

Education Council Meeting
Thursday, March 5, 2020, 4:00 p.m.
S 103B – Student Services Boardroom

Faculty

Name	Location
Tim Walters	Shuswap Revelstoke Rep
Nicole Davis	South Okanagan Similkameen Rep
Vladimir Neykov	Central Okanagan Rep
Glen Coulthard	North Okanagan Rep
Danny Marques	Trades & Apprenticeship - Kelowna
Amanda Krebs	Arts & Foundational - SA
Cathy Farrow (e-copy)	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
Choi Leong	Student – South Okanagan Similkameen
Rachel Wehrmann	Student – Central Okanagan
Andrew Schmidt	Student – North Okanagan
Scott Stirling	Student - Shuswap Revelstoke

Staff

Name	Location
Nica Chibota	Kelowna Campus
Michelle Somerville	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 Walker (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

**Okanagan College Education Council Agenda
Meeting of Thursday, March 5, 2020 4:00 pm
S 103B – Student Services Boardroom**

- 1. Determination of quorum and call to order**
- 2. Adoption of the agenda**
- 3. Approval of the minutes**
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- 4. Business arising**
- 5. New business**
 - 5.1 Curriculum recommended by the CPRC – STH
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 - a. Operations Committee
 - b. ARP Committee
 - c. CCC Committee
 - d. Tributes Committee
 - 5.6 In camera session
 - a. January 17, 2020 Operations Committee meeting minutes
 - b. February 28, 2020 Operations Committee meeting minutes
- 6. Reports**
 - 6.1 Council Chair’s report – Chris Newitt
 - 6.2 President’s and Vice President Education’s report – Andrew Hay
 - 6.3 Registrar’s report – Bob Burge
 - 6.4 Board of Governors report – Shelley Cook
 - 6.5 Curriculum and calendar management project update
- 7. Date, time of next meeting – Thursday, April 2, 2020 at 4:00 pm**
- 8. Deadline for agenda items – Wednesday, March 18, 2020 at 12:00 pm**
- 9. Adjournment**

Appendix 3.1

Approval of the Minutes from the January 16, 2020 Education Council meeting

Motion: “That Education Council approves the minutes from the January 16, 2020 meeting as presented.”

**Okanagan College Education Council
Minutes of Thursday, January 16, 2020 4:00 pm
Room S 103B Student Services Boardroom – Kelowna Campus**

Present: A Hay, B Burge, W Gillett, T Walters at 4:17, K Douglas, R Tyner, D Silvestrone, V Neykov, M Somerville, C Newitt, C Farrow, M Kananga, D Marques, A Krebs, G Coulthard, J Hamilton, C Leong

Regrets: R Sawatzky, R Whermann, N Davis

Absent: S Stirling, S Cook,

Guests: J Hobart, V Simpson, T Riley, R Fratiloiu, G Hutton, B Ridgeley

Recorder: M Welsh

1. **Determination of quorum and call to order**
C Newitt called the meeting to order at 4:04 pm

2. **Adoption of the agenda**
Motion: K Douglas/ D Silvestrone
That Education Council approves the agenda as presented.
 - There are two additions to the agenda: a motion to update calendar language and a motion to be discussed in camera.**Carried**

3. **Approval of the minutes**
Motion: V Neykov/ M Somerville
That Education Council approves the minutes of the December 5, 2019 Education Council meeting as presented.
Carried

4. **Business arising**

5. **New business**

5.1 CPRC – STH curriculum

- a. **Course revision: MATH 314** **Calculus and Linear Algebra for Business**
Motion: V Neykov/ K Douglas

That Education Council approves the course revision: MATH 314 Calculus and Linear Algebra for Business as recommended by the CPRC – STH:

- J Hobart explained that after the first intake into the new Post-Baccalaureate Diploma in Marketing and Data Analytics program, it became clear that the students were not as mathematically strong as the department had hoped. An extra hour has been added to this course to get students up to speed. The department also took the opportunity to update calendar language and prerequisites.
- J Hobart confirmed that the course content is remaining the same, the students will just have more time to learn.

Carried

5.2 Continuing Studies curriculum

a. Program revision: Medical Office Assistant Certificate

Motion: D Silvestrone/ M Chibota

That Education Council approves the program revision: Medical Office Assistant Certificate as recommended by Continuing Studies and the CPRC - STH:

- V Simpson explained that after student evaluations and consultation with instructors, Interior Health, and Divisions of Family Practice BC, the program is revising to better reflect industry needs and standards.
- Courses have been removed, revised, and created to better prepare students for the industry. A 90-hour practicum has been added to give students more hands-on experience. Students will split their practicum time between hospitals, Interior Health, and doctors' offices.
- A member questioned if the April implementation date was too soon. V Simpson advised that this is when the department holds information sessions and begins opening up applications for the fall intake.
- A member questioned the addition of a tuberculin test and criminal record check as admission requirements. V Simpson advised that this is required for the practicum.

Carried

b. Program revision: Nursing Unit Assistant Certificate

Motion: D Silvestrone/ A Hay

That Education Council approves the program revision: Nursing Unit Assistant Certificate as recommended by Continuing Studies and the CPRC - STH:

- V Simpson explained that admission requirements were being revised to exclude employer requirements. A minimum typing speed is not a requirement for any of the courses within the program; it is strictly an employer requirement. Students will be informed of requirements they will need to meet to apply for jobs.

Carried

5.3 CPRC – AFP curriculum

a. Course revision: IALG 011

Introductory Algebra 011

Motion: K Douglas/ N Chibota

That Education Council approves the course revision: IALG 011 Introductory Algebra 011 as recommended by the CPRC – AFP:

- T Riley explained that since Math 080, 084 and IALG 011 are essentially the same course, they require the same prerequisites.
- A member questioned why the note regarding distance education had been removed from the prerequisites. T Riley advised that AACCP has not offered distance education courses for quite some time and this was outdated.

Carried

b. Course revision: MATH 080

Mathematics 080

Motion: R Tyner/ A Krebs

That Education Council approves the course revision: MATH 080 Mathematics 080 as recommended by the CPRC – AFP:

- As above.

Carried

c. Program revision: Advanced Certificate in Communications

Motion: T Walters/ N Chibota

That Education Council approves the program revision: Advanced Certificate in Communications as recommended by the CPRC – AFP:

- R Fratiloiu explained that the revision is to streamline the language in the program outline. Right now, the outline includes a list of courses that requires constant updating.

The list also includes some courses that are restricted to certain students, which has caused confusion. The outline will now include just a general statement.

- A Hay suggested the last line of the statement be revised to read "...for advice on *currently available courses.*"

Carried

5.4 Library Collections Policy

Motion: A Hay/ T Walters

That Education Council approves the Library Collections Policy as presented:

- R Tyner explained that it has been over ten years since the policy was looked at. Since the policy was originally approved by Education Council, it made sense that any revisions should get Education Council approval as well.
- G Hutton advised that the revisions better reflect current practice, standards, and technologies. The revisions have been done in a way that the policy will age well. The changes are not substantial.
- There are no changes to the policy statement.
- Under Policy Details, the main changes are to language to allow for better clarity.
- Under Procedures, references to outdated technologies and tools have been removed. Selection Criteria: Material Type saw the most revisions. The section is now more descriptive.
- A member questioned what updates had been made to accommodate the influx in international students. G Hutton advised that the revisions allow for more wiggle room in obtaining support materials.
- A member questioned why textbooks in print were not automatically purchased. G Hutton advised that the library is trying to move more towards electronic copies. R Tyner added that the library does not have the budget to buy a textbook for every course that is offered. Students are expected to buy their own textbooks and the library will work to supporting them with eBooks and finding open resources. The library will purchase print copies when necessary.

Carried

5.5 Updating existing calendar language

Motion: M Somerville/ K Douglas

That Education Council empowers the Registrar to update existing Calendar copy to use inclusive language.

Carried

5.6 Standing committee reports

- a. Operations Committee
 - Operations committee meets Friday, January 17, 2020 to approve graduates for winter convocation.
- b. ARP Committee
 - Not yet met.
- c. CCC Committee
 - The committee met January 13, 2020 to review the program revision form for the CCM project.
- d. Tributes Committee
 - Presentation to come in camera.

5.7 In camera session

Motion: D Marques/ D Silvestrone
That Education Council moves in camera.
Carried

a. Tributes Committee presentation

Honorary Fellows

Motion: R Tyner/ V Neykov

That Education Council approves and recommends to the Board of Governors, the nominees and alternates for the 2020 Honorary Fellow designation as presented:

- B Ridgely gave an overview of tributes committee, explained the criteria for honorary fellows, and reviewed this year's nominees.

Carried

Distinguished Service Award

Motion: G Coulthard/ B Gillett

That Education Council approves and recommends to the Board of Governors, the nominee for the 2020 Distinguished Service Award designation as presented.

- B Ridgely reviewed the nominee.

Carried

b. Rescinding of a previously awarded credential

Motion: A Hay/ A Krebs

That Education Council approves the rescinding of the Administrative Assistant certificate awarded to JS on 28 June 2011. Further, that a notation be placed on the transcript indicating that the certificate was rescinded on 16 January 2020.

- JS was admitted into the Administrative Assistant Certificate program in 2010-11. The certificate was awarded on 28 June 2011. In December 2019, JS informed the College that they had obtained the certificate dishonestly through cheating on entrance testing and academic coursework components and tests. JS asked to return the certificate. An investigation was undertaken by the Dean of the School of Business and the academic misconduct has been substantiated. Given the facts, it is appropriate and necessary to rescind the certificate.

Carried

Motion: T Walters/ D Silvestrone

That Education Camera moves ex camera.

Carried

6. Reports

6.1 Council Chair's report – C Newitt

- A bi-election is being held for the empty student position for the north Okanagan. All information is on myOkanagan.

6.2 President & Vice-President Education report – A Hay

- Winter convocation is being held this Saturday, January 18, 2020.
- The Common First Year Engineering Certificate has completed its public posting phase and received a supportive comment from UBC.
- J Hamilton added that he is about to start the process of developing the next strategic plan. It will be a highly engaging and collaborative process and the team will take a deep dive into the trends and issues that the institution will face over the next five years.

6.3 Registrar's report – B Burge

- No report.

6.4 Board of Governor's report – S Cook

- No report.

6.5 Curriculum and calendar management project update

- The implementation team continues to meet weekly with Kualii.
- The policy team is meeting every two to three weeks to review the forms.
- C Newitt and M Welsh are attending the Kualii Days conference in February. It will be an opportunity to talk to other schools who are using the software.

7. Date, time of next regular meeting – Thursday, February 6, 2020 at 4:00 pm

8. Deadline for agenda items – Wednesday, January 22, 2020 at 12:00 pm

9. Adjournment at 5:07 pm.

Appendix 5.1

Curriculum recommended by the CPRC - STH

Science, Technology, and Health Programs

Motion: That Education Council approve the course revision: CHEM 212 Organic Chemistry 1 as recommended by the CPRC - STH:

CHEM 212 – 3 – 6 Organic Chemistry 1

Course revision:

- **Hours**

Rationale:

A one hour seminar per week is being added to this course in order to increase student success. This extra hour will provide the instructor more time to work in small groups and/or one on one with students while they tackle in class problem sets. The currently run problem session in one of the lab weeks for NMR (nuclear magnetic resonance) and IR (infra-red spectroscopy) has proved to be a very successful and efficient method for aiding student to understand these difficult concepts.

CHEM 212 is the first exposure to Organic chemistry for many students. Obtaining a greater understanding of the foundational material in CHEM 212 will support student success in the subsequent organic chemistry course (CHEM 222) as well as many other science courses.

Hours:

	Existing	Proposed
Lecture	3	3
Lab	3	3
Seminar	-	1
Average weekly contact hours	6	7

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the program revision: Common First Year Engineering Certificate as recommended by the CPRC – STH:

Program revision:

- **Program description**
- **Program outline**

Rationale:

After further consultation with the Communications Department it was noted that they would like to see CMNS 133 changed from the fall to the winter semester. This would also be better for the students as they would then only be taking one writing course per semester (i.e. ENGL 100 in fall and CMNS 133 in the winter).

Also, after completing the PSIPS application, it was noted that that the current program description and program learning outcomes could be improved. The Committee decided to revise the program description and add the program learning outcomes.

