be completed by June.

A minimum average of 67 is required in four approved Grade 12 courses. The four approved courses must include:

English 12 or English 12 First Peoples, or an equivalent Provincial Level Adult Basic Education English course or the Language Proficiency Index (LPI) text with a minimum score of Level 5 (equivalent to 70 for English 12, English 12 First Peoples, or an equivalent Provincial Level Adult Basic Education English course for the purpose of admission averaging);
Biology 12 or an equivalent Provincial Level Adult Basic Education Biology course
Chemistry 12 or an equivalent Provincial Level Adult Basic Education Chemistry course; and
One other approved Grade 12 course.

Note: Grade 11 courses will not be used in the admission average but are required for admission. Because of enrolment limitations, the academic standing required for admission is higher than the published minimum and not every qualified applicant will be offered admission.

Applicants applying to the program with university-level course work

Applicants with prior university-level course work should present three credits of English, Mathematics and Chemistry and six credits of Biology. An example of this credit at OC which meets these requirements are:
ENGL 100, ENGL 150, ENGL 151, or ENGL 153

MATH 120, MATH 112, or MATH 122

CHEM 112, CHEM 111, or CHEM 121

BIOL 112 and BIOL 122, or BIOL 111 and BIOL 121, or BIOL 131 and BIOL 133, or BIOL 231 and BIOL 235

If an applicant has not fulfilled these requirements at the post-secondary level, the program prerequisites must be satisfied at the high school level. For example, if an applicant submits English and Mathematics university course work, they will need to provide Chemistry and Biology course work at the Grade 11 and 12 level.

Applicants completing and submitting credit from another university or college in B.C. should check the BC Transfer guide to ensure their course work is equivalent to the OC courses listed above. Out of province applicants should submit their transcript to OC as soon as possible to determine transferability.

Applicants who are unable to fulfill these university credit requirements must meet these requirements at the secondary school level.

Regardless of the number of credits earned, students with unsatisfactory standing or who have been required to withdraw from another post-secondary institution will only be considered for admission upon approval of the Dean and Registrar. Students who have completed course work, transferable to UBCO, at Okanagan College or another accredited post-secondary institution will be considered for admission. A minimum grade average of 65 is required to be considered for admission.

Depending on the amount of transferable courses the student has completed, the admission average is calculated as follows:

2019 09 12

0-6 credits taken - admission average based on high school average only

7-23 credits taken - admission average based on high school average and college GPA (calculated using all transferable credits taken)

24-30 credits taken - admission average based on college GPA (calculated using all transferable credits taken)

More than 30 credits taken - admission average based on the 30 most recently completed transferable credits

Post-secondary courses that were taken more than 10 years ago may be accepted for admission, but will not be used for transfer credits within the BSN program.

Applicants to the OC BSN program, Years 1 and 2, with prior post-secondary education credits (transferable to UBCO), may not be able to apply these credits towards their nursing degree at UBCO due to UBC's residency requirements. Applicants with transfer credit are advised to consult with Academic Advising at UBCO.

Once the general admission requirements are met, regular applicants and transfer applicants are ranked in separate categories according to grade average in the required courses. Seats are offered to applicants in rank order beginning with those that have the highest average from each category. The class will have the same proportion of regular and transfer students as the applicant pool. All interim grades must be received by Okanagan College by February 28 at 4 p.m. Failure to submit interim grades will result in cancellation of your application.

Because of enrolment limitations, not every qualified applicant will be admitted.

Additional Requirements - All Applicants

Admission requirements to be submitted as part of the admissions process:

Current certification in Occupational First Aid Level I or Standard First Aid.

Current certification in CPR Level C. This must be maintained throughout the program.

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.

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.

Program requirements: The following information will be collected on the first day of class by the instructor: Up-to-date Immunization Record based on vaccinations listed below. 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.

Tetanus and Diphtheria Toxoid (Td) - Booster doses of Td are recommended every 10 years, or as a minimum at least once during adult life.

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.

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.

Rubella Vaccine - If you do not have documented immunity as described above under Measles, you should be vaccinated with MMR, unless there are contraindications.

Hepatitis B Vaccine - Recommended because of potential exposure to blood or body fluids, as well as increased risk of penetrating injuries.

Varicella Vaccine - Indicated for those who do not have either reliable history of disease or serologic evidence of immunity.

