

**Education Council Meeting
Thursday, April 2, 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 (e-copy)	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 Comeau (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, April 2, 2020 4:00 pm
S 103B – Student Services Boardroom

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6.4 Board of Governors report – Shelley Cook	
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7. Date, time of next meeting – Thursday, May 7, 2020 at 4:00 pm	
8. Deadline for agenda items – Wednesday, April 22, 2020 at 12:00 pm	
9. Adjournment	

Appendix 3.1

Approval of the Minutes from the March 5, 2020 Education Council meeting

Motion: “That Education Council approves the minutes from
the March 5, 2020 meeting as presented.”

**Okanagan College Education Council
Minutes of Thursday, March 5, 2020 4:00 pm
Room S 103B Student Services Boardroom – Kelowna Campus**

Present: A Hay, B Burge, W Gillett, R Tyner, D Silvestrone, V Neykov, M Somerville, C Farrow, M Chibota, D Marques, G Coulthard, N Davis (by phone), C Leong, A Schmidt, S Cook

Regrets: R Sawatzky, J Hamilton, K Douglas, A Krebs, R Whermann, C Newitt

Absent: S Stirling, T Walters

Guests: L Lerner, L Thurnheer, E Stewart, S Reems, T Berg, S Johnston, N Befus, R Huxtable, T M Soroskie, K Rempel

Recorder: M Welsh

1. Determination of quorum and call to order

In the absence of C Newitt, D Marques called the meeting to order at 4:01 pm

2. Adoption of the agenda

Motion: D Silvestrone/ R Tyner

That Education Council approves the agenda as presented.

- To accommodate schedules, the Continuing Studies curriculum will be presented as item 5.2 and the AFP curriculum will become item 5.3.
- Within the AFP curriculum, the ENGL 281 proposal will be presented before the PHYS 011 proposal.

Carried

3. Approval of the minutes

Motion: V Neykov/ M Somerville

That Education Council approves the minutes of the January 16, 2020 Education Council meeting as presented.

Carried

4. Business arising

5. New business

5.1 CPRC – STH curriculum

a. Course revision: CHEM 212

Organic Chemistry 1

Motion: C Farrow/ D Silvestrone

That Education Council approves the course revision: CHEM 212 Organic Chemistry 1 as recommended by the CPRC – STH:

- L Lerner explained that the proposal was to add a seminar to the course. Organic chemistry is a challenging course and currently the department is running informal problem sessions to aid in student success. This proposal will formalize this process. Having the seminar in Organic Chemistry 1 will aid in student success and allow them to continue on to Organic Chemistry 2.
- A member questioned the implications on scheduling when the College is so short on space. B Burge advised that the revision has come through early enough that it can be accommodated.

- A member questioned how the contact hours compared to other institutions, like UBCO. L Lerner explained that it is typical for chemistry courses to be held for three hours per week, plus a lab. It is a benefit for students to have the additional seminar hour.

Carried

b. Program revision: Common First Year Engineering Certificate

Motion: V Neykov/ A Hay

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

- L Thurnheer explained that the program is being revised at the request of the communications department who felt it was too much for students to have two writing-heavy courses in one semester, in addition to the rest of the engineering courses. CMNS 133 will be moved from the fall to winter semester to balance out the contact hours. The department took the opportunity to also clean up the program description.
- A member questioned the January 2020 implementation date. L Thurnheer noted that it should be September 2020.

Carried

5.2 Continuing Studies curriculum

a. Program revision: Winery Assistant Certificate

Motion: R Tyner/ M Somerville

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

- D Silvestrone explained that the wine and viticulture revisions today are a reflection of the yearly program advisory committee review. Fermented beverages have been added to the Winery Assistant Certificate as they are relevant to the industry and having this knowledge will aid in student employment. The proposal is also making mild adjustments to admission requirements and the courses have been updated to include fermented beverages.
- A member questioned why the title did not change to acknowledge fermented beverages. D Silvestrone explained that this was discussed. To include all beverage areas covered in the title would be very cumbersome and not user friendly. The advisory committee felt the existing title was satisfactory, as the program is still predominantly about wineries.
- A member questioned the removal of grade 12 graduation from the admission requirements. S Reems explained that the wording has been changed to be consistent with other programs. She noted that students are still required to have English 12 and must be at least 19 years old.
- D Silvestrone noted a typo on page 33.

Carried

b. Program revision: Viticulture Certificate

Motion: D Silvestrone/ N Chibota

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

- D Silvestrone explained that the revision is due to the revision of WINE 21 as per the previous motion.

Carried

c. Program revision: Wine Sales Certificate

Motion: C Farrow/ N Chibota

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

- As above.

Carried

d. New program: Coding Instructor Certificate

Motion: D Silvestrone/ C Farrow

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

- D Silvestrone noted that this program would be of great interest for the international market. There is a strong interest in coding and the ability to teach coding.
- T Berg added that there are two types of audiences for the program: teachers without coding experience or coders without teaching experience. The program is aimed to provide content for both audiences and arm the instructors with all the necessary tools to apply the principles of coding.
- D Silvestrone noted that English 12 should be struck from the admission requirements on page 35.
- A member questioned what language would be used. T Berg explained that the program will teach the essentials of coding which can be applied to all different languages. Students will gain the ability to teach any coding language.
- T Berg explained that the program will be taught through videos. The program will be delivered in English. It is the responsibility of the student to identify if they have competent understanding of the English language to take the program.
- A member questioned if all courses were required for the program, or if some could be waived if students felt they were competent in a certain area. T Berg advised that there will be no course equivalency or waivers as the idea of the program is to appeal to as broad an audience as possible. All students will be able to learn something from the courses.

Carried

5.3 CPRC – AFP curriculum

a. Course revision: PHYS 011

Physics 011

Motion: D Silvestrone/ R Tyner

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

- N Befus explained that a new unit has been added to the course based on changes to articulation. The change to the calendar description is a result of this addition.
- A member questioned the language in the description. She felt “[this] course is intended to provide insight...” was not very strong. R Huxtable noted that insight is different than understanding and felt that “intend” is a better grantor for insight.

Carried

b. New course: ENGL 281 Intermediate Workshop in Creative Writing - Screenwriting

Motion: D Silvestrone/ N Chibota

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

- S Johnston explained that there are already four intermediate creative writing courses offered at the College and this course will follow the same format. Creative Writing programming is being increased so students can transfer directly into third year at UBCO. This course is similar to what UBCO offers. This course can also be used for students who choose the creative writing emphasis in the applied degree.

- Members were concerned about some of the language used in the course outline. S Johnston and R Huxtable noted that the language is typical of the particular faculty member who designed the course and they have discussed this before. A member noted that Education Council does not approve course outlines, but he also had concerns with the language.
- A member questioned how the course aligns with the missions, visions, values, and strategic directions of the College. S Johnston noted the course is a standard creative writing workshop. R Huxtable noted that members would be given a better understanding of how the course ladders into UBCO in the applied degree program.
- After a question from a member, B Burge noted that the policy team is discussing the place of learning outcomes in Education Council approvals.
- A member was unhappy with the language used on page 17 of the course outline, which referred to "legit" counsellors. She felt this was disrespectful. Members agreed. S Johnston apologised for this and noted that he had tried to edit the outline ahead of submission, but had missed this.
- R Huxtable noted that the flair to the outline was specific to the one faculty member.

Carried

c. Program revision: Applied Bachelor of Arts: Social Development and Research

Motion: A Hay/ M Somerville

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

- R Huxtable noted that in the DQAB process, an external committee identified some changes they would like to see to the program. Those changes are represented here and the program is still on the minister's desk waiting for approval. He noted the proposal outlines the changes explicitly. He added that once the program is approved, Education Council will see an MOU for the program with UBCO. UBCO has agreed to all the changes to the program as well.
- D Silvestrone left at 4:51 pm.
- A member questioned the program requirements. Another member advised that the program requirements were approved by Education Council when the program initially came through and were not part of the revision to the program today.

Carried

5.3 CPRC – BUS Curriculum

a. New course: BUAD 433

Applied Search Marketing

Motion: A Schmidt/ G Coulthard

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

- K Rempel explained that this course has run as a special topics course in the past and has been well received. It acts like a capstone project and students work with a live client. It is a unique learning opportunity.
- A member questioned the cost. K Rempel advised that since the course has run before, there is no additional cost.

Carried

b. Course revision: BUAD 363

Audit Planning

Motion: C Farrow/ N Chibota

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

- K Rempel advised that the revision was in response to students not moving through the program on pattern. This led to the department having to sign waivers. The department realised that BUAD 273 was not needed as a prerequisite and could be done in

conjunction with BUAD 363, as the material needed for BUAD 363 is taught at the beginning of BUAD 273.

Carried

c. Course revision: BUAD 463 Internal Control and Auditing

Motion: N Chibota/ G Coulthard

That Education Council approves the course revision: BUAD 462 Internal Control and Auditing as recommended by the CPRC – BUS:

- A member noticed a typo in the title of the course.
- K Rempel explained that the revision is an effect of the previous motion. Students will need both BUAD 273 and BUAD 363 to be successful in this course.

Carried

d. Program revision: Post – Baccalaureate Diploma in Accounting

Motion: M Somerville/ C Leong

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

- K Rempel advised that the department is tightening up entrance and program requirements to ensure student success. Initially, students with a business degree were not eligible for this program, as the department felt it was too much overlap. However, there are many students with business degrees in entirely different areas wanting to focus on accounting. The department has now included a list of courses acceptable for exemption to accommodate this.

Carried

e. Program revision: Post – Baccalaureate Diploma in Human Resources Management

Motion: A Schmidt/ N Chibota

That Education Council approves the program revision: Post – Baccalaureate Diploma in Human Resources Management

- K Rempel noted that the program outline was not clear for students. The revisions are also to reflect the changes in the Human Resources Management degree. All core elements of the program have been maintained. The language is now clearer for students. The program now identifies which courses are eligible for exemption.
- A member noticed a typo in the proposal.

Carried

5.5 Standing committee reports

a. Operations Committee

- Minutes to come in camera.

b. ARP Committee

- The ARP committee met in February and the proposal will be on the April Education Council agenda. ARP is expected to meet again in March.

c. CCC Committee

- Not yet met.

d. Tributes Committee

- The Honorary Fellow nominations were presented to the Board of Governors in January.

5.7 In camera session

Motion: R Tyner/ G Coulthard
That Education Council moves in camera.
Carried

a. January 17, 2020 Operations Committee meeting minutes

Motion: C Farrow/ M Somerville
That Education Council accepts the January 17, 2020 Operations Committee meeting minutes as presented:
Carried

b. February 28, 2020 Operations Committee meeting minutes

Motion: A Hay/ M Somerville
That Education Council accepts the February 28, 2020 Operations Committee meeting minutes as presented:
Carried

Motion: M Somerville/ C Farrow
That Education Camera moves ex camera.
Carried

6. Reports

6.1 Council Chair's report – D Marques

- D Marques advised that we will need to hold an additional Education Council meeting this month to review the budget. It will either be March 19 or March 26 at 4:30. M Welsh will send out an invitation.