Program description:

Existing:

The Common First Year Engineering Certificate program provides students with a comprehensive first-year university transfer program in engineering and is aimed at high school graduates with strong academic performance and highly motivated post-secondary students. This full-time program is ideal for students who want more one-on-one time with instructors, are hoping to save money in tuition fees, and/or may not be prepared yet for the university environment. The program offers the courses for first-year engineering, including engineering design, chemistry, physics and calculus.

The program must be completed within 12 months and can be completed in either a two or three semester format. The 12 month time limitation is to prepare students for the rigorous academic pace that will be expected of them in a university engineering program. Successful completion of this program ensures that students who transfer to an engineering degree program at UBCO or other BC universities typically require only three additional years of study to complete their degree.

Proposed:

The Common First Year Engineering Certificate program provides the opportunity to study first-year Engineering (Applied Science) at Okanagan College. All courses must be taken at Okanagan College within a 12-month period. Students completing the Common First Year Engineering Certificate are able to apply to some BC universities' second year Engineering (Applied Science) Degree programs.

Graduation from the Common First Year Engineering Certificate program requires successful completion of all courses in the program outline with a minimum graduating grade average of 70%. Successful completion of individual courses requires a minimum grade of 50%, with some courses requiring a higher minimum grade to be acceptable as prerequisites for subsequent courses at various institutions. Minimum graduating grade average for acceptance at receiving institutions will vary.

Upon successful completion of this program students will be able to:

- Develop a knowledge base for engineering
- Analyze and solve problems while applying engineering knowledge
- Conduct investigations into various complex problems
- Design solutions for complex problems
- Create, adapt and apply various engineering tools
- Work effectively in teams and as an individual
- Communicate complex engineering problems and solutions with professionals and the public
- Understand the roles and responsibility of a professional engineer
- Evaluate sustainable/environmental engineering solutions
- Apply professional ethics and accountability
- Understand introductory project management and the economic drivers of construction projects
- Develop a base for computer programming.

Program outline:

	Existing – 2 term program	Proposed – 2 term program
Fall	CHEM 111 COSC 111 CMNS 133 ENGR 101 MATH 112 PHYS 111 ENGL 100	CHEM 111 COSC 111 ENGR 101 MATH 112 PHYS 111 ENGL 100
Winter	CHEM 121 ENGR 111 MATH 122 MATH 221 PHYS 121 PHYS 202	CHEM 121 ENGR 111 MATH 122 MATH 221 PHYS 121 PHYS 202 CMNS 133

	Existing – 3 term program	Proposed – 3 term program
Summer	MATH 112 ENGL 100	MATH 112 ENGL 100
Fall	CHEM 111 COSC 111 CMNS 133 ENGR 101 MATH 122 PHYS 111	CHEM 111 COSC 111 ENGR 101 MATH 122 PHYS 111
Winter	CHEM 121 ENGR 111 MATH 221 PHYS 121 PHYS 202	CHEM 121 ENGR 111 MATH 221 PHYS 121 PHYS 202 CMNS 133

Implementation date: January 2020

Cost: N/A

Appendix 5.2

Curriculum recommended by the CPRC - AFP

Arts and Foundational Programs

Motion: That Education Council approves the course revision: **PHYS 011 Physics 011** as recommended by the CPRC – AFP:

PHYS 011 – 112 hours **Physics 011**

Course revision:

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

Rationale:

The course content has been revised to meet the learning outcomes for Advanced Physics as set out by the ABE Provincial Articulation Guide.

Calendar description:

Existing:

This course is an algebra-based introduction to physics. The basic concepts of Physics in the areas of kinematics, dynamics, energy, work, power and electricity will be studied. Selected concepts will be investigated experimentally and the scientific method will be developed. A laboratory component is included.

Proposed:

The Physics 011 course is intended to provide insight into the scope, nature, relevance, and limitations of physics. Topics covered include kinematics; dynamics; mechanical energy, waves and optics, heat, electrostatics and electricity. This course includes a minimum of seven laboratories, with at least one laboratory from each topic.

Prerequisites:

Existing	Proposed
ABE MATH 085 ¹ or ABE IALG 011 ¹ or Principles of Mathematics 10 ² or Introductory Algebra 11 ² or Pre-Calculus 10 ² ABE ENGL 070 ¹ or ABE ENGL 071 ¹ or ABE ENGL 072 ¹ or a minimum ABE test score of 68/80 and an Advanced Level writing sample ¹ minimum grade of 60 required ² minimum score of 60 required	ABE MATH 085 ¹ or ABE IALG 011 ¹ or Principles of Mathematics 10 ¹ or Introductory Algebra 11 ¹ or Pre-Calculus 10 ¹ ABE ENGL 070 ¹ or ABE ENGL 071 ¹ or ABE ENGL 072 ¹ or a minimum ABE test score of 68/80 and an Advanced Level writing sample ¹ minimum grade of 60 required

Content:

At ABE articulation meetings, the learning outcomes for Advanced Physics were changed and in order to stay on the articulation grid, our course needs to be changed to match with the new learning outcomes. Unit 6 Vibrations, Waves and Optics was added to Advanced Physics. The new course outline also reflects changes in appearance, along with the addition of the new unit. The course objectives section has been updated to match the course objectives in the articulation guide, including a link to the website for the articulation handbook. This is required to be on the articulation grid. The new outline also includes a list of the general learning outcomes for a physics learner. Another change to the outline is that it combines former unit 4 (energy) with former unit 3 (dynamics) into one Unit 3 Dynamics. This was done to keep the total number of units at 6, in accordance with the ABE Articulation Guide. The lab objectives were removed from under each topic and put at the end of the outline.

Course outline:

Program:	Adult Academic & Career Preparation
Course Title:	Physics
Course Number:	011
Length of Course:	112 hours
Prerequisites:	ABE MATH 085 ¹ or ABE IALG 011 ¹ or Principles of Mathematics 10 ¹ or Introductory Algebra 11 ¹ or Pre-Calculus

10¹. ABE ENGL 070¹ or ABE ENGL 071¹ or ABE ENGL 072¹ or a minimum ABE test score of 68/80 and an Advanced Level writing sample.
1 - minimum grade of 60% required

Presentation Format hr/wk:

Lecture 6 hr/wk (4 month semester)

Lab 1 hr/wk (minimum of 7 labs per semester)

COURSE DESCRIPTION

The Physics 011 course is intended to provide insight into the scope, nature, relevance, and limitations of physics. Topics covered include kinematics; dynamics; mechanical energy, waves and optics, heat, electrostatics and electricity. This course includes a minimum of seven laboratories, with at least one laboratory from each topic.

COURSE OBJECTIVES

Please refer to the 2018/2019 BC Adult Basic Education Articulation Handbook found at <http://www.bctransferguide.ca/search/abe> for a list of the current objectives for this course.

Physics learners will:

- Use the language and concepts of physics to describe how physical processes, devices and phenomena work
- Obtain the prerequisite body of knowledge and skills that will provide a basis for further academic and career/vocational training
- Use scientific processes in an ethical and appropriate manner
- Appreciate and apply the physics of everyday phenomena
- Link physics to their own practical experience
- Work effectively as a member of a team in a responsible and respectful manner
- Handle equipment and lab materials in a responsible and effective manner with regard to their own safety and the safety of others
- Apply scientific concepts, recognizing their strengths and weaknesses, to broader societal issues
- Critically evaluate controversial points of view around issues where science offers information or perspective
- Apply mathematical skills to solve physics based problems
- Develop critical thinking

skills The student will complete six

units as follows:

UNIT I – MEASUREMENT

Student Objectives:

1. Solve problems involving SI units
2. Maintain the correct number of significant numbers in calculations
3. Use uncertainties in measurement

UNIT 2 – KINEMATICS

Student Objectives:

Use the language and concepts of kinematics to describe motion, including:

1. Analyze and solve kinematics in one dimension
2. Construct and interpret displacement versus time curves
3. Construct and interpret velocity versus time graphs
4. Solve problems involving uniform acceleration

UNIT 3 – DYNAMICS

Student Objectives:

Use the language and concepts of dynamics to describe forces and energy, including:

1. Analyze and solve dynamics in one dimension using free-body diagrams
2. Apply Newton's laws of motion in one dimension
3. Solve problems involving friction forces and gravity forces including Newton's Law of Universal Gravitation
4. Analyze and solve problems in kinetic and potential energy
5. Analyze and solve problems in energy conservation
6. Solve problems involving work and power
7. Solve problems involving impulse and conservation of momentum in one dimension

UNIT 4 – ELECTRICITY

Student Objectives:

Use the language and concepts of electricity to describe electrical phenomena, including:

1. Analyze and solve problems using Coulomb's law
2. Analyze and solve problems using Ohm's law
3. Define and distinguish between electrical potential difference, resistance and current
4. Solve simple DC resistance problems involving series, parallel and combination circuits

UNIT 5 – HEAT

Student Objectives:

Use the language and concepts of thermodynamics to describe the transfer of heat energy, including:

1. Define and distinguish between temperature, heat energy, and specific heat capacity
2. Analyze and solve problems in heat energy
3. Demonstrate an understanding of the different mechanisms of heat transfer

UNIT 6 – VIBRATIONS, WAVES AND OPTICS

Student Objectives:

Use the language and concepts of physics to describe wave phenomena, including:

1. Define and distinguish between amplitude, wavelength, frequency, wave speed and period
2. Analyze and solve problems involving wave phenomena – refraction, reflection, total internal reflection
3. Describe various wave phenomena and the conditions which produce them
4. Solve problems involving lens equation and mirror equation
5. Construct ray diagrams for mirrors and lenses

LAB OBJECTIVES

1. Collect data through observation, including:
 - a. Record a measurement to the appropriate level of precision
 - b. Recognize that all measured values have an uncertainty
2. Construct graphs, including:
 - a. Choose appropriate scales
 - b. Determine line of best fit
 - c. Label correctly
3. Draw conclusions from observations and data, including:
 - a. Identify and discuss sources of error
 - b. Calculate and interpret the slope of a line
 - c. Relate conclusion to objectives
4. Calculate experimental error, including:
 - a. Determine % error and % difference where appropriate
5. Complete formal lab reports

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the new course: ENGL 281 Intermediate Workshop in Creative Writing – Screenwriting as recommended by the CPRC – AFP:

ENGL 281 – 3 – 3

Intermediate Workshop in Creative Writing – Screenwriting

New course

Rationale:

To offer more intermediate creative writing options for Writing and Publishing students and for CW emphasis in AA degree.

Calendar description:

This course will provide an introduction to screenwriting theory and techniques. In addition to analyzing notable screenplays of the 20th and 21st centuries, class time and assignments will focus on exploring the multi-stage process of building a feature – length screenplay. Students will participate in the feedback and critique sessions that constitute the workshop method.

Prerequisites:

ENGL 116 and ENGL 126

Outline:

OKANAGAN COLLEGE

ENGL 281: Intermediate Workshop in Creative Writing—Screenwriting

CALENDAR DESCRIPTION

This course will provide an introduction to screenwriting theory and techniques. In addition to analyzing notable screenplays of the 20th and 21st centuries, class time and assignments will focus on exploring the multi-stage process of building a feature-length screenplay. Students will participate in the feedback and critique sessions that constitute the workshop method. (3,0,0)

PREREQUISITES

ENGL 116 & 126

REQUIRED MATERIALS

Save the Cat by Blake Snyder

The National Film Board of Canada Website (*nfb.ca*)

Supplementary readings, handouts, and films provided throughout the semester

A subscription to WriterDuet screenwriting software (free)

Notebook; abundance of sharp pens/pencils; so many erasers!

LEARNING OUTCOMES

By the end of this course, you should be able to:

1. demonstrate an understanding of the form and structure of a modern screenplay
2. develop a short script from its initial brainstorming phase to a polished product
3. identify and discuss more than one possible writing process
4. provide constructive editorial commentary on both your own work and that of others
5. analyze scripts using craft vocabulary and speak with confidence about the merits of their components
6. describe and cultivate your own unique writing style, and position your work in relation to other professionally produced screenplays

□

ASSIGNMENTS

The graded coursework for ENGL 2XX is designed as a series of building blocks towards a complete feature-length screenplay. Detailed assignment guidelines and examples will be distributed in advance of the due dates.