Flu Immunization - Annual Flu immunization is recommended.

Signed copy of BCCNP Requisite Skills and Abilities form indicating the student is aware of and understands the fundamental requirements of the BCCNP requisite skills and abilities of nursing and believes they have the ability to meet the requirements. The full text of the BCCNP Requisite Skills and Abilities document can be found at the following link:

https://www.bccnp.ca/becoming_a_nurse/Pages/Requisite_skills_abilities.aspx.

Applicants are strongly advised to have at least a beginner's level of competency with computers and word processing before entering the Nursing program.

Proposed:

- B.C. senior secondary graduation or equivalent as of the first day of classes.
- Biology 11 or Life Sciences 11 or an equivalent Advanced Level Adult Basic Education Biology course.
- A minimum of 67% any of: Biology 12 or Anatomy and Physiology 12 or an equivalent Provincial Level Adult Basic Education Biology course.
- Chemistry 11 or an equivalent Advanced Level Adult Basic Education Chemistry course.
- A minimum of 67% any of: Chemistry 12 or an equivalent Provincial Level Adult Basic Education Chemistry course.
- English 12 with minimum 70% or alternatives.
- Foundations of Mathematics Grade 12 or Pre-Calculus Grade 11 or Principles of Mathematics 11 or Adult Basic Education MATH 011.

Courses taught in French can be used for admission, but Francais 12 cannot be used in place of English 12. All secondary school courses must be completed by June 30. All upgrading courses must be completed by April 30.

Applicants applying to the program with post-secondary academic course work

Applicants with prior post-secondary academic course work should present three credits of English, Mathematics and Chemistry and six credits of Biology. An example of this credit at OC which meets these requirements are:

- ENGL 100, ENGL 150, ENGL 151, or ENGL 153
- MATH 120, MATH 112, or MATH 122
- CHEM 112, CHEM 111, or CHEM 121
- BIOL 112 and BIOL 122; or BIOL 111 and BIOL 121; or BIOL 131 and BIOL 133; or BIOL 231 and BIOL 235

A minimum grade average of 65% in the post-secondary academic courses is required to be considered for admission.

If an applicant has not fulfilled these requirements at the post-secondary level, the program prerequisites must be satisfied at the high school level. For example, if an applicant submits English and Mathematics post-secondary course work, they will need to provide Chemistry and Biology course work at the Grade 11 and 12 level.

Okanagan College reserves the right to determine if post-secondary academic courses will be considered for the purpose of meeting the admission requirements.

All post-secondary courses must be completed by April 30.

Regardless of the number of credits earned, students with unsatisfactory standing or who have been required to withdraw from another post-secondary institution will only be considered for admission upon approval of the Dean and the Registrar.

Post-secondary courses that were taken more than 10 years ago may be accepted for admission, but will not be used for ranking or for transfer credits within the BSN program.

Applicants to the OC BSN program, Years 1 and 2, with prior post-secondary credits transferable to UBCO, may not be able to apply these credits towards their nursing degree at UBCO due to UBC's residency requirements. Applicants with transfer credit are advised to consult with Academic Advising at UBCO.

Ranking Process

Once the general admission requirements are met by submitting official transcripts of final grades or proof of enrolment and expected completion by the deadline dates, high school applicants and transfer applicants are ranked in separate categories according to grade average(s).

For students with less than 24 transferable credits, the high school averages will include:

Overall Average: all Grade 11 and 12 courses except: applied design, skills, and technologies courses; career education courses; physical and health education courses; and faith-based courses.

Core Average: All courses used to meet the admission requirements plus Grade 11 and 12 mathematics, computation, science and language arts courses. Advanced Placement and International Baccalaureate courses may be weighted more heavily. Interim grades may be used if available.

Depending on the amount of transferable* courses the student has completed, the admission average is calculated as follows:

- 0-6 credits - admission averages based on high school courses only.
- 7-23 credits - admission averages based on high school courses and post-secondary courses (calculated using all transferable credits taken).
- 24-30 credits - admission average based on post-secondary courses (calculated using all transferable courses).
- More than 30 credits - admission average based on the 30 most recently completed transferable courses. Transferable post-secondary courses in mathematics, computation, science and languages will be weighted more heavily.