6.2 President & Vice-President Education report – A Hay

- A Hay noted that the Common First Year Engineering program will be implemented having finished its public posting period. He added that, as noted by R Huxtable, the applied degree is still waiting for ministry approval.
- A member questioned how things like internationalization or indigenization are measured. A Hay advised that this was not his area and he would have to look in to this.

6.3 Registrar's report – B Burge

- B Burge advised members that Education Council elections are being held for the six faculty portfolio positions as well as the two support staff positions.

6.4 Board of Governor's report – S Cook

- S Cook advised that the Board recently approved a tuition increase for domestic students and that the president selection committee will be meeting next week.
- She also encouraged members to contact her via L LeGallee as to any thoughts or ideas they had that would enrich the development of Board of Governors members.

6.5 Curriculum and calendar management project update

- M Welsh noted that she and C Newitt attended the Kualii Days conference in Utah in February. It was a great opportunity to meet with other institutions using Kualii as well as preview the other products Kualii offers.

7. Date, time of next regular meeting – Thursday, April 2, 2020 at 4:00 pm

8. Deadline for agenda items – Wednesday, March 18, 2020 at 12:00 pm

9. Adjournment at 5:25 pm.

Appendix 5.1

Curriculum recommended by the CPRC - STH

Science, Technology, and Health Programs

Motion: That Education Council approve the new course: CHEM 225 Introduction to Analytical Chemistry for WET recommended by the CPRC - STH:

CHEM 225 – 3 – 6

Introduction to Analytical Chemistry for WET

New course

Rationale:

Historically there were two analytical courses, CHEM 224 (for WET) and CHEM 226 for science students. In 2011, the WET analytical course and the chemistry student's course were combined, due to low enrollment in CHEM 226 and a WET program revision. This has posed a challenge, as the WET and Science students have considerable difference in background knowledge and substantial difference in future application of analytical chemistry in their careers.

Now that enrollment of Science Students in CHEM 226 has increased and consistently remained at a high level, splitting the Analytical Chemistry course into two courses, one geared towards the Water Engineering Technology students (CHEM 225) and the second for Science Students (CHEM 226), would be highly beneficial to both groups. For the WET students, the content may be tailored towards their previously acquired chemistry knowledge, and focuses on developing skills specific to their industry. Similarly, the science students will be exposed to a full range of analytical testing they may encounter, and better prepare them in their careers.

Calendar description:

This course covers simple statistics, quality control, and quality assurance for analytical data. Classical methods of analysis are examined as well as instrumental techniques used in analytical chemistry including chromatography, electrochemistry, and spectroscopy, along with various methods of calibration. Course content focuses on applications towards water engineering technology and the laboratory emphasis is on application of these techniques to water quality testing. Students with credit for CHEM 226 cannot take CHEM 225 for further credit.

Prerequisites:

CHEM 121 or CHEM 122 or CHEM 128

Course outline:

CHEM 225
Intro to Analytical Chemistry for WET – Fall 2020

Instructor Information

Instructor: Dr. Richard Federley (please call me **Rick**)

Email: RFederley@Okanagan.bc.ca (← Use this email please. Do not email me through Moodle).

Note: Please include your student number in any email regarding grade-related items.

Office: C290B

Phone: 250-762-5445, Ext. 4335 (*email is still best for contact*)

Office Hours: **Open Door Policy**; i.e. please come in if my door is open and/or my sign is marked "come in".

Alternatively, you may schedule appointments by email. Times for formal office hours will also be announced in class. (*Tentatively on Tues from 1:00 to 2:00, and Wed from 10:00-11:00. Appointments are also available with a flexible schedule via the Moodle Collaborate help room, simply email me.*)

General Course Information

Prerequisites: CHEM 121 (Principles of Chemistry II) or CHEM 122 (Introductory Chemistry II), or CHEM128 (Water Chemistry).

Course Description: This course covers simple statistics, quality control, and quality assurance for analytical data. Classical methods of analysis are examined as well as instrumental techniques used in

analytical chemistry including chromatography, electrochemistry, and spectroscopy, along with various methods of calibration. Course content focuses on applications towards water engineering technology and the laboratory emphasis is on application of these techniques to water quality testing. Students with credit for CHEM 226 cannot take CHEM 225 for further credit.

Time and Location:

Section	Day	Time	Room	Students
CHEM 225 001	Monday	2:00 pm - 3:20 pm	E207	WET
CHEM 225 001	Thursday	2:00 pm - 3:20 pm	E207	WET
Lab 01	Tuesday	10:00 am - 12:50 pm	C388	WET
Lab 02	Tuesday	2:00 pm - 4:50 pm	C388	WET

Course Materials

Online Material: Available through the **Moodle** website, which can be found via myOkanagan:
<https://my.okanagan.bc.ca>

To access Moodle go to the Okanagan College home page, login to myOkanagan with your Student Number as your username, and your password (which until you change it is your birth date, mmddyy). Once logged in to myOkanagan you can access your Moodle homepage by clicking on the link at the top of your myOkanagan homepage. You can also get to the Moodle website by visiting <https://mymoodle.okanagan.bc.ca>. On this site you will find the following:

- Marks (grades), so you may check how you are doing
- Practice questions and solutions
- Exam and assignment answer keys
- **Laboratory Information and Schedule**
- **Lecture notes**
 - I post extensive notes in PDF format on Moodle, so that you may download and print them before class (which means you have to write a lot less).
- Links to potentially useful web pages, practice problems, videos, etc.

Textbook(s)

1. **Required: Chemistry 225 Laboratory Manual (available for purchase in OC Bookstore)**
2. **Optional: Analytical Chemistry 2.0, David Harvey. Free online textbook available at:**
http://www.asdlib.org/onlineArticles/ecourseware/Analytical%20Chemistry%202.0/Text_Files.html
Or
[https://chem.libretexts.org/Textbook_Maps/Analytical_Chemistry/Book%3A_Analytical_Chemistry_2.0_\(Harvey\)_Under_Creative_Commons_Attribution-NonCommercial-ShareAlike_3.0_Unported_\(CC_BY-NC-SA_3.0\)](https://chem.libretexts.org/Textbook_Maps/Analytical_Chemistry/Book%3A_Analytical_Chemistry_2.0_(Harvey)_Under_Creative_Commons_Attribution-NonCommercial-ShareAlike_3.0_Unported_(CC_BY-NC-SA_3.0)) (<https://creativecommons.org/licenses/by-nc-sa/3.0/>)
3. **Optional: Quantitative Chemical Analysis, by Daniel C. Harris, any edition (it's up to 9th now).**
- Note: If you google "Quantitative Chemical Analysis" you can likely find a free 7th edition version of this book, or a very cheap used paper copy to buy. We also have a copy that you may borrow in the C388 lab library.

Additional Textbook References

- C388 Lab Library. In the instrument room (above balances) we have an assortment of chemistry books for loan just for CHEM class students. They are relatively organized, so please put them back where you got them from. Ask an instructor for loan details if you wish to take it out of the lab.
- Moodle class page, list of e-resources

- **KLO Library books on reserve list for CHEM 226. (24 hour loan)**
 - **Modern Analytical Chemistry (Harvey), 2000 (2 copies-older than the online version)**
 - **Quantitative Chemical Analysis (Harris), 2010**
 - **Exploring Chemical Analysis (Harris), 2009 (2 editions)**

Other Requirements

- **Scientific Calculator:** A WET and CHEM approved calculator, such as the Casio FX-991EX which is available in the bookstore. The calculator must be non-programmable and does not graph.
 - Only certain makes and models of calculators are allowed in midterm and final examinations (including lab quizzes and exams). The instructor reserves the right to erase the memory of any programmable calculator. Calculators approved by the Department of Chemistry for use in examinations are listed on the department website: https://www.okanagan.bc.ca/Programs/Areas_of_Study/science/Chemistry/calculator_policy.html.

Students must check with their instructor on the suitability of calculators not included in this list PRIOR to the exam times.

Note: Use of electronic communication devices, including cell phones, smart watches, or other similar devices, are prohibited during all quizzes, midterms, and exams.

- **Lab safety glasses or Lab safety goggles**
- **Lab Coat**
- **Laboratory notebook (hardcover or spiral bound)**

Expectations

- In order to achieve the highest level of competency in this course you should attend class. If you are absent for any reason, you are responsible for all material, information discussed, and announcements made in class.
- Read assigned materials prior to class. This will maximize the benefits of attending lectures. Ideally, class lectures will represent a second exposure to course material, and an opportunity to work through concepts.
- Please do not: eat annoying or obnoxious food during class (like a can of sardines, crunchy chips, etc...), watch movies during class, text during class, or disrupt the learning environment.

Assessment

Grading Scheme

Laboratory	30%
Assignments and Quizzes.....	15%
Midterm Test	20%
<u>Cumulative Final Exam</u>	<u>35%</u>
<u>Total</u>	<u>100%</u>

Students' final percent grades will be calculated according to the above assessment scheme. Students are strongly advised to monitor their progress in the course as they receive marks and other feedback.

Assessment Details

Laboratory (30%)

- A student is **REQUIRED TO PASS BOTH THE LABORATORY AND LECTURE INDEPENDENTLY** (*i.e. at least 50% in lecture AND at least 50% in lab*) in order to obtain a passing grade for the course. **Failure of either the Lecture OR the Lab component will result in a maximum assigned grade of 48%.**

Mandatory Lab Attendance

Okanagan College defines an absence as: "...missing all or part of any scheduled classroom, laboratory, shop, clinical or practicum placement and includes arriving more than ten minutes late for class at commencement or following class breaks, and leaving the class at any time before the end of the scheduled instructional period." As noted in the Calendar, an excused absence may be due to a medical condition, a College-sanctioned event or with the approval of the instructor. An unexcused absence is any absence that is not described above.

CHEM specific policy. Each student is expected to attend and complete all labs, which includes lab exams. An unexcused absence will result in a grade of zero for the missed lab. Valid documentation is required for any absences to be excused. **A student who is absent for more than one lab will not be allowed to pass the course** even if they have a legitimate reason for those absences.

It is understood that on rare occasions a student may miss a lab because of an excused absence. An excused absence may be granted to students if the student provides to their instructor a valid and documented reason for their absence. In the event of an absence the student must:

1. Discuss the situation with the instructor as soon as reasonably possible, ideally before the excused absence.
2. Provide documentation of their excused absence. Examples include a doctor's note, military papers, police report, etc.

If the absence is excused, the student's final grade will have the lab mark adjusted to reflect a lesser number of labs. For example, the lab mark may be marked out of 8 labs rather than 9.

No accommodations will be made for unexcused absences, and there will be no opportunity to make up lost marks with extra credit work.

In all instances, whether a lab is missed for a legitimate reason or not, the student is responsible for the material covered in the lab.