Script Format Quiz	5%
Ten Loglines	10%
Two Beat Sheets	15%
Outline/Board for Feature Screenplay	15%
First Act of Feature Screenplay	25%
Screenplay Analysis Presentation	10%
Workshop Participation/Feedback	20%

CLASS POLICIES

- Regular attendance and participation are requisites for success in any course, and especially so for a collaborative learning environment such as this one. Workshops require everyone's presence in order to function successfully. If you foresee an extended absence from class, please alert the instructor.
- Assignments are due at the beginning of a given class. Late assignments will result in some pretty ugly natural consequences (i.e. delayed grades, zero feedback, misplaced papers, etc.).
- Discussion and constructive criticism are integral components of workshop courses and of collaborative learning. While it's not necessary—or even desirable—that we agree on every point, it is imperative that we treat each other respectfully.
- Technology can be a gnarly learning tool or a gnarly distraction; if a student's use of a laptop, phone, or other items consistently disrupts the class, expect the instructor to provide passive aggressive commentary until said student throws away said technology.
- The instructor reserves the right to modify this syllabus according to class needs as the course progresses.
- Every student accepted for registration in this course shall be deemed to have agreed to be bound by the policies, rules, and regulations of Okanagan College and of this particular course. By registering in this course & accepting this syllabus, you are forming a binding contract with the professor.

OKANAGAN COLLEGE GRADING RUBRIC

A+ 90-100%	B+ 76-79%	C+ 64-67%	D 50-54%
A 85-89%	B 72-75%	C 60-63%	F 0-49%
A- 80-84%	B- 68-71%	C- 55-59%	

ACADEMIC INTEGRITY POLICY

Students are expected to adhere to Okanagan College's Academic Integrity Policy, which outlines violations of plagiarism/cheating that will not be tolerated in this course or any other academic setting. Please be aware that it is much easier than you might think for instructors to spot plagiarized material. The penalties for plagiarism could be as severe as a failing grade in a course or even dismissal from the academic institution. In short, it is not worth the risk.

Note also that academic integrity violations can take a number of forms. While the following list of examples characterizes the most common instances of integrity violations, the list is not intended to be exhaustive:

- a. Plagiarism includes but is not limited to, when a student:
 - i. submits or presents work of another person, in whole or part, as that of the student's own work;
 - ii. fails to provide adequate attribution (author/creator must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation) to an author or creator whose work is incorporated into the student's work, including another person's words, ideas, or entire works;
 - iii. paraphrases material from a source without sufficient acknowledgement;
 - iv. does not ensure the work is the student's own after the student has sought assistance from a tutor or other scholastic aids.
- b. Cheating in assignments, projects, examinations or other forms of evaluation, may include, but is not limited to:
 - i. using or attempting to use another person's answers/work;
 - ii. purposely exposing or providing answers to another student(s), or failing to take reasonable measures to protect answers from use by another student(s);
 - iii. unless permitted by the Instructor, a student submitting identical or virtually identical assignments/materials for evaluation, in the case of students who study/work together, or otherwise, as the student's own work;
 - iv. sharing information or answers when doing take-home or take-away assignments, tests or examinations except where the Instructor has authorized collaborative work;
 - v. consulting with another person or unauthorized use or possession of materials or equipment in a lab, test or examination, including, concealing and accessing such aids outside the evaluation room during the evaluation period (e.g. emergency evacuation, washroom break, etc.);
 - vi. resubmitting altered test or examination work after it has already been evaluated;
 - vii. students communicating with one another in any way during a test or examination;
 - viii. accessing or attempting to access examinations or tests before the student is authorized to do so;
 - ix. impersonating another student on a lab, examination or test, facilitating the impersonation of a student, unauthorized use of another person's signature or identification in order to impersonate someone else, or benefiting from the results of such impersonation. Impersonation includes both the impersonator and the person initiating the impersonation.
- c. Multiple submissions - submitting the same, or substantially the same, work more than once (whether the earlier submission was at the College or another institution) unless prior approval has been obtained from the Instructor to whom the material is to be submitted.
- d. Aiding or attempting to aid others in any academic integrity violation.
- e. Academic fraud:
 - i. falsifying or submitting false records or information, orally or in writing;
 - ii. failing to provide relevant information when requested;
 - iii. falsifying or submitting false documents, transcripts or other academic credentials.
- f. Any behaviour that undermines the College's ability to evaluate a student's academic achievement, or any behaviour that a student knew, or reasonably ought to have known, could gain him/her or others unearned academic advantage or benefit, is a violation of academic integrity.

ACADEMIC AND CAMPUS RESOURCES

→ Each campus has a space where students can hang out with tutors and peers to study, plan out assignments, receive feedback on papers, and access computers and printers. In Vernon, it's called the Student Success Centre, while in Kelowna it's called The Learning Centre. Don't ask me why they have different names; all I know is you'd be a dum-dum not to check them out!

VERNON Michelle Doege: mdoege@okanagan.bc.ca (250-545-7291 ext. 2215)

KELOWNA Karolynn Green: kgreen@okanagan.bc.ca (250-762-5445 ext. 4694)

→ Each campus offers Counseling Services with legit counselors who help students soar by chatting about challenges at school, work, home, wherever. They equal stress-reduction, which equals success-induction.

VERNON Derrick Doige, ddoige@okanagan.bc.ca (250-545-7291 ext. 2208)

KELOWNA Glendon Wiebe: gwiebe@okanagan.bc.ca (250-762-5445 ext. 4202)
 Carolyn Palfrey Scherer: cpalfrey@okanagan.bc.ca (ext. 4119)

→ Each campus also has an Aboriginal Student Centre and Services, which provides such support to students and potential students as academic and cultural workshops, computer access, peer mentors, and info about funding opportunities.

→ Accessibility Services organizes various supports for students who have documented disabilities. Do not hesitate to get contact them if your optimal learning conditions involve additional resources like note-takers and exam accommodations.

VERNON: Amanda Pope: apope@okanagan.bc.ca (250-545-7291)

KELOWNA: Angela Checkley: acheckley@okanagan.bc.ca (250-862-5451)
 Piper Yacheson, Access Liaison: pyacheson@okanagan.bc.ca

→ The OWL is a valuable resource for navigating MLA style and searching general writing advice. While screenplays follow their own rigid format, the expository assignments for this course must employ MLA style.



TENTATIVE COURSE TIMETABLE

Week 1.

- Course Overview
- Introduction to Software and Format

Week 2.

- Loglines
- *Save the Cat*, pages xi-20

Week 3.

- **Script Format Quiz**
- **First draft of Loglines due**
- Workshop: Loglines

Week 4.

- **Final 10 Loglines due**
- Approaches to Structure: The Hero's Journey, Three Acts, Five Acts, etc.
- Excerpt from *Into the Woods* (moodle): sample analyses of *Being John Malkovich*, *Raiders of the Lost Ark*, and *The Godfather*

Week 5.

- Character and Dialogue
- *Save the Cat*, pages 47-66
- Excerpt from *Into the Woods* (moodle) Excerpt from *Fargo* (Joel and Ethan Coen)

Week 6.

- Outlining / Beat Sheets
- *Save the Cat*, pages 67-96
- Short Film script: *Stutterer* (moodle)

Week 7.

- **First Draft of Beat Sheets due**

- Workshop: Beat Sheets
- *Save the Cat*, pages 97-118
- NFB short film screenings and discussion

Week 8.

- **Screenplay Analysis due**
- Presentations: Screenplay Analyses

Week 9.

- Building a full screenplay
- *Save the Cat*, pages 97-118

Week 10.

- **Outline/Board for Feature Screenplay due**
- *Save the Cat*, pages 119-142

Week 11.

- Revision
- *Save the Cat*, pages 143-162
- Machine-generated scripts: Benjamin and *Sunspring*

Week 12.

- **Group 1 First Draft of Feature Screenplay (First Act) due**
- Writing for Video Games?

Week 13.

- **Group 2 First Draft of Feature Screenplay (First Act) due**
- Workshop: First Acts

Week 14.

- Workshop cont'd: First Acts
- Now what? Intro to The Biz
- *Save the Cat*, pages 163-182

First Acts of Screenplays due TBA (during Final Exam period)

* Please note that readings ought to be completed in advance of the corresponding class discussion. This schedule is subject to change according to the needs of the class; any modifications will be announced in class and on Moodle.

Implementation date: August 2020

Cost: N/A

Motion: That Education Council approves the program revision: Applied Bachelor of Arts: Social Development and Research as recommended by the CPRC – AFP:

Program revision:

- **Program name** – new name – **Applied Bachelor of Arts: Community Research and Evaluation**
- **Program description**
- **Admission requirements**
- **Outline**

Rationale:

The Degree Quality Assessment Board degree review process has required changes to the Applied Bachelor Arts: Social Development and Research recently approved by Okanagan College Education Council and Board of Governors. The amendments in this program revision proposal result from the DQAB review, are currently under consideration by the Ministry of Advanced Education, Skills and Training as an amended degree proposal.

The nature and specific detail of the amendments are sufficient to maintain the graduate studies pathway identified in the MOU; direct admission is maintained as agreed by the parties in the MOU should these amendments and the degree proposal be given consent by the AEST Minister.

There are two areas of amendment to the applied degree, namely curriculum changes and a degree name change. These amendments are summarized below and embedded in a revised degree program outline attached as Schedule A. The College and its university partner judge that this review process has improved

the cohesion of the degree as reflected in the amended nomenclature and strengthened academic quality overall.

A. Curriculum Changes

Year One

- a. From 6 credits of 1st-year Anthropology to 3 credits of 1st-year Anthropology
- b. From 6 credits of 1st-year Philosophy to 3 credits of 1st-year Philosophy
- c. From 6 credits of Science electives to 3 credits of specified and program relevant Biology or Computer Science elective
- d. Resequencing of 3 credits of Gender, Sexuality and Women's Studies from 2nd-year to 1st-year foundation course and providing students with choice from two GSWS courses
- e. Addition of 3 credits of Sociology (SOC1 111-3-3) as a required foundation course
- f. Additional 3 credits of foundation Arts electives from Economics, Human Geography, Political Science, or Sociology

Year Two

- a. From 6 credits of 2nd-year Anthropology to 3 credits of 2nd-year Anthropology
- b. Resequencing of 6 credits of First Nations Language from 3rd-year to 2nd-year as foundation courses
- c. Change list of electives from Interdisciplinary Studies and Psychology to specified courses in Anthropology, Sociology, and Philosophy

Year Three

- a. Addition of a required course in Political Science ("Canadian Public Administration")
- b. Reduction of 9 credits of Psychology to specified 6 credits of Psychology at the 300-level
- c. Addition of a course option to the required 3 credits of Sociology
- d. Addition of 6 credits of electives (200 or 300-level courses specified in Anthropology, Interdisciplinary Studies, Philosophy, and Psychology)

Year Four

- a. Limit upper-level electives to Arts and identify disciplines open to students in relation to program-derived prerequisites

Explanation of Curriculum Changes

1. Additional Courses in Economics, Sociology and Political Science to align with the External Panel review
 - Three credits of Economics ("Women and the Economy") are included as an elective option for students in 1st-year as this course has no prerequisite. This course is thematically associated with the degree focus on regional community social issues.
 - Six required credits of Sociology ("Introduction to Sociology" and a student's choice of either "Introduction to Social Problems" or "Canadian Social Issues") are added to provide foundational theoretical context for student skills in addressing social issues in community.
 - Three required credits of Political Science ("Canadian Public Administration") and electives options in Political Science courses are added to provide students with a foundation of federal, provincial and civic governmental roles in community social issues.

2. Resequencing of Required Courses to Enhance Foundational Experience

- Resequencing of Gender, Sexuality & Women's Studies courses to first year to strengthen foundation for subsequent studies related to diversity issues.
- Resequencing of First Nations' Languages to second year when students are taking a number of courses related to Indigenous studies to provide earlier exposure to this thematically-required element of the degree.

3. Increase in and Revision of Program Electives to Provide More Cohesion to Degree

- Increase from 18 credits of program electives to 24 credits of thematically relevant courses. This increases student ability to develop disciplinary strengths as they move to research on community social issues, all from course options that organize around community social issues.
- Identification of elective courses that are thematically-relevant to issues of community, from Humanities (Communications, English), Science (Biology, Computer Science) and Social Sciences (Anthropology, Economics, Geography, Interdisciplinary Studies, Philosophy, Political Science, Psychology, Social Work, Sociology). These are discipline or interdisciplinary-based courses that intersect with topics in gender, human geography, government, social problems, social issues, contemporary ethical and moral issues, Indigenous peoples, psychosocial issues across the lifespan, adjustment, and social and political philosophy.