* Transferable courses are those that have transfer credit to at least one B.C. research university (Simon Fraser University, University of British Columbia Vancouver or Okanagan, University of Northern British Columbia, University of Victoria). For courses not listed on the BC Transfer Guide, Okanagan College reserves the right to make the assessment of transferability.

Seats are offered to applicants in rank order beginning with those that have the highest average from each category. The class will have the same proportion of regular and transfer students as the qualified applicant pool.

If a conditionally admitted student's average drops significantly once all grades are received, the College may rescind the offer of admission.

Implementation date: October 2019

Cost: N/A

Appendix 5.3 Block Transfer and Admission Agreement between the University of British Columbia and Okanagan College

Motion: “That Education Council approves the Block Transfer and Admission Agreement between the University of British Columbia and Okanagan College as presented.”

BLOCK TRANSFER AND ADMISSION AGREEMENT

BETWEEN

THE UNIVERSITY OF BRITISH COLUMBIA,
KELOWNA, BC

AND

OKANAGAN COLLEGE,
KELOWNA, BC

This Block Transfer and Admission Agreement (the “**Agreement**”) is entered into between The University of British Columbia, on behalf of its Faculty of Health and Social Development at its Okanagan campus (“**UBCO**”) and Okanagan College on behalf of its Science, Technology and Health Programs (“**OC**”).

1. Objective of the Agreement:

This Agreement is a replacement to the Block Transfer and Admission Agreement executed by both parties as of May 13, 2014 (the “**Previous Agreement**”). The purpose of this Agreement is to provide a means by which students who have completed Year One and Year Two of the Bachelor of Science in Nursing program recognized by the British Columbia College of Nursing Professionals (“**BCCNP**”) at OC will be eligible to transfer into Year Three of the Bachelor of Science in Nursing program at UBCO.

2. General Covenant:

The parties hereby agree to maintain membership in the BCCNP.

3. Requirements for Student Eligibility under this Agreement:

To be eligible for consideration for admission to Year Three of the Bachelor of Science in Nursing program at UBCO, OC students must meet the following minimum academic requirements:

- a. Successful completion of Years One and Two of the Bachelor of Science in Nursing with an overall (cumulative) grade average of 65% or greater¹; and
- b. A minimum grade of 60% in each nursing and non-nursing course taken as part of the Bachelor of Science in Nursing program.

In addition to the above requirements, OC student admission to UBCO’s Bachelor of Science in Nursing program is subject to the applicable University of British Columbia general and

¹ **NOTE:** Commencing with OC students admitted to OC Year One in September 2014 and onwards, OC students who complete Years One and Two of the Bachelor of Science in Nursing with no more than one term where their GPA is below 65% (but at least 60.0%) and who have satisfactorily completed the practice courses of Year 1 and 2 will be admitted and placed on Academic Probation for Year 3.

program-specific admission requirements set out in UBCO's Okanagan Academic Calendar entry, as amended from time to time, accessible at:

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,344,0,0>

All students are required to meet UBC's Requirements to Receive a Degree as set out at <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,297,0,0> and this includes a requirement that at least 50% of credits applied towards a UBC degree be taken at UBC Okanagan. To ensure that they plan a course of study which provides for sufficient UBC credits towards their UBC Okanagan BScN degree, all eligible OC transfer students are expected to consult with a UBCO advisor regarding transfer credits at the outset of their BScN program.

4. Application Process

Each year, prior to May 1, OC will submit to UBCO the following:

- a. A list of applicants who satisfy the eligibility requirements set out in Section 3 of this Agreement; and
- b. All application materials required by UBCO for each applicant including, without limitation, signed application, interim transcripts, and when available, final official transcripts, and the complete student file maintained by OC in respect of each applicant, including all assessments of the applicant, performance notes, and all other notes made by OC regarding the applicant.

In addition, OC will make appropriate representatives available to UBCO on reasonable notice if UBCO wishes to discuss any applicant with OC. OC will obtain the necessary consents from the applicants to provide the above-noted information to UBCO and to discuss applicants with UBCO.

5. Program Limits:

UBCO will guarantee a maximum of 24 seats per academic year for OC students who satisfy the eligibility requirements set out in Section 3 of this Agreement in the academic year preceding admission. Admission is not guaranteed for students who take a leave after completing the first two years of the Bachelor of Science in Nursing program at OC as it is dependent on the student meeting UBCO's admission criteria and a seat being available. For clarity, under current UBCO School of Nursing Policy (accessible at: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,288,860,0>), students who take a leave after completing the first two years of the Bachelor of Science in Nursing program at OC must normally apply for admission through Enrolment Services at UBCO no later than one year from the time of leaving the program.