Assignments and Quizzes (15%)

- **Assignments:** Will be distributed during the term. Select questions from each assignment set will be marked. These problems are very similar to what you are likely to encounter on exams, therefore it is strongly recommended that you work through all the problems in each assignment to adequately prepare for the exams. I encourage students to work together on the assignments.
- **Quizzes:** May be administered through Moodle and/or in class. For online quizzes, students will have a time window during which they log in and complete each quiz. The dates and times for availability will be announced in class and/or shown at the beginning of the quiz. You must submit the quiz prior to the due time. You will be given 1 attempt (unless otherwise stated), and no extensions. In class quizzes may be administered unannounced, so please be sure to attend all classes. There are no makeup quizzes and they may not be retaken.

Midterm test (20%) and Final Exam (35%)

There will be one midterm test, and a cumulative final exam during the final exam period. The final exam will be comprehensive, including any material covered throughout the term.

It is the student's responsibility to be available for all tests, quizzes and examinations. Date of midterm test is below. Final exam date, time & location TBA by OC. It is the student's responsibility to ensure that he/she is available to write exams during this period.

Midterm Test: In class, Oct 12

Regardless of the reason, a make-up midterm test will not be provided for those students who miss the midterm test. In the event of an unexcused absence from the midterm the student will receive a score of 0% for the midterm. In the event of an excused absence from the midterm, the 20% normally allotted for the midterm will be added to the final exam (*i.e. the final exam will be worth 55% of the final course grade*).

Missed or late Work, and Extra Credit

Failure to take a test, exam, quiz, turn in assignment, or to turn in any other work, will result in a zero for that item. Exams, quizzes and assignments cannot be re-taken or made-up. Handing in of work after a prescribed deadline will result in no marks for that work.

A student missing a scheduled quiz, problem set, term test, final exam, or lab, must alert the instructor of the absence as soon as reasonably possible, and academic concession may be granted to the student if the student provides to their instructor a valid and documented reason for their absence. For example:

- **VALID** reasons: documented verifiable sickness (by a medical professional), documented car accident, serving in the Canadian military, etc.
- **INVALID** reasons: car broke down, bus was late, concert, wedding, slept in, head-ache, minor illness, hockey game and other assorted invalid reasons

There will be no opportunity to make up lost marks with extra credit work. Please always keep your graded material.

Learning Resources

OC has many additional services for students:

https://www.okanagan.bc.ca/Student_Services/students.html

Aboriginal Services, Athletics, Recreation and Student Life, Counselling Services, Educational Advising, Financial Aid and Awards, Student Grad and Co-op Employment, Student Health and Wellness, Learning Centre, Safety (250-317-2435)

There is also a OC Library Guide for Chemistry - <https://libguides.okanagan.bc.ca/Chemistry>

Course Evaluation

As this course nears completion, you will have the opportunity to complete a confidential evaluation of the course. Your feedback is incredibly important, and ensures that OC continues to offer quality instruction that meets your needs. Please take time to complete the survey, I greatly appreciate your feedback.

Academic Integrity and Okanagan College Policies

Academic integrity is a cornerstone in the development and acquisition of knowledge. It is founded on values of trust, fairness, respect, honesty and responsibility, and protects the quality of education at Okanagan College. At the most basic level this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. Careful records are kept in order to monitor and prevent recurrences.

Okanagan College Academic Integrity Policy: Any academic integrity violations, as outlined in the Academic Integrity policy in the Okanagan College calendar, may result in a mark of 0% or another consequence permitted by the policy. In cases of misconduct, the Dean's office and the College Registrar will be notified and the student may be given a failing grade for the course or a more serious consequence as permitted by the policy, such as expulsion. A more detailed description of academic integrity, including Okanagan College's policies and procedures, may be found in the Academic Calendar at <https://webapps-5.okanagan.bc.ca/ok/Calendar/AcademicIntegrity>

Okanagan College Student Notification of OC Policies: Okanagan College requires that students are informed of acceptable student conduct specifically relating to OC Student Non-Academic Conduct and Academic Integrity policies.

What Is the Disruption of Instructional Activities?

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

What Is Cheating?

“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.” (Quoted from OC Academic Integrity Policy)

What Is Plagiarism?

“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.” (Quoted from OC Academic Integrity Policy)

What Are the Students' Responsibilities to Avoid Cheating and Plagiarism?

Students have a responsibility to read the OC Academic Integrity policy outlined in the OC calendar, which is available online at: <https://webapps-5.okanagan.bc.ca/ok/Calendar/AcademicIntegrity>

Students must submit independently written work. Students may not write joint or collaborative assignments or lab reports with other students unless the instructor approves it in advance. Both the students who copy work, and those who share their work with other students are equally involved in academic misconduct. Exchange of ideas and discussion is permissible, but taking another person's ideas (or written work) and using it

as your own is not. Plagiarism is usually clearly identifiable when you do not have a true understanding of what you are submitting. In the laboratory, cheating also includes falsification of experimental data (either in your lab notebook or your lab report). All experimental data must be accurately recorded in your lab notebook at the time of the experiment. The same data must then be used to complete your lab report sheet or lab report. Data copied from a lab report sheet or report into lab notebook is considered falsified data and would not be considered legally defensible in the workplace. In the academic context, it is considered to be cheating. Students must acknowledge the sources of information used on all of their written reports. In science, this usually involves putting a designation (*e.g.* a number [1]) after the sentence in which you used the material, then at the end of your paper, writing out the complete references in a Reference section. Students are expected to understand research and writing techniques and documentation styles. If you are unsure, consult your professor before you hand anything in.

For further information on what constitutes plagiarism, please refer to the UBC publication "*Plagiarism Avoided; Taking Responsibility for your Work*". This guide is available in OC bookstores and libraries.

What Are the Penalties for Plagiarism and Cheating?

Okanagan College professors actively monitor student work for plagiarism or cheating and will follow the Okanagan College Policies when an offense is suspected. A student found to have committed an offense may receive a formal letter of reprimand outlining the nature of the infraction, or further disciplinary action depending on the severity of the offense or whether this is a repeat occurrence. Penalties may include a warning, imposition of a reduced mark, or a mark of zero. The Dean's Office of the Science, Technology and Health portfolio, along with the College Registrar, record and monitor all reported instances of plagiarism and cheating and penalties become more severe with repeat offenses.

***** If you find yourself struggling in this class, please do not wait to get help. See me before or after class, come to my office, or email me to make an appointment. I want you to succeed, I am here to help you!!! *****

Important Academic Dates*

Wed Sept 9	Start of Term
Fri Sept 18	Last day to withdraw without a W standing
Mon Oct 12	Thanksgiving Day, OC is closed
Fri Oct 30	Last day to withdraw with a W standing
Mon Nov 11	Remembrance Day, OC is closed
Mon Dec 7	Last day of classes
Dec 9 – 19	Final Exam Period
Mon Jan 4	Start of 2021 Winter term

*Refer to the academic calendar online for official and most recent dates. Those graduating should pay particular attention the graduation deadlines on the academic course calendar.

*****The instructor reserves the right to change the dates and content on the syllabus, other than the grade and absence policies, as needed in order to facilitate learning, understanding, and critical thinking. Assignment due dates and the testing schedule may change with as much advanced notice as possible. Any changes to the syllabus will be announced in class*****

Tentative Course Outline

Please note that the following outline is tentative. Content may be changed depending on timing and student interest.

Introduction

- Review of the Course and Laboratory Expectations

- Introduction to Analytical Chemistry
- Review of Concentration Units and Stoichiometry

Data Evaluation

- Accuracy and Precision
- Volumetric Glassware
- Types of Lab Water
- Uncertainty in Measurements
- Statistics and the Evaluation of Analytical Data

Calibrations

- External Calibration
- Standard Addition
- Internal Standards

Quality Control and Quality Assurance

- Method Validation
- Quality Assurance and Quality Control
- Control Charts
- Sampling

Classical Methods of Analysis

- Volumetric Analysis
- Gravimetric analysis

Electrochemistry

- Potentiometry
- Conductivity
- Amperometry
- Voltammetry

Spectroscopy

- Electromagnetic Radiation
- UV-Vis Spectroscopy
- Other Spectroscopy Techniques: Double Beam UV-Vis, Fluorimetry, Infrared Spectroscopy, Atomic Spectroscopy

Chromatography

- Chromatography Principles
- Calibration Methods
- Gas Chromatography (GC)
- Liquid Chromatography (LC)
- Ion chromatography (IC)

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the course revision: CHEM 226 Introduction to Analytical Chemistry as recommended by the CPRC – STH:

CHEM 226 – 3 – 6

Introduction to Analytical Chemistry

Course revision:

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

Rationale:

Historically there were two analytical courses, CHEM 224 (for WET) and CHEM 226 for science students. In 2011, the WET analytical course and the chemistry student's course were combined, due to low enrollment in CHEM 226 and a WET program revision. This has posed a challenge, as the WET and

Science students have considerable difference in background knowledge and substantial difference in future application of analytical chemistry in their careers.

Now that enrollment of Science Students in CHEM 226 has increased and consistently remained at a high level, splitting the Analytical Chemistry course into two courses, one geared towards the Water Engineering Technology students (CHEM 225) and the second for Science Students (CHEM 226), would be highly beneficial to both groups. For the WET students, the content may be tailored towards their previously acquired chemistry knowledge, and focuses on developing skills specific to their industry. Similarly, the science students will be exposed to a full range of analytical testing they may encounter, and better prepare them in their careers.

Calendar description:

Existing:

This course covers simple statistics, quality control, and quality assurance for analytical data. Classical methods of analysis are examined as well as instrumental techniques used in analytical chemistry, including chromatography, potentiometry and spectroscopy. Laboratory emphasis will be on application on these techniques to water quality testing and other practical applications such as forensic and analysis and consumer product analysis. Students with credit for CHEM 224 cannot take CHEM 226 for further credit. (3,3,0)

Proposed:

This course covers simple statistics, quality control, and quality assurance for analytical data. Classical methods of analysis are examined as well as instrumental techniques used in analytical chemistry including chromatography, electrochemistry, and spectroscopy, along with various methods of calibration. Course content and laboratory emphasis will be on applications such as consumer product analysis and environmental monitoring. Students with credit for CHEM 224 or 225 cannot take CHEM 226 for further credit.

Content:

The course topics will remain the same. The delivery, depth and the analytical testing will be adjusted to suit the science and math background of science students as well as future skill sets required for chemistry associate of science graduates.

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the program revision: Water Engineering Technology as recommended by the CPRC – STH:

Program revision:

- **Addition of courses**
- **Removal of courses**

Rationale:

Historically there were two analytical courses, CHEM 224 (for WET) and CHEM 226 for science students. In 2011, the WET analytical course and the chemistry student's course were combined, due to low enrollment in CHEM 226 and a WET program revision. This has posed a challenge, as the WET and Science students have considerable difference in background knowledge and substantial difference in future application of analytical chemistry in their careers.