4. Alteration of Required Courses to Create Space for Amended Curriculum

- Anthropology (reduction of 6 credits)
- Philosophy (reduction of 3 credits)
- Psychology (reduction of 3 credits)
- Science electives (reduction of 3 credits)

B. Degree Name Change

1. From "Applied Bachelor of Arts: Social Development and Research" to "**Applied Bachelor of Arts: Community Research and Evaluation**"

- Amended nomenclature of the degree clarifies the overarching theme of the program and is compatible with the two pathways available to students.
 - o The degree name change more clearly expresses that this degree provides students with research skills to engage in a broad range of community social issues. All courses (even the 3 credits of Science elective) are providing students with foundational, theoretical, empirical, critical thinking and evaluative skills that will empower students to engage in local and regional social issues with concrete contributions.
 - o The same skills that establish students' readiness for work in community also prepare students for graduate studies, most notably UBCO eligibility for guaranteed admission to the Master of Social Work Foundational Two-Year Track graduate studies program as confirmed in the MOU.

Program description:

Existing:

Okanagan College offers a four-year Applied Bachelor of Arts degree, located at the Kelowna Campus with limited course offerings at Salmon Arm, Vernon and Penticton campuses. This baccalaureate degree provides graduates with employable skills in applied research and an understanding of how the social sciences and liberal arts actively contribute to a culturally diverse sustainable society. Developed for the context of the southern interior of BC, this program includes studies of regional indigenous cultures and prepares graduates for direct contributions to local and regional issues. Through contextualized learning, the goal of the degree is to provide applied research skills within a context of liberal arts studies and applied social science, emphasizing an empirical orientation to understanding, to application of knowledge, and to intervention. Characterized by the strengths of a terminal degree that produces employable skills, this

degree can also prepare students for admission to selective graduate studies programs. All graduates of this applied degree program will be ready for today's job market through mastery of higher-order analytical skills and techniques for applied research. Practical related field experience is a central component of the applied degree education.

This degree enables students to develop competencies in academic and professional writing, qualitative and quantitative analysis, critical thinking skills, ethics, applied research, program evaluation, multi-disciplinary world views, and languages other than English (including regional First Nations' languages). Students will complete field experience (a practicum, field placement or co-operative education program in the fourth year) as well as a capstone project that will tie academic studies to relevant local and regional issues. The degree program develops and maintains scholastic strengths in students, requiring a minimum of 55% in each course counting toward the degree and a minimum cumulative grade average of 60% for all courses taken while in the program. For students seeking direct entry into the Master of Social Work Foundational Two-Year Track graduate studies program at UBC Okanagan, in addition to these degree requirements a minimum grade average of 76% in the upper level courses counting toward the degree is required.

Social Development and Research

A Social Work focus of the Applied Bachelor of Arts degree provides students with pathways to applied social service work or potential for transition to graduate studies at UBC Okanagan. Students will be granted an Applied Bachelor of Arts, Social Development and Research (ABA-SDR) upon completion of the following.

YEAR ONE COURSE REQUIREMENTS (30 credits)

6 credits of Anthropology (ANTH 111- Biological Anthropology; ANTH 121 - Cultural Anthropology)

6 credits of English or Communications (from ENGL 100 - University Writing; ENGL 153 - Critical Writing and Reading: Narrative; CMNS 112 - Professional Writing I; CMNS 122 - Professional Writing II)

6 credits of Philosophy (PHIL 114 - Introduction to Logic and Critical Thinking I; PHIL 124 - Introduction to Logic and Critical Thinking II)

6 credits of Psychology (PSYC 111 - Introduction to Psychology - Basic Processes; PSYC 121 - Introduction to Psychology - Personal Functioning)

6 credits of Science Electives (from Biology, Computer Science, Earth & Environmental Sciences, Mathematics)

YEAR TWO COURSE REQUIREMENTS (30 credits)

6 credits of Anthropology (ANTH 212 - Native People, BC Coast; ANTH 222 - Native People, BC Interior)

6 credits of Indigenous Studies (INDG 201 - Okanagan Indigenous Peoples' History; INDG 202 - Okanagan Concepts and Frameworks)

6 credits of Psychology (PSYC 260 - Research Methods; PSYC 270 - Statistics and Data Analysis)

6 credits of Social Work (SOCW 200A - Introduction to Social Work Practice; SOCW 200B - Introduction to Social Welfare in Canada)

3 credits of Gender, Sexuality and Women's Studies (GSWS 100 - Introduction to Gender, Sexuality and Women's Studies)

3 credits of Electives (from IDST 200 - Psychosocial/Cultural Challenges across the Lifespan; PSYC 220 - Lifespan Development; PSYC 242 - Abnormal Psychology; PSYC 252 - Social Psychology)

YEAR THREE COURSE REQUIREMENTS (30 credits)

9 credits of Social Work (SOCW 309 - Interview & Assessment Skills; SOCW 320 - Case Management and Transition to Practicum; SOCW 321- Social Policies: Protection and Welfare of the Child and Family)

3 credits of Sociology (SOCI 203 - Canadian Social Issues)

6 credits of First Nations/Indigenous Language (FNIL 110 - Indigenous Regional Languages I; FNIL 120 - Indigenous Regional Languages II)

9 credits of Psychology (PSYC 365 - Qualitative Methods & Analysis) PSYC 348 - Evidence-Based Practice: Therapies; and one of PSYC 242 - Abnormal Psychology or PSYC 341 - Theory of Personality

3 credits of Professional Ethics (PHIL 411 - Professional Ethics; or IDST 400 - Professional Codes of Ethics)

YEAR FOUR COURSE REQUIREMENTS (30 credits)

9 credits of Practicum Placement (ARTS 498 - Practicum or Field Placement)

6 credits of Capstone Project (ARTS 499 - Capstone Project)

3 credits of Program Evaluation (PSYC 470 - Program Evaluation)

3 credits of Social Work (SOCW 410 - Individual and Environmental Intervention)

9 credits of upper-level electives (300 or 400-level courses in Communications, Computer Science, Economics, English, Geography, History, Philosophy, or Sociology)

Graduates seeking employment will use their coursework and field experience to seek occupations such as program administrators, managers and analysts in social service agencies, local non-profit organizations, community groups and various levels of government. Learning outcomes prepare students for work as consultants, social policy researchers, and advocates for youth, women, families, minorities and cultural diversity.

A limited number of ABA-SDR graduates will be eligible annually for direct admission to the Master of Social Work Foundational Two-Year Track graduate studies program at the University of British Columbia, Okanagan campus. Each academic year UBCO will allocate space in the two-year M.S.W. Program to admit a maximum of 15 students who satisfy the eligibility requirements of (i) successful completion of the ABA-SDR degree within the academic year preceding entry to the M.S.W. Program, (ii) a minimum grade average of 76% in the upper level (300, 400 level) courses counting toward the ABA-SDR degree, (iii) a minimum Graduating Grade Average of 60%, and (iv) a minimum grade average of 55% in each course counting toward the ABA-SDR degree. Decisions regarding individual admission of an eligible OC student to the M.S.W. Program will be made by UBCO, but as an affirmative action commitment a number of seats (5) are held for eligible OC students who are members of an aboriginal group and identify as a First Nation, Metis, Inuit or indigenous person. Students not meeting these eligibility requirements for direct admission may otherwise apply in open competition to the UBC Okanagan program.

Proposed:

Okanagan College offers a four-year Applied Bachelor of Arts degree, located at the Kelowna Campus with limited course offerings at Salmon Arm, Vernon and Penticton campuses. This baccalaureate degree provides graduates with employable skills in applied research and an understanding of how the social sciences and liberal arts actively contribute to a culturally diverse sustainable society. Developed for the context of the southern interior of BC, this program includes studies of regional indigenous cultures and prepares graduates for direct contributions to local and regional issues. Through contextualized learning, the goal of the degree is to provide applied research skills within a context of liberal arts studies and applied social science, emphasizing an empirical orientation to understanding, to application of knowledge, and to intervention. Characterized by the strengths of a terminal degree that produces employable skills, this degree can also prepare students for admission to selective graduate studies programs. All graduates of this applied degree program will be ready for today's job market through mastery of higher-order analytical skills and techniques for applied research. Practical related field experience is a central component of the applied degree education.

This degree enables students to develop competencies in academic and professional writing, qualitative and quantitative analysis, critical thinking skills, ethics, applied research, program evaluation, multi-disciplinary world views, and languages other than English (including regional First Nations' languages). Students will complete field experience (a practicum, field placement or co-operative education program in the fourth year) as well as a capstone project that will tie academic studies to relevant local and regional issues. The degree program develops and maintains scholastic strengths in students, requiring a minimum of 55% in each course counting toward the degree and a minimum cumulative grade average of 60% for all courses taken while in the program. For students seeking direct entry into the Master of Social Work Foundational Two-Year Track graduate studies program at UBC Okanagan, in addition to these degree requirements a minimum grade average of 76% in the upper level courses counting toward the degree is required.

Community Research and Evaluation

A community research focus of the Applied Bachelor of Arts degree provides students with pathways to applied social service work or potential for transition to graduate studies at UBC Okanagan. Students will be granted an Applied Bachelor of Arts: Community Research and Evaluation (ABA-CRE) degree upon completion of the following.

DEGREE CURRICULUM APPLIED BACHELOR OF ARTS: COMMUNITY RESEARCH AND EVALUATION

YEAR ONE COURSE REQUIREMENTS (30 credits)

Required Foundation Courses: (24 credits)

3 credits of Anthropology (ANTH 121-3-3 "Introduction to Cultural Anthropology")

- 6 credits of English or Communications (6 credits from ENGL 100-3-3 "University Writing" and ENGL 153-3-3 "Critical Writing and Reading: Narrative"; or 6 credits from CMNS 112-3-3 "Professional Writing I" and CMNS 122-3-3 "Professional Writing II")
- 3 credits of Interdisciplinary Studies (3 credits from GSWS 100-3-3 "Introduction to Gender, Sexuality and Women's Studies" or GSWS 215-3-3 "Gender and Popular Culture")
- 3 credits of Philosophy (PHIL 114-3-3 "Introduction to Logic and Critical Thinking")
- 6 credits of Psychology (6 credits from PSYC 111-3-3 "Introduction to Psychology - Basic Processes" and PSYC 121-3-3 "Introduction to Psychology - Personal Functioning")
- 3 credits of Sociology (SOCL 111-3-3 "Introduction to Sociology I")

Elective Foundation Courses: (6 credits)

- 3 credits of Science (3 credits from BIOL 112-3-6 "Evolution and Ecology" or COSI 180-3-5 "Multimedia Computing") and
- 3 credits from the following:
Economics (ECON 210-3-3 "Women and the Economy") or Geography (GEOG 128-3-3 "Human Geography: Space, Place & Community") or Political Science (POLI 111-3-4 "The Government of Canada") or Sociology (SOCL 202-3-3 "Introduction to Social Problems" or SOCL 203-3-3 "Canadian Social Issues")

YEAR TWO COURSE REQUIREMENTS (30 credits)

Required Foundation Courses: (27 credits)

- 3 credits of Anthropology (ANTH 222-3-3 "Indigenous Peoples of the BC Interior")
- 6 credits of First Nations/Indigenous Language (6 credits from FNIL 110-3-3 "Indigenous Regional Languages I" and FNIL 120-3-3 "Indigenous Regional Languages II")
- 6 credits of Indigenous Studies (6 credits from INDG 201-3-3 "Okanagan Indigenous Peoples' History" and INDG 202-3-3 "Okanagan Concepts and Frameworks")
- 6 credits of research skills (6 credits from PSYC 260-3-4 "Introduction to Research Methods and Design" and PSYC 270-3-3 "Statistics and Data Analysis")
- 6 credits of Social Work (6 credits from SOCW 200A-3-3 "Introduction to Social Work Practice" and SOCW 200B-3-3 "Introduction to Social Welfare in Canada")

Elective Courses: (3 credits)

- 3 credits from the following:
Anthropology (ANTH 212-3-3 "Indigenous Peoples of BC Coast") or Sociology (SOCL 202-3-3 "Introduction to Social Problems" or SOCL 203-3-3 "Canadian Social Issues") or Philosophy (PHIL 211-3-3 "Ethics" or PHIL 240-3-3 "Social and Political Philosophy" or PHIL 241-3-3 "Contemporary Moral Issues")

YEAR THREE COURSE REQUIREMENTS (30 credits)

Required Courses: (24 credits)