6. Curriculum:

OC will:

- a. Deliver Year 1 and Year 2 of the Bachelor of Science in Nursing program recognized by BCCNP as set out in the Program Requirements in UBCO's Okanagan Academic Calendar entry for the Bachelor of Science in Nursing program, as amended from time to time, accessible at:
<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,288,848,1003>;
- b. Maintain academic standards consistent with those used by the UBCO Bachelor of Science in Nursing program so as to ensure preparedness of OC students entering Year 3 of the Bachelor of Science in Nursing at UBCO;
- c. Provide UBCO with an annual report regarding its delivery of Year 1 and Year 2 of the Bachelor of Science in Nursing program recognized by BCCNP, including: the number of students enrolled in Years 1 and 2; achievements and challenges; and reports or recognition from BCCNP and the Canadian Association of Schools of Nursing;
- d. Collaborate with UBCO in advance, with as much lead time as possible, regarding any proposed changes to the delivery of Year One or Year Two of the Bachelor of Science in Nursing program recognized by BCCNP; and
- e. Collaborate with UBCO and the Interior Health Authority to facilitate successful student practicum placements.

UBCO will:

- a. Provide OC with an annual report regarding its Bachelor of Science in Nursing degree program, including: any policy changes, curriculum changes, achievements and challenges;
- b. Collaborate with OC in advance, with as much lead time as possible, regarding any proposed changes to the delivery of Year One or Year Two of the Bachelor of Science in Nursing program recognized by BCCNP;
- c. Notify OC in advance, with as much lead time as possible regarding any changes to the Bachelor of Science in Nursing degree program that are anticipated or approved; and
- d. Provide OC access to the curriculum of Year 1 and Year 2 of the UBCO Bachelor of Science in Nursing program to facilitate the development of the OC program.

7. Tuition:

UBCO tuition and other fees are subject to adjustment. In addition, the UBCO Board of Governors may approve new fees from time to time. Current fees will be provided during the admission process.

OC tuition and other fees are subject to adjustment. In addition, the OC Board of Governors may approve new fees from time to time. Current fees will be provided during the admission process.

8. Professional Membership:

In addition to the recognition of BCCNP identified in Section 2 of this Agreement, OC will maintain its membership in the Canadian Association of Schools of Nursing.

9. Notices:

Any notice, request or other document which may or is required to be given under this Agreement will be in writing and be delivered or sent by fax or regular mail as follows:

To UBCO:
Dean, Faculty of Health and Social Development
3333 University Way
Kelowna BC, V1V 1V7
Fax: 250-807-9865

or to such other address as UBCO may designate by written notice.

To OC:
Dean, Science, Technology and Health
1000 KLO Road
Kelowna, BC
V1V 4X8
FAX: 250-862-5430

10. Implementation and Review:

Implementation of this Agreement will be through the Registrar's Office at each institution, in consultation with the units responsible for the delivery of the academic programs.

The parties will cooperate to make applicants aware of this Agreement and the terms and conditions under which students may attend OC for the first two years of the Bachelor of Science in Nursing program recognized by BCCNP and then transfer into the Bachelor of Science in Nursing degree program at UBCO.

The heads of the academic programs will conduct periodic reviews of this Agreement, such reviews to occur not less than twice during the term of this Agreement.

11. Term and Termination:

The parties agree that the Previous Agreement is terminated and replaced by this Agreement.

The term of this Agreement will begin on the date that the Agreement is executed by both parties and will continue until October 31, 2023, unless earlier terminated in accordance with this Section 11.

Either party may terminate this Agreement upon six months' written notice to the other party and such termination shall take effect at the end of the following academic year.

In the event of a termination or expiration of this Agreement, with respect to OC students registered in Year 1 or Year 2 of the Bachelor of Science in Nursing program recognized by BCCNP at the time of termination or expiration:

- a. OC will permit such students to continue in their studies until they have concluded the program (completion, withdrawal, academic dismissal or otherwise);
- b. upon successful completion of Year 2, UBCO will admit those students who have satisfied the requirements for student eligibility set out in Section 3 of this Agreement up to the program limit of 24 students per academic year.