Now that enrollment of Science Students in CHEM 226 has increased and consistently remained at a high level, splitting the Analytical Chemistry course into two courses, one geared towards the Water Engineering Technology students (CHEM 225) and the second for Science Students (CHEM 226), would be highly beneficial to both groups. For the WET students, the content may be tailored towards their previously acquired chemistry knowledge, and focuses on developing skills specific to their industry. Similarly, the science students will be exposed to a full range of analytical testing they may encounter, and better prepare them in their careers.

Addition of courses:

CHEM 225

Removal of courses:

CHEM 226

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the new course: BIOL 190 Human Physiology I for Kinesiology as recommended by the CPRC – STH:

BIOL 190 – 3 – 6

New course

Rationale:

The revised Human Kinetics Diploma requires new ordering to their Anatomy and Physiology courses to reflect changes in their program.

Calendar description:

This course is the first of a pair of courses which introduces Kinesiology students to the structures and functions of human body systems. Emphasis is placed on basic physiological principles as well as cell and tissue structure. Laboratory work will include microscopic human anatomy and will demonstrate underlying physiological processes.

Prerequisites:

Chemistry 11 or ABE CHEM 011 and one of: Biology 11, Life Sciences 11, ABE BIOL 011, Biology 12, Anatomy & Physiology 12, ABE BIOL 012, BIOL 122, or BIOL 124

Course outline:

**Biology 190
Human Physiology I for Kinesiology**

Course Description:

This course is the first of a pair of courses which introduces Kinesiology students to the structures and functions of human body systems. Emphasis is placed on basic physiological principles as well as cell and tissue structure. Laboratory work will include microscopic human anatomy and will demonstrate underlying physiological processes.

Format: 3 hours lecture, 3 hours lab per week

Prerequisites: Chemistry 11 or ABE CHEM 011 and one of: Biology 11, Life Sciences 11, ABE BIOL 011, Biology 12, Anatomy & Physiology 12, ABE BIOL 012, BIOL 122, or BIOL 124

Note: Students cannot receive credit for both BIOL 131/133 and BIOL 190/191

Texts:

Marieb, E.N. and Hoehn, K. Human Anatomy and Physiology. 8th, 9th, 10th, or 11th edition. Pearson.

Biology 190 Human Physiology I for Kinesiology Lab Manual. Okanagan College. 2020.

Learning Outcomes:

1. Develop a vocabulary of appropriate terminology to communicate clearly and in a way that reflects knowledge and understanding of the anatomy and physiology of the human body.
2. Identify the anatomical structures and explain the physiological functions of the following body systems: The skeletal system including bones, muscles and joints; integumentary system; central and peripheral nervous system; lymphatic system and immune system.
3. Recognize and explain the principle of homeostasis and the use of feedback loops to control physiological systems in the human body.
4. Use anatomical knowledge to predict physiology of specific structures, and use knowledge of function to predict the features of anatomical structures.
5. Recognize and explain the interrelationships within and between anatomical and physiological systems of the human body.

6. Synthesize ideas to make a connection between knowledge of anatomy and physiology and real-world situations, including healthy lifestyle decisions and homeostatic imbalances.
7. Interpret graphs of anatomical and physiological data.
8. Approach and examine issues related to anatomy and physiology from an evidence-based perspective

Lecture Topics:

Overarching Themes

- Homeostatic interrelationships between body systems
- Homeostatic imbalances

Orientation to the Human Body – Chapter 1

- Body organization and directional terminology
- Homeostasis

Chemistry and Biochemistry – Chapter 2

- Chemical bonding
- Water and pH
- Biological macromolecules

Cells: Structure and Function – Chapter 3

- Cell structure, biological membranes
- Cell division
- Information flow – transcription and translation

Tissues – Chapter 4

- Epithelial tissue
- Connective tissue
- Muscle tissue
- Nervous tissue
- Body membranes

Integumentary System – Chapter 5

- Epidermis and dermis structure and function
- Accessory structures and function

Bones and Skeletal Tissues – Chapter 6

- Bone histology and physiology
- Bone development, repair and remodeling
- Bone disorders

Muscles and Muscle Tissue – Chapter 9

- Skeletal muscle histology and physiology
- Smooth muscle histology and physiology

Nervous System – Chapter 11

- Neuron structure and function
- Resting membrane potential, graded potential and action
- Synapses and neurotransmitters

Central Nervous System – Chapter 12

- Higher mental functions
- Selected integrated functions
- Developmental disorders

Peripheral Nervous System and Reflex Activity – Chapter 13

- Sensory receptors
- Reflexes
- Selected cranial and spinal nerves

Special Senses – Chapter 15

- Vision, hearing, equilibrium, taste, olfaction

Lymphatic System – Chapter 20

- Lymphatic vessels and associated structures
- Functions of the lymphatic system

Immune System – Chapter 21

- Innate and adaptive immunity
- Humoral and cell-mediated responses

Tentative Lab Schedule

Week 1 – Introduction to Microscopes, Cells, Planes and Sections

Week 2 – Diffusion and Osmosis

Week 3 – Tissues I

Week 4 – Tissues II

Week 5 – La Exam I

Week 6 – Nervous System; review of bones and muscles

Week 7 – Sensory Receptors

Week 8 – Immune system/bacteria

Week 9 – Pathogens

Week 10 – Lab Exam II

Labs:

The laboratory component is an essential part of the course. Some laboratory exercises will reinforce and elaborate on lecture material. Other laboratory exercises will present material that is best learned in the laboratory and will not be covered in lectures. **Attendance in the labs is mandatory.** Valid documentation is required for any absences. Students are responsible for the missed material. In most instances make-up labs will not be possible. If you miss a lab, check with your laboratory instructor as soon as possible. Your lab instructor will provide additional details as to the structure and policies in their labs.

Lecture Classroom and Laboratory Expectations:

Regular attendance in both is expected and required. Students must attend the specific lecture and lab they are registered for to receive credit. This is an intensive course that will require independent, outside-of-classroom learning. It is critical to keep up with the readings, hand in assignments on time, and come to lectures and labs prepared. The course may include material which is not in the textbook or the emphasis in class may differ from that in the text; students are responsible for the material taught.

Students are expected to be punctual and conduct themselves in a professional and participatory manner during all lectures and labs. Unprofessional behaviours include, but are not limited to, swearing, disrespect of others, and unsafe lab practices. Students may be barred from the lab if the instructor deems them unsafe.

There will be **no use of cell phones** during labs, lectures, quizzes or exams. You must ask permission to use a calculator during an exam.

If a student records lectures, seminars or lab introductions they must only use the recordings for their personal use; recordings must not be distributed, posted, or shared.

Exams and Assignments:

All assignments, lab reports, or other assigned work is due at the beginning of the class on the

specified due date. A penalty of 10% per day is deducted for late work, including weekends. Late work cannot be submitted after either 10 days have passed or the marked work has been returned. **A student who misses an exam will receive 0% for that exam** except in exceptional circumstances where valid documentation is required. Students are responsible for contacting their instructor **prior** to exams for which they might be absent.

Evaluation:

Midterm Exam I	15%
Midterm Exam II	20%
Lecture Assignment(s)/Quizzes	10%
Lab (assignments, quizzes, exams)	30%
Final Exam (scheduled by registrar)	25%
Overall Grade	100%

Final grades are assigned as percentages. See the OC calendar for letter grade equivalents. Students must obtain a passing grade (at least 50%) in both the lecture component and the laboratory component of the course. **If the student receives a failing grade (less than 50%) in either the lab or lecture component, the final mark for the whole course will be no more than 49%.**

If you are repeating the course and your lab mark was greater than 65% at Okanagan College within the last two years, you will not be required to repeat the lab portion of this course. If you wish to pursue this option, contact your instructor.

Please do not make travel plans until the date of your final exam is known. Out-of-time exams are not approved for vacations or trips. The OC policy on out-of-time exams can be found at <https://webapps-5.okanagan.bc.ca/ok/Calendar/Examinations>. No exceptions will be made.

Academic Integrity:

All students are expected to familiarize themselves with Okanagan College's Policy on Academic Integrity, and what constitutes cheating and plagiarism (<http://webapps-5.okanagan.bc.ca/ok/Calendar/AcademicIntegrity>).

The Biology Department does not tolerate plagiarism or cheating. Okanagan College professors may actively monitor student work for plagiarism or cheating and will follow the Okanagan College Policies when an offense is suspected. A student found to have committed an offense may receive a formal letter of reprimand outlining the nature of the infraction, or further disciplinary action depending on the severity of the offense or whether this is a repeat occurrence. The Dean's Office of the Science, Technology and Health portfolio, along with the College Registrar, record and monitor all reported instances of plagiarism and cheating.

Laboratory and lecture assignments are to be the product of each student's own work. You may work in pairs/study groups and discuss a lecture or lab assignment prior to doing the work but you are expected to do the actual work by yourself, independently of any other students. Where, in the opinion of your instructor, there has been collaboration among two or more students in the preparation of assignments measures will be taken. **DO NOT** share or loan out your assignments.

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the new course: BIOL 191 Human Anatomy and Physiology II for Kinesiology as recommended by the CPRC – STH:

BIOL 191 – 3 – 6

Human Anatomy and Physiology II for Kinesiology

New course

Rationale:

The revised Human Kinetics Diploma requires new ordering to their Anatomy and Physiology courses to reflect changes in their program.

Calendar description:

This course continues the comprehensive survey of human body systems started in Biology 190. Emphasis is placed on basic physiological principles as well as cell and tissue structure. Laboratory work will include gross and microscopic human anatomy and will demonstrate underlying physiological processes.

Prerequisites:

BIOL 190

Course outline:

**Biology 191
Human Anatomy & Physiology II for Kinesiology**

Course Description:

This course continues the comprehensive survey of human body systems started in Biology 190. Emphasis is placed on basic physiological principles as well as cell and tissue structure. Laboratory work will include gross and microscopic human anatomy and will demonstrate underlying physiological processes.

Format: 3 hours lecture, 3 hours lab per week

Prerequisites: BIOL 190

Note: Students cannot receive credit for both BIOL 131/133 and BIOL 190/191

Texts:

Marieb, E.N. and Hoehn, K. Human Anatomy and Physiology. 8th, 9th, 10th, or 11th edition. Pearson.

Biology 191 Human Anatomy & Physiology II for Kinesiology Lab Manual. Okanagan College. 2020.

Learning Outcomes:

1. Develop a vocabulary of appropriate terminology to communicate clearly and in a way that reflects knowledge and understanding of the anatomy and physiology of the human body.
2. Identify the anatomical structures and explain the physiological functions of the following body systems: The autonomic nervous system, endocrine system, digestive system, urinary system, cardiovascular system, respiratory system, and reproductive system.
3. Recognize and explain the principle of homeostasis and the use of feedback loops to control physiological systems in the human body.
4. Use anatomical knowledge to predict physiology of specific structures, and use knowledge of function to predict the features of anatomical structures.
5. Recognize and explain the interrelationships within and between anatomical and physiological systems of the human body.
6. Synthesize ideas to make a connection between knowledge of anatomy and physiology and real-world situations, including healthy lifestyle decisions and homeostatic imbalances.
7. Interpret graphs of anatomical and physiological data.