- 9 credits of Social Work (9 credits from SOCW 309-3-3 "Interview And Assessment Skills" and SOCW 320-3-3 "Case Management and Transition to Field Placement" and SOCW 321-3-3 "Social Policies: Protection and Welfare of the Child and Family")
- 3 credits of Political Science (POLI 219-3-3 "Canadian Public Administration")
- 6 credits of Psychology (6 credits from PSYC 348-3-3 "Evidence Based Practice: Therapies" and PSYC 365-3-3 "Qualitative Methods and Analysis")
- 3 credits of Professional Ethics (3 credits from PHIL 411-3-3 "Professional Ethics" or IDST 400-3-3 "Professional Codes of Ethics")
- 3 credits of Sociology (3 credits from SOCL 202-3-3 "Introduction to Social Problems" or SOCL 203-3-3 "Canadian Social Issues")

Elective Courses: (6 credits)

6 credits from the following:

Anthropology (ANTH 212-3-3 "Indigenous Peoples of BC Coast") or Interdisciplinary Studies (IDST 200-3-3 "Psychosocial/Cultural Challenges Across the Lifespan") or Philosophy (PHIL 211-3-3 "Ethics" or PHIL 240-3-3 "Social and Political Philosophy" or PHIL 241-3-3 "Contemporary Moral Issues") or Psychology (PSYC 242-3-3 "Abnormal Psychology" or PSYC 341-3-3 "Theory of Personality")

YEAR FOUR COURSE REQUIREMENTS (30 credits)

Required Courses: (21 credits):

9 credits of field experience (ARTS 498-9-12 "Field Placement")
6 credits of Capstone Project (ARTS 499-6-4 "Capstone Project")
3 credits of Program Evaluation (PSYC 470-3-3 "Program Evaluation")
3 credits of Social Work (SOCW 410-3-3 "Individual and Environmental Intervention")

Elective Courses: (9 credits)

Upper-level electives (300 or 400-level courses in Arts)*

** Note: From the required and elective courses of this degree program, students will have met upper elective course prerequisites in Communications, selective courses in English, Interdisciplinary Studies, Philosophy, Political Science, Psychology, Sociology and Social Work. Other areas' upper-level courses may require additional course prerequisites or permission of the relevant department.*

Graduates seeking employment will use their coursework and field experience to seek occupations such as program administrators, managers and analysts in social service agencies, local non-profit organizations, community groups and various levels of government. Learning outcomes prepare students for work as consultants, social policy researchers, and advocates for youth, women, families, minorities and cultural diversity.

A limited number of ABA-CRE graduates will be eligible annually for direct admission to the Master of Social Work Foundational Two-Year Track graduate studies program at the University of British Columbia, Okanagan campus. Each academic year UBCO will allocate space in the two-year M.S.W. Program to admit a maximum of 15 students who satisfy the eligibility requirements of (i) successful completion of the ABA-CRE degree within the academic year preceding entry to the M.S.W. Program, (ii) a minimum grade average of 76% in the upper level (300, 400 level) courses counting toward the ABA-CRE degree, (iii) a minimum Graduating Grade Average of 60%, and (iv) a minimum grade average of 55% in each course counting toward the ABA-CRE degree. Decisions regarding individual admission of an eligible OC student to the M.S.W. Program will be made by UBCO, but as an affirmative action commitment a number of seats (5) are held for eligible OC students who are members of an aboriginal group and identify as a First Nation, Metis, Inuit or indigenous person. Students not meeting these eligibility requirements for direct admission may otherwise apply in open competition to the UBC Okanagan program.

Admission requirements:

Existing	Proposed
REGULAR APPLICANTS Regular applicants have BC high school graduation (or equivalent) completed or are currently enrolled in Grade 12.	REGULAR APPLICANTS Regular applicants have BC high school graduation (or equivalent) completed or are currently enrolled in Grade 12.
ACADEMIC REQUIREMENTS BC high school graduation (or equivalent), including satisfaction of the English entrance and Mathematics entrance requirements. The English entrance requirement is completion of English 12 with a minimum grade of 70%. Equivalent English 12 alternatives can be accessed at the following link: http://webapps-5.okanagan.bc.ca/ok/Calendar/English12with60 . Applicants who have passed English 12 with a minimum grade of less than 70% may be admitted if they take Okanagan College Adult Basic	ACADEMIC REQUIREMENTS BC high school graduation (or equivalent), including satisfaction of the English entrance and Mathematics entrance requirements. The English entrance requirement is completion of English 12 with a minimum grade of 70%. Equivalent English 12 alternatives can be accessed at the following link: https://webapps-5.okanagan.bc.ca/ok/Calendar/English12with70 . Applicants who have passed English 12 with a minimum grade of less than 70% may be admitted if they take Okanagan College Adult Basic

<p>Education English 012 concurrent to other courses in their first semester in the degree program. The Mathematics entrance requirement is a minimum of 50% in any of Pre-calculus Grade 12, Principles of Mathematics 12, or Adult Basic Education MATH 012. Students without this Mathematics entrance requirements may be granted conditional admission if they satisfy the entrance requirement with OC MATH 012 in their first year in the degree program. Conditional admission students will be unable to register for any course where MATH 012 is a prerequisite until such time as the Mathematics entrance requirement is satisfied.</p> <p>MATURE APPLICANTS</p> <p>Applicants shall be eligible for consideration for admission under the mature applicant category if they are at least 21 years old and have been out of full-time high school study for at least three years. The English and Mathematics entrance requirements for students admitted as mature applicants must be satisfied with successful completion of ENGL 012 concurrent to other courses in their first semester in the degree program, and successful completion of MATH 012 in the first year of study at Okanagan College. Students must satisfy these English and Math requirements to retain standing in the degree program.</p>	<p>Education English 012 concurrent to other courses in their first semester in the degree program. The Mathematics entrance requirement is a minimum of 50% in any of Pre-calculus Grade 12, Principles of Mathematics 12, or Adult Basic Education MATH 012. Students without this Mathematics entrance requirements may be granted conditional admission if they satisfy the entrance requirement with OC MATH 012 in their first year in the degree program. Conditional admission students will be unable to register for any course where MATH 012 is a prerequisite until such time as the Mathematics entrance requirement is satisfied.</p> <p>MATURE APPLICANTS</p> <p>Applicants shall be eligible for consideration for admission under the mature applicant category if they are at least 21 years old and have been out of full-time high school study for at least three years. The English and Mathematics entrance requirements for students admitted as mature applicants must be satisfied with successful completion of ENGL 012 concurrent to other courses in their first semester in the degree program, and successful completion of MATH 012 in the first year of study at Okanagan College. Students must satisfy these English and Math requirements to retain standing in the degree program.</p>
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Outline:

Existing	Proposed
<p>YEAR ONE COURSE REQUIREMENTS (30 credits)</p> <ul style="list-style-type: none"> - 6 credits of Anthropology (ANTH 111- Biological Anthropology; ANTH 121 - Cultural Anthropology) - 6 credits of English or Communications (from ENGL 100 - University Writing; ENGL 153 - Critical Writing and Reading: Narrative; CMNS 112 - Professional Writing I; CMNS 122 - Professional Writing II) - 6 credits of Philosophy (PHIL 114 - Introduction to Logic and Critical Thinking I; PHIL 124 - Introduction to Logic and Critical Thinking II) - 6 credits of Psychology (PSYC 111 - Introduction to Psychology - Basic Processes; PSYC 121 - Introduction to Psychology - Personal Functioning) - 6 credits of Science Electives (from Biology, Computer Science, Earth & 	<p>YEAR ONE COURSE REQUIREMENTS (30 credits)</p> <p>Required Foundation Courses: (24 credits)</p> <ul style="list-style-type: none"> - 3 credits of Anthropology (ANTH 121-3-3 "Introduction to Cultural Anthropology") - 6 credits of English or Communications (6 credits from ENGL 100-3-3 "University Writing" and ENGL 153-3-3 "Critical Writing and Reading: Narrative"; or 6 credits from CMNS 112-3-3 "Professional Writing I" and CMNS 122-3-3 "Professional Writing II") - 3 credits of Interdisciplinary Studies (3 credits from GSWS 100-3-3 "Introduction to Gender, Sexuality and Women's Studies" or GSWS 215-3-3 "Gender and Popular Culture") - 3 credits of Philosophy (PHIL 114-3-3 "Introduction to Logic and Critical Thinking") - 6 credits of Psychology (6 credits from PSYC 111-3-3 "Introduction to Psychology - Basic Processes" and PSYC 121-3-3 "Introduction to Psychology - Personal Functioning") - 3 credits of Sociology (SOCI 111-3-3 "Introduction to Sociology I") <p>Elective Foundation Courses: (6 credits)</p> <ul style="list-style-type: none"> - 3 credits of Science (3 credits from BIOL 112-3-6 "Evolution and Ecology" or COSI 180-3-5 "Multimedia Computing") and - 3 credits from the following:

<p>Environmental Sciences, Mathematics)</p> <p>YEAR TWO COURSE REQUIREMENTS (30 credits)</p> <ul style="list-style-type: none"> - 6 credits of Anthropology (ANTH 212 - Native People, BC Coast; ANTH 222 - Native People, BC Interior) - 6 credits of Indigenous Studies (INDG 201 - Okanagan Indigenous Peoples' History; INDG 202 - Okanagan Concepts and Frameworks) - 6 credits of Psychology (PSYC 260 - Research Methods; PSYC 270 - Statistics and Data Analysis) - 6 credits of Social Work (SOCW 200A - Introduction to Social Work Practice; SOCW 200B - Introduction to Social Welfare in Canada) - 3 credits of Gender, Sexuality and Women's Studies (GSWS 100 - Introduction to Gender, Sexuality and Women's Studies) - 3 credits of Electives (from IDST 200 - Psychosocial/Cultural Challenges across the Lifespan; PSYC 220 - Lifespan Development; PSYC 242 - Abnormal Psychology; PSYC 252 - Social Psychology) <p>YEAR THREE COURSE REQUIREMENTS (30 credits)</p> <ul style="list-style-type: none"> - 9 credits of Social Work (SOCW 309 - Interview & Assessment Skills; SOCW 320 - Case Management and Transition to Practicum; SOCW 321 - Social Policies: Protection and Welfare of the Child and Family) - 3 credits of Sociology (SOC 203 - Canadian Social Issues) - 6 credits of First Nations/Indigenous Language (FNIL 110 - Indigenous Regional Languages I; FNIL 120 - Indigenous Regional Languages II) - 9 credits of Psychology (PSYC 365 - Qualitative Methods & Analysis) PSYC 348 - Evidence-Based Practice: Therapies; and one of PSYC 242 - Abnormal Psychology or PSYC 341 - Theory of Personality - 3 credits of Professional Ethics (PHIL 411 - Professional Ethics; or 	<p>Economics (ECON 210-3-3 "Women and the Economy") or Geography (GEOG 128-3-3 "Human Geography: Space, Place & Community") or Political Science (POLI 111-3-4 "The Government of Canada") or Sociology (SOC 202-3-3 "Introduction to Social Problems" or SOC 203-3-3 "Canadian Social Issues")</p> <p>YEAR TWO COURSE REQUIREMENTS (30 credits)</p> <p>Required Foundation Courses: (27 credits)</p> <ul style="list-style-type: none"> - 3 credits of Anthropology (ANTH 222-3-3 "Indigenous Peoples of the BC Interior") - 6 credits of First Nations/Indigenous Language (6 credits from FNIL 110-3-3 "Indigenous Regional Languages I" and FNIL 120-3-3 "Indigenous Regional Languages II") - 6 credits of Indigenous Studies (6 credits from INDG 201-3-3 "Okanagan Indigenous Peoples' History" and INDG 202-3-3 "Okanagan Concepts and Frameworks") - 6 credits of research skills (6 credits from PSYC 260-3-4 "Introduction to Research Methods and Design" and PSYC 270-3-3 "Statistics and Data Analysis") - 6 credits of Social Work (6 credits from SOCW 200A-3-3 "Introduction to Social Work Practice" and SOCW 200B-3-3 "Introduction to Social Welfare in Canada") <p>Elective Courses: (3 credits)</p> <ul style="list-style-type: none"> - 3 credits from the following: Anthropology (ANTH 212-3-3 "Indigenous Peoples of BC Coast") or Sociology (SOC 202- 3-3 "Introduction to Social Problems" or SOC 203-3-3 "Canadian Social Issues") or Philosophy (PHIL 211-3-3 Ethics" or PHIL 240-3-3 "Social and Political Philosophy" or PHIL 241-3-3 "Contemporary Moral Issues") <p>YEAR THREE COURSE REQUIREMENTS (30 credits)</p> <p>Required Courses: (24 credits)</p> <ul style="list-style-type: none"> - 9 credits of Social Work (9 credits from SOCW 309-3-3 "Interview And Assessment Skills" and SOCW 320-3-3 "Case Management and Transition to Field Placement" and SOCW 321-3-3 "Social Policies: Protection and Welfare of the Child and Family") - 3 credits of Political Science (POLI 219-3-3 "Canadian Public Administration") - 6 credits of Psychology (6 credits from PSYC 348-3-3 "Evidence Based Practice: Therapies" and PSYC 365-3-3 "Qualitative Methods and Analysis") - 3 credits of Professional Ethics (3 credits from PHIL 411-3-3 "Professional Ethics" or IDST 400- 3-3 "Professional Codes of Ethics") - 3 credits of Sociology (3 credits from SOC 202-3-3 "Introduction to Social Problems" or SOC 203-3-3 "Canadian Social Issues") <p>Elective Courses: (6 credits)</p> <ul style="list-style-type: none"> - 6 credits from the following: Anthropology (ANTH 212-3-3 "Indigenous Peoples of BC Coast") or Interdisciplinary Studies (IDST 200-3-3 "Psychosocial/Cultural Challenges Across the Lifespan") or Philosophy (PHIL 211-3-3 "Ethics" or PHIL 240-3-3 "Social and Political Philosophy" or PHIL 241-3-3 "Contemporary Moral Issues") or Psychology (PSYC 242-3-3 "Abnormal Psychology" or PSYC 341-3-3 "Theory of Personality")
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<p>IDST 400 - Professional Codes of Ethics)</p> <p>YEAR FOUR COURSE REQUIREMENTS (30 credits)</p> <ul style="list-style-type: none"> - 9 credits of Practicum Placement (ARTS 498 - Practicum or Field Placement) - 6 credits of Capstone Project (ARTS 499 - Capstone Project) - 3 credits of Program Evaluation (PSYC 470 - Program Evaluation) - 3 credits of Social Work (SOCW 410 - Individual and Environmental Intervention) - 9 credits of upper-level electives (300 or 400-level courses in Communications, Computer Science, Economics, English, Geography, History, Philosophy, or Sociology) 	<p>YEAR FOUR COURSE REQUIREMENTS (30 credits)</p> <p>Required Courses: (21 credits):</p> <ul style="list-style-type: none"> - 9 credits of field experience (ARTS 498-9-12 "Field Placement") - - 6 credits of Capstone Project (ARTS 499-6-4 "Capstone Project") - 3 credits of Program Evaluation (PSYC 470-3-3 "Program Evaluation") - 3 credits of Social Work (SOCW 410-3-3 "Individual and Environmental Intervention") <p>Electives: (9 credits)</p> <p>Upper-level electives (300 or 400-level courses in Arts)*</p> <p>* Note: From the required and elective courses of this degree program, students will have met upper elective course prerequisites in Communications, selective courses in English, Interdisciplinary Studies, Philosophy, Political Science, Psychology, Sociology and Social Work. Other areas' upper-level courses may require additional course prerequisites or permission of the relevant department.</p>
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Implementation date: January 2021