12. Confidentiality

The parties agree that they will protect student information in accordance with the provisions of the Freedom of Information and Protection of Privacy Act and will obtain such consents as are necessary to carry out their respective obligations in accordance with this Agreement.

13. Intellectual Property

The name, crests and logos of each party are the intellectual property of that party and may only be used by the other party in promotional material for the Bachelor of Science in Nursing program with that party's express written permission for each specific usage. Each party has the right to specify the form and manner in which its name, crests or logos are used pursuant to this Agreement. Should a party request in writing that the other party cease using its name, crests or logos in a particular manner, then the party so using such name, crests or logos shall cease such use immediately. Each party agrees that nothing in this Agreement shall transfer to a party any right, title, or interest in or to the other party's intellectual property.

14. General

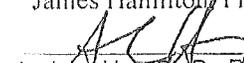
- a. **Academic independence.** Each party acknowledges that the other party is solely responsible for its academic standards and decisions related to the portion of the Bachelor of Science in Nursing program conducted by that party.
- b. **Entire agreement.** This Agreement is the entire agreement between these parties and no amendment of this Agreement will be valid unless such amendment is in writing and signed by both parties.
- c. **Assignment.** No party will assign its rights and/or obligations under this Agreement without the prior written consent of the other party.
- d. **Relationship of the Parties.** Nothing in this Agreement will be considered to constitute a joint venture, partnership, or employment relationship between the parties.
- e. **Severability.** If a provision of this Agreement is determined to be invalid or unenforceable by a court of competent jurisdiction, such provision will be severed, and all other provisions will remain in full force provided that the original intent of this Agreement is preserved in all material respects.
- f. **Waiver.** No waiver will be inferred or implied by anything done or omitted by the parties save only an express waiver in writing.
- g. **Governing law.** This Agreement will be governed by and construed under the laws of British Columbia and the applicable laws of Canada without reference to its conflict of

law rules. Any action or proceeding brought to enforce the terms of this Agreement will be brought in a court in Vancouver, British Columbia, and the parties hereby consent and submit to the exclusive jurisdiction of such court.

- h. **Enuring Effect.** This Agreement will be binding upon and will enure to the benefit of the parties and each of their respective successors and permitted assigns.
- i. **Counterparts.** This Agreement may be executed in separate counterparts, each of which when so executed and delivered will be deemed to constitute an original, but all of which together will constitute one and the same document.

IN WITNESS WHEREOF, the parties have executed this Agreement as of July 30, 2019

On behalf of Okanagan College:

 _____	<u>July 30 / 19</u> _____
James Hamilton, President	Date
 _____	<u>2019-07-30</u> _____
Andrew Hay, Ph.D., F.Eng Vice President, Education	Date

On behalf of The University of British Columbia:

_____ Date
Deborah Buszard, Deputy Vice Chancellor and Principal

_____ Date
Mark Crosbie, Associate University Counsel

Appendix 5.4 Accessibility: Academic Accommodation for Students Policy



Title	Accessibility: Academic Accommodation for Students Policy
Policy Area	
Policy Number <i>(to be assigned by Information Services)</i>	
See also <i>(related policies)</i>	Okanagan College Admission Policies Sexual Violence and Misconduct Policy

Effective Date of Policy:	
Approval Date:	
Applies to:	Students, Employees
Approving Body:	President
New:	
Authority	<i>College and Institute Act</i> <i>British Columbia Human Rights Code</i>

The following are responsible for the administration of this policy,

Primary Office	Contact
Vice President, Students	Director, Student Services

1.0 Policy Statement

- 1.1 Okanagan College is committed to providing opportunities for students requiring an accommodation to meet their educational goals, while ensuring academic standards and essential learning outcomes are maintained.

2.0 Purpose

- 2.1 The purpose of this policy is to identify the principles and responsibilities in the provision of accommodations for students to support learning. This policy only addresses the provision of academic accommodations related to a protected ground under the *British Columbia Human Rights Code* ("Code").