8. Approach and examine issues related to anatomy and physiology from an evidence-based perspective

Learning Outcomes:

Overarching Themes

- Homeostatic interrelationships between body systems
- Homeostatic imbalances

Autonomic Nervous System – Chapter 14

- Sympathetic and parasympathetic divisions
- Neurotransmitters and receptors

Endocrine System – Chapter 16

- Types of hormones and their origins
- Hormone action and regulation

Digestive System – Chapter 23

- Gastrointestinal tract and accessory structures; gross anatomy and histology
- Physiology of digestion and absorption

Nutrition, Metabolism and Body Temperature Regulation – Chapter 24

- Nutrients and vitamins
- Carbohydrate metabolism and ATP production
- Lipid metabolism
- Absorptive and post-absorptive states

Blood – Chapter 17

- Formation of blood cells
- Blood groups
- Hemostasis

Cardiovascular System I: The Heart and the Cardiac Cycle – Chapter 18

- Gross anatomy and histology of the heart
- Blood flow through the heart
- Conduction system, cardiac cycle, cardiac output

Cardiovascular System II: Blood Vessels – Chapter 19

- Structure and function of blood vessels
- Physiology of circulation; capillary exchange

Respiratory System – Chapter 22

- Gross Anatomy and histology
- Ventilation, gas exchange and transport

Urinary System – Chapter 25

- Gross anatomy and histology of the kidneys
- Nephron structure and function; urine formation

Fluid, Electrolyte and Acid-Base Balance – Chapter 26

- Osmoregulation
- Buffer systems
- Acid-base imbalance
- Renal regulation

Reproductive Systems – Chapter 27

- Male reproductive anatomy and physiology
- Female reproductive anatomy and physiology

Tentative Lab Schedule:

Week 1 – Digestive System and Enzyme Activity

- Week 2 – Blood
- Week 3 – Cardiovascular System I
- Week 4 – Cardiovascular System II
- Week 5 – Lab Exam I
- Week 6 – Respiratory System
- Week 7 – Urinary
- Week 8 – Reproduction and cell division
- Week 9 – Dissection
- Week 10 – Lab Exam II

Labs:

The laboratory component is an essential part of the course. Some laboratory exercises will reinforce and elaborate on lecture material. Other laboratory exercises will present material that is best learned in the laboratory and will not be covered in lectures. **Attendance in the labs is mandatory.** Valid documentation is required for any absences. Students are responsible for the missed material. In most instances make-up labs will not be possible. If you miss a lab, check with your laboratory instructor as soon as possible. Your lab instructor will provide additional details as to the structure and policies in their labs.

Lecture Classroom and Laboratory Expectations:

Regular attendance in both is expected and required. Students must attend the specific lecture and lab they are registered for to receive credit. This is an intensive course that will require independent, outside-of-classroom learning. It is critical to keep up with the readings, hand in assignments on time, and come to lectures and labs prepared. The course may include material which is not in the textbook or the emphasis in class may differ from that in the text; students are responsible for the material taught.

Lecture Classroom and Laboratory Expectations (continued):

Students are expected to be punctual and conduct themselves in a professional and participatory manner during all lectures and labs. Unprofessional behaviours include, but are not limited to, swearing, disrespect of others, and unsafe lab practices. Students may be barred from the lab if the instructor deems them unsafe.

There will be **no use of cell phones** during labs, lectures, quizzes or exams. You must ask permission to use a calculator during an exam.

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Midterm Exam II	20%
Lecture Assignment(s)/Quizzes	10%
Lab (assignments, quizzes, exams)	30%
Final Exam (scheduled by registrar)	25%

Overall Grade	100%
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If you are repeating the course and your lab mark was greater than 65% at Okanagan College within the last two years, you will not be required to repeat the lab portion of this course. If you wish to pursue this option, contact your instructor.

Please do not make travel plans until the date of your final exam is known. Out-of-time exams are not approved for vacations or trips. The OC policy on out-of-time exams can be found at <https://webapps-5.okanagan.bc.ca/ok/Calendar/Examinations>. No exceptions will be made.

Academic Integrity:

All students are expected to familiarize themselves with Okanagan College's Policy on Academic Integrity, and what constitutes cheating and plagiarism (<http://webapps-5.okanagan.bc.ca/ok/Calendar/AcademicIntegrity>).

The Biology Department does not tolerate plagiarism or cheating. Okanagan College professors may actively monitor student work for plagiarism or cheating and will follow the Okanagan College Policies when an offense is suspected. A student found to have committed an offense may receive a formal letter of reprimand outlining the nature of the infraction, or further disciplinary action depending on the severity of the offense or whether this is a repeat occurrence. The Dean's Office of the Science, Technology and Health portfolio, along with the College Registrar, record and monitor all reported instances of plagiarism and cheating. Laboratory and lecture assignments are to be the product of each student's own work. You may work in pairs/study groups and discuss a lecture or lab assignment prior to doing the work but you are expected to do the actual work by yourself, independently of any other students. Where, in the opinion of your instructor, there has been collaboration among two or more students in the preparation of assignments measures will be taken. DO NOT share or loan out your assignments.

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the new course: HKIN 105 Physical Literacy for Life as recommended by the CPRC – STH:

HKIN 105 – 3 – 4

Physical Literacy for Life

New course

Rationale:

Tier III Review Recommendation. Will be offered instead of Applied Methods Course as a more generic activity course to prepare recreation/education leaders more broadly for workplace demands. Aligns with National Canadian Sport for Life Objectives and evolving physical literacy concepts. Restructures to (2,2,0) to mirror Active Health from Applied Methods format (1,3,0).

Calendar description:

This course is an introduction to the components of physical literacy: the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. Students learn how to improve movement skills and lead quality physical literacy experiences.

Course outline:

2020 04 02 Curriculum recommended to Education Council

COURSE INFORMATION:	
Subject and course number:	HKIN 105
Section	O51; L51
Course title:	Physical Literacy for Life
Semester credits:	3
Contact hours per week:	2 lecture hours; 2 lab hours
Number of weeks per semester:	13
Transferability:	Articulation requests will be initiated for similar courses at a variety of BC institutions such as: <ul style="list-style-type: none"> • COTR KNES 163 (3) • UFV KIN 121 (3)
Pre-requisite	none
Semester:	Winter 2021
Meeting times and location:	1 x 2 hour lecture and 1 x 2 hour lab To be scheduled in regular academic course blocks.
INSTRUCTOR INFORMATION:	<u>Note:</u> Curriculum Designer; Course Instructor TBD
Name	Wendy Wheeler, M.Ed., M.Sc.
Office:	PC 236
Telephone:	250-492-4305 x 3265
Email:	wwheeler@okanagan.bc.ca
DEPARTMENT INFORMATION:	
Portfolio:	Science, Technology, and Health
Department:	Human Kinetics
Program:	Kinesiology Diploma
Course Proposal date:	January - 2020
Education Council Approval date:	

Calendar Description:

This course is an introduction to the components of physical literacy: the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. Students learn how to improve movement skills and lead quality physical literacy experiences.

Course Learning Outcomes:

At the conclusion of this course, successful students will be able to:

1. Discuss the development and application of physical literacy frameworks in Canada.
2. Explain theoretical concepts related to physical literacy.

3. Describe and conduct a physical literacy environmental scan.
4. Identify, demonstrate and evaluate fundamental movement patterns and skills.
5. Plan and lead appropriate, safe, fun, and purposeful physical literacy experiences.
6. Develop strategies to overcome barriers to participation for diverse populations.
7. Demonstrate professional qualities including collaboration, participatory involvement, preparation, punctuality, personal and small group leadership, and ethical behaviour.

Grading of Student Performance:

Students will receive a final percent grade consistent with Okanagan College's Grading Practices. This grade will be determined upon completion of the following assessments.

Assessment Item	Relative Value
Physical Literacy Environmental Scan (individual or group) – 2, 3	10%
QPLE Leadership Presentation (individual or group) – 5, 7	30%
Lab Participation (individual) – 4, 7	10%
Midterm Examination (individual) 1, 2, 3	20%
Final Examination (individual) 1, 2, 3, 4, 5, 6	30%
TOTAL	100%

- The course professor will specify assignments due dates and submission instructions. A failure to complete submission instructions, as specified, may result in grade deductions.
- Late assignments will be deducted 10% of the eligible assignment grade per day. Assignments will not be accepted for marking more than one (1) week past the due date. Assignment deadline extensions will only be considered under exceptional circumstances, when discussed with your course professor prior to the due date. It is the responsibility of the student to address individual circumstances at the earliest reasonable opportunity. Specific assignments may not be accepted late and cannot be rescheduled.
- Appropriate measures will be utilized to ensure all students contribute fairly to group work. These procedures will be outlined in the assignment description and will be communicated to students. Any concerns should be directed to your course professor.
- Unless there are exceptional circumstances, **students are required to write all examinations at the scheduled time**. In the event of exceptional circumstances, students must discuss their situation with the instructor as soon as possible. These circumstances may include:
 - Medical/Health: includes injury, hospitalization, communicable disease or continuing care. Written confirmation from a physician required.
 - Compassionate: includes death or serious illness of an immediate family member. Written confirmation or documentation required.
 - Legal Obligations: includes jury duty or court appearances. Written confirmation or documentation required.
 - Extraordinary athletic competition: Written confirmation from sport coach required.

Elective health procedures are not normally considered exceptional. Family vacations and/or personal trips (e.g. concerts) are not considered exceptional.
- Final percent grades are not negotiable; this syllabus is the contract you agree to by registering for this course. The evaluation components are outlined above and any changes to these will be equally applied to all students. No 'extra' or additional assignments will be permitted to increase your grade at

the end of the term. Grade appeals are subject to college policy; procedures are outlined in the College Calendar [Okanagan College Grading Practices](#).

- Academic integrity is a cornerstone in the development and acquisition of knowledge. It is founded on values of trust, fairness, respect, honesty and responsibility. Academic integrity protects the quality of education at Okanagan College. It is expected that all students will adhere to these ethical values in all of their activities at the College. Students who are in doubt as to what constitutes a violation of academic integrity in any particular instance should consult their College professor. Further details are provided online at [Academic Integrity Policy in the College Calendar](#)

Proper Attire:

- Students are expected to engage in vigorous physical activity. Appropriate attire is required for all activity classes. This attire includes appropriate indoor or outdoor shoes, socks, a t-shirt and/or sweatshirt, shorts and/or sweatpants, and an overcoat, if necessary. Students who attend activity classes without the appropriate attire will not be able to participate in class and will lose participation marks. Some classes may take place outdoors; students are expected to come prepared for both indoor and/or outdoor activity.
- It is expected that students will be fully ready to participate in physical activity at the beginning of class time. The college has change rooms / showers but off-site facilities may not. Please avoid changing in washroom facilities. Be respectful of other patrons. Day-use lockers information is available from Campus Recreation Services.