Cost: N/A

Appendix 5.3

Curriculum recommended by Continuing Studies

Continuing Studies Programs

Motion: That Education Council approves the program revision: Winery Assistant Certificate as recommended by Continuing Studies and the CPRC – BUS:

Program revision:

- Program description
- Admission requirements
- Graduation requirements
- Revision of courses
- Program outline

Rationale:

The Winery Assistant Certificate program is reviewed annually to ensure that it continues to meet student needs and industry standards for successful employment of the program's graduates. Consultation for the review included feedback from past students, key employers and content experts in the wine, cider, beer and distillery sectors operating in Okanagan College's surrounding region.

The most recent review indicated that employment opportunities in the wine, cider, beer and distillery sectors continue to grow and there are substantial transferable skills and knowledge identified between these sectors. By incorporating aspects of each sector into the Winery Assistant Certificate program, with an emphasis on wine, this would enhance the employment opportunities for the program's graduates.

During the review, potential employers indicated that more experiential learning would be valuable in preparation for the student's practicum and these employers also indicated they would consider partnering directly with OC to offer the experiential learning. In response to this information, this experiential learning will be incorporated into the program by adding a variety of field trips to certain modules.

The key findings of the consultation resulted in revisions of the program description, course descriptions, course hours, course names, learning outcomes and student assessments throughout the certificate program.

Program description:

Existing:

The Winery Assistant program provides individuals with the skills and knowledge to work in an entry-level position within the wine industry. Coursework will emphasize the scientific principles underlying grape and wine production, influences on wine quality, terminology, winery equipment operation and maintenance, harvest and crush, sanitation and safety, winery sensory evaluation, marketing and sales practices. The program consists of 258 hours of classroom instruction and 50 hours of work experience in a winery.

Proposed:

The 308-hour Winery Assistant Certificate program provides students with the knowledge and practical skills to work alongside master winemakers. Similarities and differences between wine, cider, beer and spirits will be explored throughout the program with an emphasis on winemaking. The program includes a focus on scientific principles of production, influences on product quality, industry terminology, equipment operation and maintenance, harvest and crush, sanitation and safety, sensory evaluation, and marketing and sales. Students will also gain real-world experience through field trips and a practicum.

Admission requirements:

Existing	Proposed
<ul style="list-style-type: none"> · Grade 12 or equivalent · English 12 with minimum 50% or alternatives · 19 years or older at time of admission to the program 	<ul style="list-style-type: none"> · BC secondary school graduation, or equivalent, or 19 years of age and out of secondary school for at least one year as of the first day of classes · English 12 with a minimum of 60% or alternatives · 19 years or older at time of admission to the program · Foodsafe Level I Certificate · Serving It Right Certificate

Graduation requirements:

Existing	Proposed
Students must pass each component with a minimum grade of 60% to receive a certificate	Students must pass the practicum and attain a minimum grade of 60% in each of the other courses in the program.

Revision of courses:

WINE 21 – Rationale: Additional 6 hours to cover public relations; additional 6 hours to cover cider, beer, and spirits

WINE 22 – Rationale: Addition of cider, beer and spirits.

WINE 23 – Rationale: Addition of cider, beer and spirits.

WINE 24 – Rationale: Addition of cider, beer and spirits; moving 6 hours of “public relations” to WINE 21.

WINE 14 – Rationale: Students will be starting their practicum after the first course, WINE 21, and it will continue throughout the program so that they experience the industry production timelines that are occurring.

Program outline:

	Existing	Proposed
WINE 21	<p>Introduction to Grapes and Wine – 45 hours</p> <p>This course will introduce the various legal, health, historical, production, viticultural regions and marketing aspects of the wine trade in Canada. An overview of wine styles from around the world; packaging and presentation; cellaring; sensory evaluation; wine and food and wine marketing will be included.</p> <p>Learning Outcomes</p> <p>By the end of this course the student should be able to:</p> <ul style="list-style-type: none"> • Use a systematic approach to conduct a sensory evaluation of any given wine. • Describe the significance of vitis vinifera in wine production, outline the main activities of the vineyard year and list the key strategies of vineyard management. • Describe the processes for making white wine, red wine, rose wine, sparkling wine, fortified wine and dessert wines. • Discuss the merits of various wine packaging options (closures/bottling/labeling). • Given the major noble grape varieties, describe their characteristics in a wine. • List the main wine growing regions of the world and name some benchmark wines or key grape varieties from those regions. • Discuss the roles of the main regulatory bodies affecting the Canadian and BC wine industry. • List some key turning points in the history of the BC Wine industry. 	<p>Introduction to Grapes, Wines & Other Fermented Beverages – 57 hours</p> <p>This course is designed to provide foundational knowledge of wine as well as aspects of cider, beer and spirits. Students will be introduced to various historical, legal, health and production methods, and there will be an overview of wine styles from around the world; packaging and presentation; cellaring; sensory evaluation; marketing and public relations.</p> <p>Learning Outcomes</p> <p>By the end of this course the student should be able to:</p> <ul style="list-style-type: none"> • Explain the process of winegrowing, from the planting of the vineyard to the bottling of a wine. • Name the main winegrowing regions of the world, their histories and the typical wines that they produce. • Identify major wine grapes in a blind tasting environment, utilizing varietal typicities. • Understand the various types and production methods of cider, beer, spirits and fruit wine, including historical influences. • Comprehend the basics of wine sales and marketing, including cellar door, various sales channels, advertising and public relations. <p>Resources:</p> <p>Required Text: The Sommelier Prep Course: An Intro to Wines, Beers & Spirits of the World by M. Gibson. Available for purchase in the campus bookstore - approximate cost \$25. Or check with the library as this could be available for free in an electronic format.</p> <p>Suggested texts: Jancis Robinson's "Wine Course"(2006) paperback edition, or "Oxford Companion to Wine" -any edition</p>

	<ul style="list-style-type: none"> List the major steps in creating a strategic wine marketing plan. Name some health topics associated with wine consumption. Describe at least two main wine and food pairing principles and give some examples. Name some strategies for optimal storing and serving of wine. <p>Student Assessment Quiz Part One 20% Quiz Part Two 20% Research Essay 20% Final Exam 40% TOTAL 100%</p>	<p>Student Assessment Quiz Part One 20% Quiz Part Two 20% Research Essay 20% Final Exam 40% TOTAL 100%</p>
<p>WINE 22</p>	<p>Introduction to Winemaking – 90 hours The annual cycle of winemaking activities will be explored including harvest and crush, the art of winemaking, and grape and wine analysis. Participants will be introduced to winery terminology, be able to assess grape quality, have an understanding of processing and preparation, gain knowledge of equipment, and recognize good winemaking practices.</p> <p>Learning Outcomes By the end of this course, learners will be able to:</p> <ul style="list-style-type: none"> Demonstrate knowledge of the annual cycle in the vineyard and cellar and how these events are applicable in winemaking Explain the various processes in winemaking and how variations contribute to wine style and quality Understand key chemistry and microbiological concepts important to wine quality Apply knowledge of important laboratory procedures and tests involved in the winemaking process Show appropriate sensory skills <p>Student Assessment Assignment 20% Theory Exam 30% Lab (Written & Practical) 40% Midterm Quiz 10% TOTAL 100%</p>	<p>Introduction to Fermentation – 90 hours This course is designed to introduce fermentation with a focus on winemaking and wine analysis. The similarities and differences between wine, cider, beer and spirits will be explored through comparing and contrasting production cycles and performing laboratory analysis. Students will explore cellar terminology, be able to assess product quality, have an understanding of processing and preparation, gain knowledge of equipment, and recognize good fermentation/production practices.</p> <p>Learning Outcomes By the end of this course, learners will be able to:</p> <ul style="list-style-type: none"> Demonstrate knowledge of the annual winemaking cycle in the vineyard and cellar, and how these events are applicable in winemaking. Understand the similarities and differences in the annual cycles of wine, cider, beer and spirits production. Explain the various processes in winemaking and how variations contribute to wine style and quality. Understand key chemistry and microbiological concepts important to fermentation quality and how each key concept relates to wine, cider, beer and spirits respectively. Apply knowledge of important laboratory procedures and tests involved in the fermentation process. Show appropriate sensory skills and understand the sensorial differences in wine, cider, beer and spirits. <p>Resources: TP 548.5 .A5 C47 2013; Chemical analysis of grapes and wine: techniques and concepts, Patrick Iland [and others].</p> <p>Student Assessment Assignment 20%</p>