3.0 Terms of Reference

- 3.1 Academic accommodations are individualized plans developed by the College after consultation with the student. The individualized plan is determined by the College and implemented by the College for the purpose of eliminating barriers to student learning arising from the existence of a protected ground under the Code.
- 3.2 Academic accommodations should enable students to demonstrate their knowledge and skill without reducing the quality or rigor of the curriculum or credentials, or detract from the responsibility of students to achieve individual results consistent with course/program essential learning requirements, competencies, standards or objectives.
- 3.3 The provision of academic accommodation for students is a shared responsibility among students, professors, instructors and administration.
- 3.4 Where a student is both an employee and student of the College, this policy only applies to those activities that are associated with their academic pursuits.
- 3.5 Academic accommodations are available in the following areas:
 - a) classroom/laboratory/shop;
 - b) exams;
 - c) studying;
 - d) assignments; and
 - e) other areas as the College determines necessary.

4.0 College Responsibilities

- 4.1 The College shall endeavor to provide reasonable academic accommodations to meet the needs of students requiring accommodation related to a protected ground under the Code and in accordance with its obligations under the Code.
- 4.2 The College will endeavor to respond to requests from students for academic accommodations in a timely and constructive way.
- 4.3 The College will consider and review all relevant and necessary documentation to ensure that recommendations and decisions regarding students' needs and academic accommodation are based on relevant and appropriate information in accordance with this policy.

5.0 Student Responsibilities

- 5.1 Students must ensure they meet the College admission, prerequisite, and academic requirements before submitting a request for an academic accommodation.
- 5.2 New Students to the College:
 - a) New students to the College requesting an academic accommodation should self-identify to the Accessibility Services Department at the time of acceptance into any course or program;
 - b) Once a new student is accepted by the College, the student should make an appointment with Accessibility Services Department as far in advance of the commencement of the course or program as possible (ideally at least three (3) months), in order to ensure that appropriate academic accommodations can be

considered, planned and/or implemented in advance of the commencement of the course or program.

5.3 Students Returning to the College:

- a) Students with an existing academic accommodation are required to contact the Accessibility Services Department prior to each semester or session in order to continue or modify an existing academic accommodation.

5.4 Every student seeking academic accommodation has the responsibility to:

- a) Understand their rights and obligations under this policy;
- b) Comply with the requirements and procedures under this policy;
- c) Bring requests for academic accommodation to the attention of the Accessibility Services Department in a timely manner and in the manner prescribed by this policy;
- d) Actively participate in the academic accommodation process by working collaboratively with the Accessibility Services Department and other relevant parties;
- e) Provide proper, current and relevant documentation necessary to support their request for academic accommodation in a timely manner to the Accessibility Services Department;
- f) Comply with all reasonable requests for additional documentation from the Accessibility Services Department in a timely manner;
- g) Assume the responsibility to obtain and assume any costs of diagnostic assessments and documentation;
- h) Notify the Accessibility Services Department of any changes in circumstances or conditions that may impact a current or future academic accommodation(s) (e.g., deterioration in academic performance, significant changes in health status, etc.) in a timely manner; and
- i) Accept reasonable academic accommodations offered by the Accessibility Services Department.

6.0 Professor / Instructor Responsibilities

- 6.1 Professors and instructors must make themselves aware of the College's accommodation policy and accommodation process, and recognize they have a duty to support the academic accommodation process.

7.0 Medical Documentation

- 7.1 Medical documentation acceptable to the College must be obtained from medical doctors, psychologists and/or special education/rehabilitation personnel or other health professionals who have specific training, expertise, and experience in the diagnosis of conditions for which the accommodation is being requested (collectively, "Health Professionals").

- 7.2 All Health Professionals submitting medical documentation must be appropriately certified and/or licensed to practice in their professions in Canada.
- 7.3 Medical documentation should:
- a) Be current and relevant;
 - b) Provide sufficient detail to confirm the existence of a medical condition and assist in the determination of the appropriate academic accommodation;
 - c) Include the Health Professional's contact information and signature;
 - d) Outline the nature of the student's medical condition, along with a detailed explanation of the functional impact of the medical condition on academic achievement and learning outcomes (a diagnosis alone is not sufficient to support a request for academic accommodation);
 - e) Include relevant reports or test results (e.g., an audiology report for a hearing disability; an ophthalmology report for a visual disability); and
 - f) Identify side-effects of medications that may adversely impact academic performance.
- 7.4 The College may, if deemed necessary, request additional medical information or documentation.