Safety and Security:

- Any student that demonstrates reckless behaviour that endangers themselves or others would be asked to leave the class and, according to college policy, may be subject to further sanctions.
- Jewellery should be removed and safely stored away prior to the beginning of activity sessions. Your instructor will not be responsible for lost or stolen items and will not keep your jewellery safe for you during class-time. Please leave valuables at home or locked in a safe location.
- The chewing of gum during activity sessions is prohibited due to concern for your safety. Please ensure that your gum is disposed of in waste receptacles.
- There have been thefts of personal items from college lockers and vehicles in parking lots. Please be diligent about securing your personal items. Reports of any thefts should be made to campus security

Technology in the classroom (i.e. personal student devices):

- Please avoid using electronic devices for communication (e.g. phone calls / text messages / emails) during class time. If there are exceptional circumstances, please discuss this with the instructor at the beginning of class.
- Students need permission from their instructor before taking any pictures and/or recording audio or video information during lecture and/or lab classes. Class materials have been posted for review on Moodle.
- The use of technology during class-time is supported when it is used to enhance your learning of the content that is being covered in that class. If the use of technology detracts from the learning environment for yourself or your classmates (e.g. running non-course related apps), you will be required to turn off your device.

- There is a zero tolerance policy for electronic communication/recording devices within examination areas. Students found with communication/recording devices on their person (whether or not they are in use) will be subject to sanctions. Please turn off all personal communication/recording devices (e.g. phones, watches, etc.) and store them safely during exams.

Methods of Instruction:

The learning experience will include a variety of teaching and learning methods, such as; presentations, independent reading, study questions, self-assessments, group discussion, computer-assisted activities, and problem based examples.

Students will also engage in active learning via physical literacy observations, environmental scans, assessments, practical demonstrations, physical activities, and student-led presentations. Students are expected to “learn-by-doing” and will engage in moderate to vigorous physical activity as part of the laboratory portion of this course.

Course Readings and Resource List:

A variety of relevant multimodal resources will be curated for this course and be made available to students via the college bookstore, library services and Moodle (i.e. online learning management system). A reasonable attempt will be made to reduce course costs for students – open access materials may be substituted, where a suitable alternative can be identified.

Textbook Readings:

Pellegrini, A.D. (2009). *The role of play in human development*. Toronto, ON: Oxford University Press.

Whitehead, M. (ed). (2010) *Physical literacy: Throughout the lifecourse*. New York, NY: Routledge.

Other Resources:

Biddle, S.J.H., Atkin, A.J., Cavill, N. & Foster, C. (2011) Correlates of physical activity in youth: a review of quantitative systematic reviews, *International Review of Sport and Exercise Psychology*, 4(1), 25-49, DOI: [10.1080/1750984X.2010.548528](https://doi.org/10.1080/1750984X.2010.548528)

Cairney, J., Dudley, D., Kwan, M., Bulten, R. & Driellaars, D. (2019) Physical Literacy, Physical Activity and Health: Toward an Evidence-Informed Conceptual Model. *Sports Medicine*, 49, 371–383 (2019) doi:10.1007/s40279-019-01063-3

Canada’s Physical Literacy Consensus Statement (2015). Retrieved https://physicalliteracy.ca/wp-content/uploads/2016/08/Consensus-Handout-EN-WEB_1.pdf

Canadian Sport for Life [CS4L] (2016). *Physical Literacy Assessment for Youth (PLAYFun Workbook)*. <https://physicalliteracy.ca/play-tools/>

Cattuzzo M.T., dos Santos Henrique R., Ré A.H.N., de Oliveira I.S., Melo B.M.,... & Stodden, D (2016). Motor competence and health related physical fitness in youth: a systematic review. *Journal of Science and Medicine in Sport*, 19(2), 123–9. <https://doi.org/10.1016/j.jsams.2014.12.004>.

Corbin, C.B. (2016) Implications of Physical Literacy for Research and Practice: A Commentary, *Research Quarterly for Exercise and Sport*, 87(1), 14-27, DOI: [10.1080/02701367.2016.1124722](https://doi.org/10.1080/02701367.2016.1124722)

Dudley, D., Cairney, J., Wainwright, N., Kriellaars, D. & Mitchell, D. (2017) Critical Considerations for Physical Literacy Policy in Public Health, Recreation, Sport, and Education Agencies, *Quest*, 69(4), 436-452, DOI: [10.1080/00336297.2016.1268967](https://doi.org/10.1080/00336297.2016.1268967)

Physical Literacy (2020) *Inclusive Physical Literacy*. Retrieved <https://physicalliteracy.ca/inclusion/>

High Five: The Best Way to Play. Retrieved www.highgive.org

National Coaching Certification Program [NCCP] (2009). *NCCP Fundamental Movement Skills Community Leader Workshop – Reference Material*. Coaching Association of Canada.

PHE Canada. (2013). Steps to improving physical literacy: How to diversify. Retrieved <http://passportforlife.ca/what-passport-life/information-parents/steps-improving-physical-literacy/how-diversify>

Robinson, D.B. & Randall, L. (2017) Marking Physical Literacy or Missing the Mark on Physical Literacy? A Conceptual Critique of Canada's Physical Literacy Assessment Instruments, *Measurement in Physical Education and Exercise Science*, 21(1), 40-55, DOI: [10.1080/1091367X.2016.1249793](https://doi.org/10.1080/1091367X.2016.1249793)

Sport for Life (2016) Active for Life: Durable by Design. Retrieved from <https://sportforlife.ca/portfolio-view/active-for-life-durable-by-design/>

Sport for Life (2019) Developing physical literacy: Building a new normal for all Canadians. Retrieved from https://physicalliteracy.ca/wp-content/uploads/2020/01/DPL-2_EN_web_November_2019-1.pdf

Stevens-Smith, D.A. (2016) Physical Literacy: Getting Kids Active for Life, *Strategies*, 29(5), 3-9, DOI: [10.1080/08924562.2016.1205536](https://doi.org/10.1080/08924562.2016.1205536)

Thompsett, C. Burkett, B. & McKean, M.R. (2014). Development of physical literacy and movement competency: A literature review. *Journal of Fitness Research*, 3(2), 53 – 79.

Wall, A.E.T. (2004) The developmental skill-learning gap hypothesis: Implications for children with movement difficulties. *Adaptive Physical Activity Quarterly*, 21(3), 197–218. <https://doi.org/10.1123/apaq.21.3.197>.

Course Content and Syllabus:

	Course Content
Week 1	PLAY and Physical Literacy – theoretical concepts and philosophical underpinnings for health
Week 2	Attention, Motivation and Inclusion LAB: Leadership in Physical Literacy Environments
Week 3	Self-concept, Self-efficacy, Knowledge and Understanding LAB: Teaching and Learning Approaches
Week 4	Ages and Stages e-SCAN: Physical Literacy throughout the lifespan
Week 5	Developing Physical Competence and Interacting with the Environment e-SCAN: Structured and Unstructured Play
Week 6	Early Childhood and Multiple Environments QPLE: Physical activities in Various Environments
Week 7	Foundational Movements and Athletic Abilities QPLE: Physical activities for Early Childhood
Week 8	Fundamental Movement Patterns QPLE: Physical activities for FMS

Week 9	Motor Learning Concepts QPLE: Skill Progressions and FMS
Week 10	Socio-emotional; Cultural and Cognitive Concepts QPLE: Physical activities for Life Skills Development
Week 11	Physical Literacy for Diverse Abilities QPLE: Adapted Activities
Week 12	Physical Literacy for Older Adults QPLE: Adapted Activities
Week 13	Review and Examinations

Implementation date: January 2021

Cost: N/A

Motion: That Education Council approves the new course: HKIN 110 Human Anatomy I for Kinesiology as recommended by the CPRC – STH:

HKIN 110 – 3 – 6 Human Anatomy I for Kinesiology

New course

Rationale:

Responds to curriculum changes in the sector and specifically transfer credit to UBCO.

Calendar description:

This course explores the human body via the study of gross anatomy. An integrated systems approach is used to examine the nervous, muscular, and skeletal systems of the whole body and body regions. Application of knowledge enhances understanding of human movement.

Prerequisites:

One of: Life Sciences 11, Biology 11, ABE BIOL 011, Anatomy and Physiology 12, BIOL 12, ABE BIOL 12, or equivalent (Anatomy and Physiology 12 is strongly recommended)

Course outline:

COURSE INFORMATION:	
Subject and course number:	HKIN 110
Section	O51; L51; L52
Course title:	Human Anatomy I for Kinesiology
Semester credits:	3
Contact hours per week:	3 lecture hours; 3 lab hours
Number of weeks per semester:	13
Transferability:	Articulation requests will be initiated for similar courses at a variety of BC institutions such as: <ul style="list-style-type: none"> • UBCO HMKN 1** - in development (3) • UBC KIN 110 (3) • LANG KINS 1110 (3) • UVIC EPHE 141 (3) • UFV KIN 170 (3) • Other block transfers with BIOL 190/191.

Pre-requisite	One of: Life Sciences 11, Biology 11, ABE BIOL 011, Anatomy and Physiology 12, BIOL 12, ABE BIOL 12, or equivalent (Anatomy and Physiology 12 is strongly recommended)
Semester:	Fall 2020
Meeting times and location:	2 X 1.5 hours lecture and 1 x 3 hour lab To be scheduled in regular academic course blocks.
INSTRUCTOR INFORMATION:	<u>Note:</u> Curriculum Designer; Course Instructor TBD
Name	Wendy Wheeler, M.Ed., M.Sc.
Office:	PC 236
Telephone:	250-492-4305 x 3265
Email:	wwheeler@okanagan.bc.ca
DEPARTMENT INFORMATION:	
Portfolio:	Science, Technology, Health and Social Development
Department:	Human Kinetics
Program:	Kinesiology Diploma
Course Proposal date:	January - 2020
Education Council Approval date:	

Calendar Description:

This course explores the human body via the study of gross anatomy. An integrated systems approach is used to examine the nervous, muscular, and skeletal systems of the whole body and body regions. Application of knowledge enhances understanding of human movement.

Course Learning Outcomes:

At the conclusion of this course, successful students will be able to:

1. Use appropriate anatomical terminology.
2. Discuss interdisciplinary perspectives related to the organization of the human body.
3. Identify the bones of the human skeleton and their anatomical landmarks.
4. Explain how the joint structures of the human body affect movement and stability.
5. Name muscles and relate their coordinated actions to origins, insertions, and innervation.
6. Identify the structures of the central and peripheral nervous systems.
7. Prepare and lead an applied anatomy learning activity for their peers.
8. Demonstrate professionalism and respect for the human body.

Grading of Student Performance:

Students will receive a final percent grade consistent with Okanagan College's Grading Practices. This grade will be determined upon completion of the following assessments.