		Theory Exam 30% Lab (Written & Practical) 40% Midterm Quiz 10% TOTAL 100%
WINE 23	<p>Cellar Management – 60 hours The course presents the fundamentals of winery cellar operations, including equipment operation and maintenance, quality control, hygiene, and sanitation. Students will become familiar with the techniques used to promote the ageing and clarification of the wine. The storage of wine will also be discussed.</p> <p>Learning Outcomes By the end of this course, learners will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the different cellar equipment and how these can be used in the process of winemaking. • Understand the wine composition and their effect on wine aging and clarification. • Apply the notion of quality control to wine bottling. • Outline the different areas of vulnerability in a winemaking environment for contamination and create the appropriate sanitation program. • Apply knowledge of important laboratory procedures and tests involved in the winemaking process. <p>Student Assessment Midterm Exam 30% Equipment Exam 25% Assignment 10% Final Exam 35% TOTAL 100%</p>	<p>Introduction to Cellar and Brewery Operations – 54 hours The course presents the fundamentals of winery cellar and brewery operations, including equipment operation and maintenance, quality control, hygiene and sanitation. Students will become familiar with the wine composition and techniques used to promote the aging and clarification of the wine. Beer, cider and fruit wine production will also be discussed.</p> <p>Learning Outcomes By the end of this course, learners will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the different cellar equipment and how these can be used in the process of winemaking and beer making. • Understand the wine composition and their effect on wine aging, stabilization and clarification. • Outline the different areas of vulnerability in a winemaking environment for contamination, create the appropriate sanitation program and apply the notion of quality control to wine and cider bottling. • Demonstrate some knowledge of beer, cider and fruit wine making. • Apply knowledge of important laboratory procedures and tests involved in the winemaking process. • Understand the risk and be able to work in confined spaces. <p>Resources: TBD Student Assessment Midterm Exam 30% Equipment Exam 25% Assignment 10% Final Exam 35% TOTAL 100%</p>
WINE 24	<p>Quality Control and Public Relations – 63 hours The importance of quality assessment will be discussed, and students will become familiar with the process of VQA wine evaluation, be able to evaluate wine for defects, identify varietal characteristics, assist in the packaging process, and be knowledgeable of industry standards. The role of the tasting room and wine shop and the importance of customer service will also be covered.</p> <p>Learning Outcomes</p>	<p>Quality and Safety of Wine, Cider, Beer & Spirits – 57 hours This course examines the core competencies of the Quality Assurance/Quality Control Specialist in small to large wine, cider, beer or spirits' facilities. Students will explore Canadian provincial (British Columbia) and federal regulatory requirements for safety and quality, labeling standards, International Canadian Blended (ICB) wines, BC Wines of distinction and BC VQA wines. This course also focuses on the growing importance of sensory science in the manufacturing environment. Field trips will be</p>

	<p>By the end of this course, learners will be able to:</p> <ul style="list-style-type: none"> • Explain quality control and quality assurance practices and use sensory evaluation to assess for quality. • Describe packaging and bottling options and processes including advantages and disadvantages for each. • Identify and implement key aspects of public relations. <p>Student Assessment Assignment/Presentation 20% Student Presentations 10% Attendance (winery Safety, Field Trips) 10% Public Relations: Media Training/Branding Exercise 5% Quizzes (2 @ 10% each) 20% Final Exam 35% TOTAL 100%</p>	<p>included so students can connect technical knowledge to practical applications.</p> <p>Learning Outcomes By the end of this course, learners will be able to:</p> <ul style="list-style-type: none"> • Identify the quality and food safety regulatory requirements applicable to wine, cider, beer and spirits produced in BC. • Describe Good Manufacturing Practices (GMP) and Preventive Controls for food safety, in the context of BC Food Premises Regulations and the Safe Food for Canadians Act and Regulations. • Demonstrate simple sensory analysis methods. • Describe beverage packaging materials and equipment, and the importance of specifications and quality control techniques. • Identify and recognize the defects and faults of wine and beer. <p>Resources:</p> <ol style="list-style-type: none"> 1. Jackson, Ron S. and Elsevier All Access Books. Wine Tasting: A Professional Handbook. Academic Press, San Diego, 2002. 2. Lawless, Harry T., Hildegard Heymann and SpringerLink ebooks – Chemistry and materials Science. Sensory Evaluation of Food: Principles and Practices. Springer, New York, 2010. <p>Good, Jamie and JSTOR (Organization). Flawless: Understanding Faults in Wine. University of California Press, Oakland, California, 2018.</p> <p>Student Assessment Assignment 20% Student Presentations 10% Field Trip Attendance 10% Quizzes 25% Final Exam 35% TOTAL 100%</p>
<p>WINE 14</p>	<p>Practicum – 50 hours Supervised practical experience in a winery. Prerequisites: FoodSafe Level I and Serving It Right Student Assessment Completion of Practicum P/F</p>	<p>Practicum – 50 hours The practicum provides the student with an opportunity to integrate theory into practice at one of several accredited practicum sites. During this hands-on experience, students gain further insights, awareness and knowledge of the workplace. Prerequisites: Can start practicum during WINE 21 Student Assessment Completion of Practicum which includes: P/F 1. Submission of the practicum package to the OC practicum supervisor 2. Completion of required amount of practicum hours</p>

Implementation date: April 2020

Cost: N/A

Motion: That Education Council approves the program revision: Viticulture Certificate as recommended by Continuing Studies and the CPRC – BUS:

Program revision:

- **Revision of courses**

Rationale:

The course WINE 21 Introduction to Grapes & Wine has been updated in the Winery Assistant Certificate program and this reflects a change in the Viticulture Certificate program as well.

Revision of courses:

WINE 21

Implementation date: April 2020

Cost: N/A

Motion: That Education Council approves the program revision: Wine Sales Certificate as recommended by Continuing Studies and the CPRC – BUS:

Program revision:

- **Revision of courses**

Rationale:

The course WINE 21 Introduction to Grapes & Wine has been updated in the Winery Assistant Certificate program and this reflects a change in the Wine Sales Certificate program as well.

Revision of courses:

WINE 21

Implementation date: April 2020

Cost: N/A

Motion: That Education Council approves the new program: Coding Instructor Certificate as recommended by Continuing Studies and the CPRC – STH:

New program

Rationale:

Continuing Studies proposes to create this new Coding Instructor Certificate (CIC) in collaboration with the OC International Department to meet international and domestic student needs, and professional industry standards for successful employment of the graduates.

Okanagan College has an opportunity to deliver an online version of the Coding Instructor Certificate (CIC) program, initially based out of South Korea but with great potential for a wider focus due to domestic and international demands to teach coding. This demand has arisen from a need for current K-12 teachers to gain background in teaching coding and the OC Coding Instructor Certificate will address this pedagogical need. The CIC program will also be available to Okanagan College domestic students in an online format.

Calendar description:

The 165-hour Coding Instructor Certificate is designed for teachers and education professionals who wish to learn to teach, or become more proficient at teaching, computer coding to all ages of students between elementary through secondary school. The program explores the core concepts, theories, techniques, and methods of teaching coding based on an awareness, understanding and application of computational thinking. Primarily designed for non-technical educators and teachers with little or no background in coding, the program explores the foundational concepts of coding along with a thorough study of the curriculum and lesson plan development process, focusing on and emphasizing a learner-centred methodology and philosophy to create fun, practical and educational activities that can be delivered in a wide range of environments. The program includes a focus on cross-curricular opportunities to connect and integrate

coding topics with other academic subjects. Courses are designed to be taken in sequence and are not intended to be taken separately.

Admission requirements:

- Applicants must be instructors who are currently working in an educational institution or individuals with an educational focus who have access to a teaching/training position.
- English 12 with minimum 50% or alternatives.
(Alternative: English proficiency may also be determined through an interview with the Program Coordinator or Recruiter.)

Graduation requirements:

Students must pass each course with a minimum grade of 70% to receive a certificate.

Addition of courses:

CIC 110, CIC 120, CIC 130, CIC 140, CIC 150, CIC 160, CIC 170

Program outline:

<p>CIC 110 Introduction to Computational Thinking – 30 hours This course examines the foundational concepts of computational thinking as they relate to teaching (and learning) how to code. The core concepts of critical thinking and logical problem solving are explored in detail as a means to connect coding to constructive real world analogies.</p> <p>Learning Outcomes By the end of this course, the student will be able to:</p> <ul style="list-style-type: none"> • Define and explain the concepts of critical thinking and logical reasoning as they relate to the science of computer coding • Define and provide examples of problem decomposition, pattern recognition, abstraction, automation, debugging and generalization • Translate foundational coding concepts into diverse real world examples and analogies that extend beyond the classroom • Encourage a positive attitude toward the creation and consumption of technology through the use of creative and practical examples <p>Student Assessment</p> <table border="1"> <tr> <td>Module Quizzes (Online)</td> <td>40%</td> </tr> <tr> <td>Final Exam (Invigilated)</td> <td>60%</td> </tr> <tr> <td>TOTAL</td> <td>100%</td> </tr> </table>	Module Quizzes (Online)	40%	Final Exam (Invigilated)	60%	TOTAL	100%
Module Quizzes (Online)	40%					
Final Exam (Invigilated)	60%					
TOTAL	100%					
<p>CIC 120 Coding Fundamentals – 30 hours This course explores the fundamental elements common to all programming languages. Students will gain a functional understanding of the most important and applicable coding terms, definitions and concepts required to explore coding as a teacher and student.</p> <p>Prerequisites: CIC 110</p> <p>Learning Outcomes By the end of this course, the student will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast various common programming languages, and list examples of their most common use and application • Define and list examples of various coding terms, including but not limited to algorithms; Boolean logic and conditional operators; sequences, loops and iterations; functions; and variables • Define and discuss the mechanics of computer programs and how they interact with their host environment through compilers, interpreters and translators • Define and create examples of pseudocode <p>Student Assessment</p> <table border="1"> <tr> <td>Module Quizzes (Online)</td> <td>40%</td> </tr> <tr> <td>Final Exam (Invigilated)</td> <td>60%</td> </tr> <tr> <td>TOTAL</td> <td>100%</td> </tr> </table>	Module Quizzes (Online)	40%	Final Exam (Invigilated)	60%	TOTAL	100%
Module Quizzes (Online)	40%					
Final Exam (Invigilated)	60%					
TOTAL	100%					
<p>CIC 130 Classroom Anatomy for Coding – 25 hours This course explores the unique challenges, dynamics and opportunities related to teaching coding. Through a focus on learner-driven classroom environments and inquiry-based problem solving, students</p>						

will learn the foundational considerations and teaching principles unique to teaching coding, while obtaining practical insight toward making lessons more successful.

Prerequisites: CIC 110 and CIC 120

Learning Outcomes

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

- Compare and contrast the challenges and opportunities in teaching coding compared to traditional academic subjects
- List and describe the tenets of a learner-driven educational environment and analyze student and teacher characteristics, learning styles and teaching styles
- List and describe optimal classroom logistics and classroom environments to enhance learning and reduce distractions and barriers to learning
- Compare and assess the quality of student learning resources
- Design a coding curriculum continuum

Student Assessment

Module Quizzes (Online)	40%
Final Exam (Invigilated)	60%
TOTAL	100%

CIC 140 Lesson Planning for Coding – 25 hours

This course examines the design, development, and evaluation of lesson plans for teaching coding. Resource selection, activity and project planning, and delivery and execution of a lesson are covered, along with the creation of learning objectives and assessment techniques.

Prerequisites: CIC 110, CIC 120 and CIC 130

Learning Outcomes

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

- Describe and discuss student and teacher level expectations and considerations
- List and describe the minimum requirements for classroom preparation and delivery
- Define clear learning objectives with measurable, realistic learning outcomes
- Create a series of lesson plans suitable for different student age groups
- Compare and contrast various methods of student assessment strategies to appropriately measure learning

Student Assessment

Module Quizzes (Online)	40%
Final Exam (Invigilated)	60%
TOTAL	100%

CIC 150 Learner-Centered Pedagogy – 25 hours

This course examines a learner-centred philosophy of teaching as it applies to coding, merging theoretical concepts with practical application to assist students in developing practical instructional skills for use in the classroom. Students will learn to create and develop an engaging learner-centred environment through the delivery of effective learner-centred instructional strategies.

Prerequisites: CIC 110, CIC 120, CIC 130, and CIC 140

Learning Outcomes

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

- Discuss and describe different student learning styles and processes
- Conduct a pre-assessment to establish learner understanding and expectations
- Evaluate the use of various instructional media and technology as a means to enhance learning
- Create an engaging, learner-centred environment
- Develop student action plans to help them take control of their own learning

Student Assessment

Module Quizzes (Online)	40%
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Final Exam (Invigilated)	60%
TOTAL	100%

CIC 160 Cross-Curricular Coding Connections – 15 hours

This course examines the means in which the topics and learning processes associated with coding can be extended to connect with and mutually enhance other traditional academic subjects.

Prerequisites: CIC 110, CIC 120, CIC 130, CIC 140 and CIC 150

Learning Outcomes

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

- Seek out and evaluate opportunities to connect the topics associated with coding with other academic subjects
- Define harmonized learning objectives that bridge multiple subject areas
- Create and define cross-curricular projects and learning opportunities
- Create expanded learning opportunities and individual action plans for students in emerging areas of technology

Student Assessment

Module Quizzes (Online)	40%
Final Exam (Invigilated)	60%
TOTAL	100%

CIC 170 Capstone Review – 15 hours

In this course, students will review and reflect on the CIC course in conjunction with their own teaching and classroom experience. Students will critically examine and adapt an online-based portfolio of sample coding lessons to assist with the development of their own teaching portfolio. Students will also review their own teaching philosophy and consider practical ways to continue pursuing their own professional development.