8.0 Procedures

- 8.1 Academic accommodations are provided based on identified learning needs, proper documentation and as determined by the Accessibility Services Department in accordance with this policy.
- 8.2 Upon receipt of the request for an academic accommodation, an Accessibility Services Coordinator will review all relevant documentation provided by the student. In consultation with the student, the Accessibility Services Coordinator:
- a) Will determine the range of academic accommodations that would be appropriate in a post-secondary setting based on the information provided;
 - b) May request additional information or documentation;
 - c) May, in exceptional circumstances, provide academic accommodations pending the receipt of satisfactory medical documentation; or
 - d) May take no further action if an academic accommodation is deemed:
 - i. unnecessary; or
 - ii. after consultation with the Director, Student Services, or designate, it was determined that the academic accommodation would constitute undue hardship on the College.
- 8.3 Once an academic accommodation has been determined, the appropriate professor(s) or instructor(s) will be notified of the Accessibility Services Department's determination of appropriate academic accommodation.

8.4 If a professor or instructor has concerns regarding the nature of the academic accommodation, the professor or instructor may request the assistance of the Accessibility Services Department and their Dean.

9.0 Timelines

9.1 The time to coordinate an academic accommodation will vary on a case-by-case basis. Depending on the nature of the academic accommodation and the timing of the request, it may not always be possible to implement the academic accommodation as desired.

9.2 To ensure requests for academic accommodations can be met in a timely manner, the College recommends the following timelines for academic accommodation requests. The timelines below are guidelines:

- a) new students should self-identify with the Accessibility Services Department regarding academic accommodation as early as possible, either at the time of their acceptance into any course or program, or at least three (3) months prior to the start of the semester, session or course;
- b) returning students who wish to continue with an existing accommodation should contact the Accessibility Services Department prior to the beginning of each semester or session or course;
- c) all requests for exam and other test accommodations (e.g. extended time, alternative location, etc.) should be received by the Accessibility Services Department at least:
 - i) one (1) week prior to the scheduled date for mid-term examinations/tests; and
 - ii) two (2) weeks prior to the start of formal (final) examination periods.

9.3 Failure to adhere to the above recommended timelines may result in the College being unable to implement the requested academic accommodation.

9.4 In the event a student does not request academic accommodations in a timely manner or requests an accommodation after a test/exam deadline or after course completion, the student should meet with an Accessibility Services Coordinator to discuss their particular circumstances. The Accessibility Services Coordinator will review the request and determine next steps on a case-by-case basis.

10.0 Confidentiality

10.1 The College is committed to keeping students' information and documentation confidential in accordance with the British Columbia *Freedom of Information and Protection of Privacy Act*.

10.2 By requesting an academic accommodation with Accessibility Services Department, the student understands and gives permission for the Accessibility Services Department to disclose the minimum information necessary to ensure the provision of services.

10.3 Professors or instructors who are approached by a student with a disability seeking accommodation should refer the student to the Accessibility Services Department and keep any such information confidential.

11.0 Student Appeals

- 11.1 If a student is not satisfied with the accommodation decision, the student must advise the Accessibility Services Coordinator in writing of their concerns. The Director, Student Services or designate will review the student's concerns, review documentation on file, review any information from the relevant program area and make a determination on the accommodation. The student will be provided written reasons for the decision.
- 11.2 The student may file a final appeal to the Vice President, Students or designate if the student is not satisfied with the decision under s.11.1. The student must put their appeal in writing, describe the accommodation that was determined by the Accessibility Services Department, state what accommodation the Student is requesting and provide their reasons for the appeal.
- 11.3 The Vice President, Students or designate will review the materials from the student, request any other relevant materials from the Accessibility Services Department and program area, and seek additional advice as appropriate. The Vice President, Students or designate will make a determination and provide written reasons. The decision of the Vice President, Students or designate is final.
- 11.4 The College reserves the right to determine the appropriate College policy, processes and procedures to follow to address an appeal.

Appendix 5.5 Nominees to standing committees

Motion: “That Education Council approves the nominee for the Academic Regulations and Policy Committee as recommended by the Operations Committee.”

One (1) faculty member – diploma programs

Nominee: Tim Walters for the period of August 1, 2019 to July 31, 2021.

Appendix 5.6

Standing Committee Reports

Appendix 5.7

In camera session

Motion: “That Education Council move in camera.”

Appendix 6.0 Reports