Assessment Item	Relative Value
Lecture Component:	
- Term Tests and Quizzes (Individual) – 1, 2, 3, 4, 5, 6	30%
- Final Exam – written (Individual) – 1, 2, 3, 4, 5, 6	25%
Lab Component:	

- Lab Participation and Professionalism (Individual) – 8	10%
- Student Lab Presentations (2-3 students per group) – 1, 7	10%
- Lab Exam – bell ringer (Individual) 1, 3, 4, 5, 6	25%
TOTAL	100%

- Assessment items may occur during lectures, lab times and/or online outside of regular class meeting times. The course professor(s) will clarify exam dates, evaluation procedures and expectations.
- **Students must pass (50% or greater) both the lecture component and lab component to pass the course. If you fail either component your maximum possible grade for this course is 49%.** If you are repeating the course at Okanagan College and your lab mark was greater than 65% within the last two years, you will not be required to repeat the lab portion of this course.
- Unless there are exceptional circumstances, **students are required to write all examinations at the scheduled time.** In the event of exceptional circumstances, students must discuss their situation with the instructor as soon as possible. These circumstances may include:
 - o Medical/Health: includes injury, hospitalization, communicable disease or continuing care. Written confirmation from a physician required.
 - o Compassionate: includes death or serious illness of an immediate family member. Written confirmation or documentation required.
 - o Legal Obligations: includes jury duty or court appearances. Written confirmation or documentation required.
 - o Extraordinary athletic competition: Written confirmation from sport coach required.
 - o Elective health procedures are not normally considered exceptional. Family vacations and/or personal trips (e.g. concerts) are not considered exceptional.
- Final percent grades are not negotiable; this syllabus is the contract you agree to by registering for this course. The evaluation components are outlined above and any changes to these will be equally applied to all students. No 'extra' or additional assignments will be permitted to increase your grade at the end of the term. Grade appeals are subject to college policy; procedures are outlined in the College Calendar Okanagan College Grading Practices.
- Academic integrity is a cornerstone in the development and acquisition of knowledge. It is founded on values of trust, fairness, respect, honesty and responsibility. Academic integrity protects the quality of education at Okanagan College. It is expected that all students will adhere to these ethical values in all of their activities at the College. Students who are in doubt as to what constitutes a violation of academic integrity in any particular instance should consult their College professor. Further details are provided online at Academic Integrity Policy in the College Calendar
- Where noted, items are to be the product of each student's own work. While you may work in pairs during the lab period and discuss the assignment prior to doing the work, you are expected to do the actual work by yourself, and independently of any other student, including your lab partner. Do not share or loan your assignments to anyone else.

Methods of Instruction:

According to best teaching practices in anatomy education (Estai & Bunt, 2016), students will learn by interacting with a variety of multimodal resources (such as plastic models, living anatomy - our own bodies, medical imaging, and computer-based learning) to learn new terminology and develop an understanding of the structures of the human body. Learning will take place both during class time and during independent study time.

Teaching and learning methods will include; lecture presentations, small and large group discussions, reading questions and lab worksheets, online learning activities, student presentations, tests and quizzes.

The course is designed to maximize the benefits of blended learning – some components will include face-to-face interaction in a classroom/lab setting and others will be self-study via online learning. Successful students will attend class regularly and actively engage with resources available in labs and online (via Moodle and other open source platforms).

The biggest challenge in this course is the large volume of information to process and commit to memory. To master the material in this course, it is recommended that students (1) make a significant time commitment for self-study and (2) to develop efficient independent study techniques. If you are struggling with your current strategies, recognize this early in the semester and speak to your professor or other academic support service personnel available to help you.

Course Readings and Resource List:

A variety of relevant multimodal resources will be curated for this course and be made available to students via the college bookstore, library services and Moodle (i.e. online learning management system) and during lectures and labs. A reasonable attempt will be made to reduce course costs for students – open access materials may be substituted, where a suitable alternative can be identified.

Primary Textbook and other Resources:

Marieb, E.N. & Hoehn, K. (2019). *Human Anatomy & Physiology*. Toronto, ON: Pearson Education.

Martini, F.H, Ober, W.C., Welch, K., Garrison, C.W. and Hutchings, R.T. (2009) *Atlas of Human Anatomy*. Toronto, ON: Pearson Education.

www.clinicalanatomy.ca/ and www.neuroanatomy.ca

Created by Dr. Claudia Krebs at UBC and her colleagues, this open education resource for neuroscience and anatomy includes videos, e-books and interactive web materials. Available through Creative Commons.

Anatomy.tv (powered by Primal Pictures)

Interactive 3D Animated Human Anatomy Modules for Clinical Practice, Research, and Teaching. Includes 19 body system modules, complete with clear 3D images, comprehensive text, clinical and case studies, learning objectives and quizzes. Available through the Okanagan College Library Services.

Course Content and Syllabus:

	Course Content	Chapter
Week 1	Introduction to Studying Anatomy and Basic Terminology <ul style="list-style-type: none"> - The language of anatomy - Ethics for studying the human body - Naming of skeletal muscles 	1
Week 2	Whole Body Overview <ul style="list-style-type: none"> - Medical systems approach and alternative perspectives - Skeleton, superficial muscles and boney landmarks - Actions and interactions of skeletal muscles - Musculoskeletal arrangement for movement 	7, 10
Week 3	Control Systems; Protective and Nourishing Structures <ul style="list-style-type: none"> - Neuromuscular system organization 	12, 13, 19

	<ul style="list-style-type: none"> - The brain and spinal cord - Protection and nourishment of the brain and spinal cord - Locate major arteries (to palpate a pulse) and veins 	
Week 4	<p>Neuroanatomy</p> <ul style="list-style-type: none"> - Structures and function of the major brain regions - The limbic system, reward centers and emotions - Body maps - motor and somatosensory cortex <p><u>Application:</u> Movement, Sleep and Mental Functions</p>	12, 13
Week 5	<p>Head and Neck</p> <ul style="list-style-type: none"> - Bones of the Skull - Joints and Connective Tissues - Muscles of the Head, Neck and Throat - Proprioceptive System - <u>Application:</u> Posture and Stability 	7, 8, 10
Week 6	<p>Spine and Abdominal Core</p> <ul style="list-style-type: none"> - Bones of the Vertebral Column - Joints and Connective Tissues - Muscles of the Neck and Vertebral Column - Muscles of the Abdominal Wall and the Diaphragm - Muscles of the Pelvic Floor - <u>Application:</u> Prevention of Low-back Pain Syndrome 	7, 8, 10
Week 7	<p>Thorax</p> <ul style="list-style-type: none"> - Bones of the Thoracic Cage - Joints and Connective Tissues - Muscles used in Breathing - <u>Application:</u> Breathing Mechanics 	7, 8, 10
Week 8	<p>Hip and Pelvis</p> <ul style="list-style-type: none"> - Bones of the Pelvic Girdle - Joints and Connective Tissues - Muscles crossing the Hip Joint - <u>Application:</u> "Neutral" Pelvis and the Sacroiliac Joint 	7, 8, 10
Week 9	<p>Lower Limb</p> <ul style="list-style-type: none"> - Bones of the Lower Limb - Arches of the Foot - Joints and Connective Tissues - Muscles crossing the Hip and Knee Joints - Muscles of the Leg - Intrinsic Muscles of the Foot. - <u>Application:</u> Actions of Muscles on the Thigh, Leg & Foot 	7, 8, 10
Week 10	<p>Upper Limb</p> <ul style="list-style-type: none"> - Bones of the Shoulder Girdle - Joints and Connective Tissues 	7, 8, 10

	<ul style="list-style-type: none"> - Muscles of the Anterior and Posterior Thorax (that move the scapula and the arm); - Muscles Crossing the Shoulder Joint - <u>Application</u>: Coordination of Upper Limb Movement 	
Week 11	Upper Limb <ul style="list-style-type: none"> - Bones of the Upper Limb - Joints and Connective Tissues - Muscles Crossing the Elbow Joint - Muscles Crossing the Forearm - Intrinsic Muscles of the Hand - <u>Application</u>: Actions of Muscles on the Arm, Forearm & Hand. 	7, 8, 10
Week 12	Peripheral Nervous System <ul style="list-style-type: none"> - Selected Cranial Nerves and Spinal Nerves - Branches of the cervical plexus, brachial plexus and major nerves of the upper limb - Branches of the sacral plexus and major nerves to the lower limb. 	13
Week 13	Review and Lab Exam	

Technology in the classroom (i.e. personal student devices):

- Please avoid using electronic devices for communication (e.g. phone calls / text messages / emails) during class time. If there are exceptional circumstances, please discuss this with the instructor at the beginning of class.
- Students need permission from their instructor before taking any pictures and/or recording audio or video information during lecture and/or lab classes. Class materials have been posted for review on Moodle.
- The use of technology during class-time is supported when it is used to enhance your learning of the content that is being covered in that class. If the use of technology detracts from the learning environment for yourself or your classmates (e.g. running non-course related apps), you will be required to turn off your device.
- There is a zero tolerance policy for electronic communication/recording devices within examination areas. Students found with communication/recording devices on their person (whether or not they are in use) will be subject to sanctions. Please turn off all personal communication/recording devices (e.g. phones, watches, etc.) and store them safely during exams.

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the new course: HKIN 205 Community Program Planning as recommended by the CPRC – STH:

HKIN 205 – 3 – 3 Community Program Planning

New course

Rationale:

Tier III Review Recommendation. Will enhance recreation and education streams. May also be popular elective for Health Science Stream students interested in transfer to UBCO for proposed Health Behaviour Change Concentration.

Calendar description:

This course helps students plan an effective physical activity program for the local community. A unique entrepreneurial and/or service-learning approach will focus on a target population and specific setting within

sport, health, recreation or education. Evidence-based methods and techniques will be explored with a particular emphasis on behavioural interventions.

Prerequisites:

- HKIN 103 or HKIN 105
- HKIN 250 or HKIN 161

Course outline:

COURSE INFORMATION:	
Subject and course number:	HKIN 205
Section	O51
Course title:	Community Program Planning
Semester credits:	3
Contact hours per week:	3 lecture hours
Number of weeks per semester:	13
Transferability:	Articulation requests will be initiated for similar courses at a variety of BC institutions such as: <ul style="list-style-type: none"> • UBCO HMKN 2** (3) – under development • UVIC EPHE 253 (3)
Pre-requisite	<ul style="list-style-type: none"> • HKIN 103 or HKIN 105 • HKIN 250 or HKIN 161
Semester:	Winter 2022
Meeting times and location:	2 X 1.5 hours or 1 x 3 hour To be scheduled in regular academic course blocks.
INSTRUCTOR INFORMATION:	
<u>Note:</u> Curriculum Designer; Course Instructor TBD	
Name	Wendy Wheeler, M.Ed., M.Sc.
Office:	PC 236
Telephone:	250-492-4305 x 3265
Email:	wwheeler@okanagan.bc.ca
DEPARTMENT INFORMATION:	
Portfolio:	Science, Technology, Health and Social Development
Department:	Human Kinetics
Program:	Kinesiology Diploma
Course Proposal date:	January - 2020
Education Council Approval date:	

Calendar Description:
This course helps students plan an effective physical activity program for the local community. A unique entrepreneurial and/or service-learning approach will focus on a target population and specific setting within sport, health, recreation or education. Evidence-based methods and techniques will be explored with a particular emphasis on behavioural interventions.