Prerequisites: CIC 110, CIC 120, CIC 130, CIC 140, CIC 150 and CIC 160

Learning Outcomes

By the end of this course, the student should be able to:

- Identify features and challenges of a well-managed learner-centered classroom
- Evaluate the positive and negative attributes of a series of sample lesson plans and coding lessons
- Review effective practices for learning and teaching in coding in classrooms
- Prepare a list of future goals and development teaching coding

Student Assessment

Module Quizzes (Online)	40%
Final Exam (Invigilated)	60%
TOTAL	100%

Implementation date: April 2020

Cost: N/A

Appendix 5.4

Curriculum recommended by the CPRC - BUS

Business Programs

Motion: That Education Council approves the new course: BUAD 433 Applied Search Marketing as recommended by the CPRC – BUS:

BUAD 433 – 3 – 3 Applied Search Marketing

New course

Rationale:

This course was successfully offered as a selected topic during the fall semesters of 2018 and 2019. Student and company feedback has been excellent. The course represents a capstone course in digital marketing that allows students to use the skills they've learned in BUAD 200, 333, and 335 in a real organization. For students interested in marketing as a career, it gives them real-world work experience and a portfolio to show to potential employers.

Calendar description:

Students apply professional search marketing techniques to the online presence of selected client organizations in order to improve the effectiveness of the clients' marketing campaigns.

Prerequisites:

BUAD 333 and BUAD 335

Students must also be admitted to a BBA program with fourth-year standing or Admission to a Business Post-Baccalaureate Diploma

Course outline:

Course Number:	BUAD 433
Course Title:	APPLIED SEARCH MARKETING
Credits:	3
Calendar Description:	Students apply professional search marketing techniques to the online presence of selected client organizations in order to improve the effectiveness of the clients' marketing campaigns.
Semester and Year:	FALL 2019
Prerequisite(s):	BUAD 333, 335 Students must also be admitted to a BBA program with fourth-year standing or Admission to a Business Post-Baccalaureate Diploma
Corequisite(s):	No
Prerequisite to:	No
Final Exam:	No
Hours per week:	3
Graduation Requirement:	Elective for BBA
Substitutable Courses:	No

Transfer Credit:

Special Notes:

Originally Developed: December 2017

EDCO Approval:

Chair's Approval:

Professors

Name	Phone number	Office	Email
<i>Robert Wright</i> <i>Course Captain</i>	250-762-5445 ext. 4602	K: E225	rwright@okanagan.bc.ca

Learning Outcomes

- Upon completion of this course students will be able to
- create search marketing strategies and tactics based on specific client requirements.
 - execute a targeted search marketing strategy based on current best practices for an organization.
 - apply professional search marketing methods and tools to evaluate search marketing tactics.
 - implement ongoing improvements to a client's search marketing campaign.
 - defend search marketing campaign results in a presentation to the client.

Course Objectives

- This course will cover the following content:
- See weekly schedule

Evaluation Procedure

Client Proposal	15%
Assignments and Participation	15%
Success-Metrics Improvement (Proposal Execution)	40%
Presentation and Defense of Campaign Results	15%
Client, Peer, Instructor Reviews	15%
Total	100%

Required Texts/Resources

- Students should anticipate an expense of \$185 USD for paid search advertising and/or tool costs.
- Relevant reading assignments from leading industry resources will be provided by the Instructor during the course.
- No textbook is required for this course.
- Note that any automated course total and/or average grades shown by Moodle may be inaccurate, due to offline assignments/marking and Moodle's calculation method. Final grades are posted by the instructor.
- Access to Internet and Office Productivity Software Applications (e.g. Microsoft Office)

Course Schedule (Subject to Change)

Date	Topic
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2019 Week of:		Wednesday, Sept 4 - Classes Start Monday, October 14 – Thanksgiving (no classes) Monday, November 11 – Remembrance Day (no classes) Wednesday, December 4 – Last Day of Regular Classes
Sep	1	Course Introduction Team Assignment
	8	Client Selection
	15	Search Marketing Tool Review Strategy Design
	22	Tactics Development Success Metrics Development Client Proposal
	29	Begin Proposal Execution
Oct	6	Analytics Monitoring and Tactics Revision
	13	Analytics Monitoring and Tactics Revision
	20	Analytics Monitoring and Tactics Revision
	27	Analytics Monitoring and Tactics Revision
Nov	3	Analytics Monitoring and Tactics Revision
	10	Complete Proposal Execution
	17	Results Compilation & Analysis
	24	Draft Presentations
Dec	1	Client Presentations
Dec	7 – 18	FINAL EXAM PERIOD (No Final Exam in this Course)

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the course revision: BUAD 363 Audit Planning as recommended by the CPRC – BUS:

BUAD 363 – 3 – 3 Audit Planning

Course revision:

- Prerequisites
- Corequisites

Rationale:

The requested revision is to move BUAD 273 from a prerequisite to a co-requisite.

Student Learning/Material Sequencing:

BUAD 273 and BUAD 363 are structured such that material taught in the first half of BUAD 273 is needed in the last half of BUAD 363. Consequently, a student could begin BUAD 363 without having BUAD 273 completed and be successful in the course. Having BUAD 273 as a co-requisite instead of a prerequisite would allow students more flexibility in their schedules without it being detrimental to the student or impact their learning.

Scheduling:

BUAD 363 is only offered in the fall semester. As of fall 2019, the number of waivers requested by students to take the courses concurrently has grown significantly. This is due in part to the number of students engaging in Co-op Programs. Additionally, students are no longer taking 5 courses/semester due to work, family or personal constraints (with the addition of the Post Bac in Accounting, we have a growing number of mature students in our programs). Upon review of student outcomes, it was determined that students with the waiver were successfully completing BUAD 363.

The signing of prerequisite waivers in this situation presented two unanticipated issues:

- Although students provide assurance of concurrent enrollment in BUAD 273, there is currently no method of ensuring that occurs
- Students who drop or are not successful in BUAD 273, but manage to pass BUAD 363, become eligible to take BUAD 463 where the BUAD 273 knowledge becomes more essential.

Having BUAD 273 as a co-requisite would assist in alleviating these potential issues.

Prerequisites and corequisites:

	Existing	Proposed
Prerequisites	BUAD 273	-
Corequisites	-	BUAD 273

Implementation date: May 2020

Cost: N/A

Motion: That Education Council approves the course revision: BUAD 463 Internal Control and Auditing as recommended by the CPRC – BUS:

BUAD 462 – 3 – 3 Internal Control and Auditing

Course revision:

- Prerequisites

Rationale:

The revision is to add BUAD 273 as a prerequisite to BUAD 463

The current prerequisite for BUAD 463 is BUAD 363. BUAD 273 knowledge is important for success in BUAD 463. With the suggested change of BUAD 273 as a co-requisite for BUAD 363, it is possible a student could fail BUAD 273 and still be technically eligible for BUAD 463, thereby reducing their opportunity for success in BUAD 463. This prerequisite change ensures that students are fully prepared for the material in BUAD 463.

Prerequisites:

Existing	Proposed
BUAD 363	BUAD 273 and BUAD 363

Implementation date: May 2020

Cost: N/A

Motion: That Education Council approves the program revision: Post – Baccalaureate Diploma in Accounting as recommended by the CPRC – BUS:

Program revision:

- **Admission requirements**

Rationale:

The new program requirements will allow advising staff to more easily assess prior learning in a consistent fashion. The addition of the World Education Service evaluation is aligned with the CPA process so this ensures that courses we accept will transfer for CPA purposes.

By limiting the course exemptions, we have addressed the concern of students shifting their course load to be elective focused and now have eased the degree requirements to be any Bachelors Degree. The exemption limit will apply regardless of the type of degree obtained previously.

We have also added that students in this program must meet the language and math admission requirements for Okanagan College. During our comparative analysis (other institutions we reviewed were UBC, TRU, KPU, Douglas College, Langara, BCIT, and Camosun College), Okanagan College was the only institution without a clearly stated entrance requirement for English and Math.

Admission requirements:

Existing	Proposed
<p>Successful completion of a recognized Bachelor Degree in a field other than Business, Commerce or Accounting. It is the responsibility of the student to confirm that their Bachelor Degree satisfies the degree prerequisite of the CPA Professional Education Program.</p>	<p>Admission Requirements: Successful completion of a recognized Bachelor Degree. It is the responsibility of the student to confirm that their Bachelor Degree satisfies the degree prerequisite of the CPA Professional Education Program. Applicants who have completed post-secondary studies outside of Canada will require a World Education Service evaluation with International Credential Advantage Package of their credentials. Language and Math Requirements All applicants must meet minimum Okanagan College admission requirements. Course exemptions: The following courses may be eligible for exemptions, subject to conditions below: BUAD 111 Financial Accounting I BUAD 121 Financial Accounting II BUAD 113 Canadian Business BUAD 195 Financial Management STAT 124 Business Statistics BUAD 264 Management Accounting BUAD 296 Long-term Capital Management Eligibility Conditions: To be granted exemption an equivalent course must have been successfully completed within 10 years. Students cannot be granted more than five course exemptions within this program and must take appropriate alternative business courses to ensure diploma completion.</p>

Implementation date: May 2020

Cost: N/A

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

Program revision:

- **Addition of courses**
- **Program outline**

Rationale:

The proposed changes to the program are designed to align with the BBA in HR and subsequently the criteria for CPHR certification in order to allow students to qualify for CPHR National Knowledge Exam exemption.

The proposed program revision is focused on clarifying the program requirements for students. Previously, several pre-requisites required in upper level courses such as BUAD 340 was not included in the program as stated for students. This meant it was possible students would not recognize the missing pre-requisites early enough in the Post Bac HR program to ensure they would graduate in a timely fashion.

The revisions also reflect that only 6 exemptions will be granted to ensure that the focus of the program remains on Human Resource topics, but also recognizes prior learning students may have obtained in a previous credential.

Addition of courses:

BUAD 111, BUAD 116, BUAD 195, BUAD 209, BUAD 264

Program outline:

Existing	Proposed
BUAD 123 Management Principles BUAD 128 Computer Applications I BUAD 201 Conflict Resolution and Negotiation BUAD 246 Recruitment and Selection BUAD 247 Training and Development BUAD 248 Occupational Health and Safety BUAD 262 Organizational Behaviour BUAD 269 Human Resources Management BUAD 279 Industrial Relations BUAD 340 Strategic Management I BUAD 374 Employment Law BUAD 375 Strategic Human Resource Planning BUAD 376 Compensation and Benefits BUAD 410 Organization Change and Development BUAD 411 HR Metrics & Analytics BUAD 412 Strategic Performance Management Plus 12 credits of Business or Non-Business courses. Recommended Electives BUAD 224 Selected Topics: Human Resources BUAD 379 Selected Topics: Human Resources BUAD 370 Leadership BUAD 479 Selected Topics: Human Resources	*BUAD 111 Financial Accounting I *BUAD 116 Marketing *BUAD 123 Management Principles *BUAD 128 Computer Applications I *BUAD 195 Financial Management *BUAD 209 Business Law BUAD 246 Recruitment and Selection BUAD 247 Training and Development BUAD 248 Occupational Health and Safety *BUAD 262 Organizational Behaviour *BUAD 264 Management Accounting *BUAD 269 Human Resources Management BUAD 340 Strategic Management I BUAD 375 Strategic Human Resource Planning Plus 2 BUAD Electives (one at 200 level, one at 300 level) Plus 4 of the following HR specific electives (at least one of which must be at the 400 level) BUAD 201 Conflict Resolution & Negotiation BUAD 279 Industrial Relations BUAD 374 Employment Law BUAD 376 Compensation and Benefits BUAD 410 Organization Change & Development BUAD 411 HR Metrics & Analytics BUAD 412 Strategic Performance Management There are 9 courses eligible for exemption from this PostBac. Those items with an * indicate the courses allowed for exemption. A maximum of 5 courses can be exempted and replaced with appropriate courses from the course listings above.

Implementation date: May 2020

Cost: N/A

Appendix 5.5 Standing Committee Reports

Appendix 5.6

In camera session

Motion: “That Education Council move in camera.”

Appendix 6.0 Reports