Course Learning Outcomes:

At the conclusion of this course, successful students will be able to:

9. Follow a systematic approach to design a new physical activity program or event.
10. Determine objective indicators of community readiness and program success.
11. Create evidence-based physical activity programming for a specific population.
12. Demonstrate thoughtful reflection on key issues related to equity and inclusion.
13. Understand funding mechanisms for new programming.
14. Demonstrate professionalism and respectful communication.

Grading of Student Performance:

Students will receive a final percent grade consistent with Okanagan College's Grading Practices. This grade will be determined upon completion of the following assessments.

Assessment Item	Relative Value
Quizzes and Term Exams (Individual) – 1, 2, 3, 4	20%
4 Short Reflection Written Assignments (Individual) – 4	20%
Course Project (Individual or Small Groups): 1, 2, 3, 4, 5 <ul style="list-style-type: none"> • Follow systematic approach to design a new physical activity program for the local community. • Assess community readiness, plan to measure program success. • Gather primary and secondary evidence to support program development. <u>Library and on-line research; Focus Groups; Surveys.</u> • Prepare a full program proposal - including financial details for grant funding; sponsorship; revenue generation – as appropriate. <u>Written communication.</u> • Prepare a presentation to share the results with peers and/or community partners. <u>Oral communication.</u> 	60%
TOTAL	100%

- The course professor will specify assignments due dates and submission instructions. A failure to complete submission instructions, as specified, may result in grade deductions.
- Late assignments will be deducted 10% of the eligible assignment grade per day. Assignments will not be accepted for marking more than one (1) week past the due date. Assignment deadline extensions will only be considered under exceptional circumstances, when discussed with your course professor prior to the due date. It is the responsibility of the student to address individual circumstances at the earliest reasonable opportunity. When working with community partners and funding agencies, late submissions are not acceptable. In specific cases, late assignment may not be accepted for evaluation.
- Appropriate measures will be utilized to ensure all students contribute fairly to group work. These procedures will be outlined in the assignment description and will be communicated to students. Any concerns should be directed to your course professor.
- Unless there are exceptional circumstances, **students are required to write all examinations at the scheduled time**. In the event of exceptional circumstances, students must discuss their situation with the instructor as soon as possible. These circumstances may include:
 - Medical/Health: includes injury, hospitalization, communicable disease or continuing care. Written confirmation from a physician required.
 - Compassionate: includes death or serious illness of an immediate family member. Written confirmation or documentation required.

- Legal Obligations: includes jury duty or court appearances. Written confirmation or documentation required.
- Extraordinary athletic competition: Written confirmation from sport coach required.

Elective health procedures are not normally considered exceptional. Family vacations and/or personal trips (e.g. concerts) are not considered exceptional.

- Final percent grades are not negotiable; this syllabus is the contract you agree to by registering for this course. The evaluation components are outlined above and any changes to these will be equally applied to all students. No 'extra' or additional assignments will be permitted to increase your grade at the end of the term. Grade appeals are subject to college policy; procedures are outlined in the College Calendar [Okanagan College Grading Practices](#).
- Academic integrity is a cornerstone in the development and acquisition of knowledge. It is founded on values of trust, fairness, respect, honesty and responsibility. Academic integrity protects the quality of education at Okanagan College. It is expected that all students will adhere to these ethical values in all of their activities at the College. Students who are in doubt as to what constitutes a violation of academic integrity in any particular instance should consult their College professor. Further details are provided online at [Academic Integrity Policy in the College Calendar](#)

Methods of Instruction:

The learning experience will include a variety of teaching and learning methods, such as; lecture presentations, small and large group discussions, independent readings, reading questions and worksheets, online learning activities, student research – individual or small groups, oral presentations and written assignments. The course is designed for face-to-face interaction in a classroom setting supported by online learning via Moodle.

A unique entrepreneurial and/or service learning assignment will provide students with an authentic experience. This experience will be facilitative by your professor but will require significant personal initiative and creativity. It may require a significant investment of time outside of regular class meetings – especially if you choose to work directly with a community partner.

Course Readings and Resource List:

A variety of relevant multimodal resources will be curated for this course and be made available to students via the college bookstore, library services and Moodle (i.e. online learning management system). A reasonable attempt will be made to reduce course costs for students – open access materials may be substituted, where a suitable alternative can be identified.

Primary Textbook Readings:

Ransdell, L.B., Dinger, M.K., Huberty, J. and Miller, K.H. (2009). *Developing Effective Physical Activity Programs*. Champaign, IL: Human Kinetics.

Course Content and Syllabus:

	Course Content
Week 1	Planning Physical Activity Programs
Week 2	Evaluating Readiness and Measuring Program Success
Week 3	Service-Learning Project
Week 4	Community Assets and Needs – Mapping why
Week 5	the Target Market - Interventions for Everyone
Week 6	the Setting, Design and Schedule
Week 7	Funding Sources and Resourcing

Week 8	Tools and Marketing - Mediated Interventions
Week 9	Implementation – Risks/Forms, Instructors, Stakeholders
Week 10	Audits and Evaluations
Week 11	Program Sustainability
Week 12	Service-Learning Project
Week 13	Review and Exams

Technology in the classroom (i.e. personal student devices):

- Please avoid using electronic devices for communication (e.g. phone calls / text messages / emails) during class time. If there are exceptional circumstances, please discuss this with the instructor at the beginning of class.
- Students need permission from their instructor before taking any pictures and/or recording audio or video information during lecture and/or lab classes. Class materials have been posted for review on Moodle.
- The use of technology during class-time is supported when it is used to enhance your learning of the content that is being covered in that class. If the use of technology detracts from the learning environment for yourself or your classmates (e.g. running non-course related apps), you will be required to turn off your device.
- There is a zero tolerance policy for electronic communication/recording devices within examination areas. Students found with communication/recording devices on their person (whether or not they are in use) will be subject to sanctions. Please turn off all personal communication/recording devices (e.g. phones, watches, etc.) and store them safely during exams.

Implementation date: January 2022

Cost: N/A

Motion: That Education Council approves the new course: HKIN 206 Research Methods in Kinesiology as recommended by the CPRC – STH:

HKIN 206 – 3 – 3 Research Methods in Kinesiology

New course

Rationale:

Tier III Review Recommendation. Enhances transfer credit to UBCO and elsewhere.

Calendar description:

This course is an introduction to fundamental research concepts. An interdisciplinary approach includes quantitative, qualitative and mixed methods research methodologies. Learning experiences explore research ethics, research literacy, and research design with the goal of enhancing evidence-informed practices in kinesiology and allied health.

Prerequisites:

HKIN 101 and second year standing

Course outline:

COURSE INFORMATION:	
Subject and course number:	HKIN 206
Section	O51
Course title:	Research Methods in Kinesiology
Semester credits:	3
Contact hours per week:	3 lecture hours

Number of weeks per semester:	13
Transferability:	Articulation requests will be initiated for similar courses at a variety of BC institutions such as: <ul style="list-style-type: none"> • UBCO HMKN 206 (3) • UBC KIN 205 (3) • LANG KINS 2205 (3) • COTR KNES 209 (3) • CNC KINS 273 (3) • DOUG SPSC 3256 (3) • UVIC EPHE 357 (3) • UFV KIN 301 (3)
Pre-requisite	HKIN 101 and Second Year Standing
Semester:	Fall 2021
Meeting times and location:	2 X 1.5 hours <u>or</u> 1 x 3 hour To be scheduled in regular academic course blocks.
INSTRUCTOR INFORMATION:	<u>Note:</u> Curriculum Designer; Course Instructor TBD
Name	Wendy Wheeler, M.Ed., M.Sc.
Office:	PC 236
Telephone:	250-492-4305 x 3265
Email:	wwheeler@okanagan.bc.ca
DEPARTMENT INFORMATION:	
Portfolio:	Science, Technology, Health and Social Development
Department:	Human Kinetics
Program:	Kinesiology Diploma
Course Proposal date:	January - 2020
Education Council Approval date:	

Calendar Description:

This course is an introduction to fundamental research concepts. An interdisciplinary approach includes quantitative, qualitative and mixed methods research methodologies. Learning experiences explore research ethics, research literacy, and research design with the goal of enhancing evidence-informed practices in kinesiology and allied health.

Course Learning Outcomes:

At the conclusion of this course, successful students will be able to:

15. Describe connections between philosophical worldviews and research.
16. Discuss the scientific method and other ways of knowing.
17. Identify and explain the components of the research process.
18. Develop strategies to avoid potential harm to research participants and exercise clients.
19. Distinguish between quantitative and qualitative research methods.

- 20. Describe mixed methods and participatory action research.
- 21. Find and critically interpret research evidence.
- 22. Demonstrate the evidence-based practice process.

Grading of Student Performance:

Students will receive a final percent grade consistent with Okanagan College's Grading Practices. This grade will be determined upon completion of the following assessments.

Assessment Item	Relative Value
Quizzes and Term Exams (Individual) – 1, 2, 3, 5, and 6	25%
Final Exam (Individual) - 1 – 6, 8.	30%
3 Short Reflection Written Assignments (Individual): <ul style="list-style-type: none"> • Ways of Knowing – philosophy and inclusion – 1 & 2 • Research ethics – strategies to avoid potential harms - 4 • Research literacy – valuing “best evidence” practices - 8 	15%
Course Project (Individual or Small Groups): 6 and 7 <ul style="list-style-type: none"> • From Amonette et al. (2013), select a case study in evidence-based practice. • Review the case. Locate and read the referenced articles. Find one additional recent and relevant article. <u>Library and on-line research.</u> • Prepare a glossary of terms to help everyone understand your case's academic language. <u>Written handout.</u> • Critically interpret the research evidence from your additional article. Use relevant course concepts. <u>Written communication.</u> • Prepare a presentation to share the results the case analysis with peers. <u>Oral communication.</u> 	30%
TOTAL	100%

- The course professor will specify assignments due dates and submission instructions. A failure to complete submission instructions, as specified, may result in grade deductions.
- Late assignments will be deducted 10% of the eligible assignment grade per day. Assignments will not accepted for marking more than one (1) week past the due date. Assignment deadline extensions will only be considered under exceptional circumstances, when discussed with your course professor prior to the due date. It is the responsibility of the student to address individual circumstances at the earliest reasonable opportunity.
- Appropriate measures will be utilized to ensure all students contribute fairly to group work. These procedures will be outlined in the assignment description and will be communicated to students. Any concerns should be directed to your course professor.
- Unless there are exceptional circumstances, **students are required to write all examinations at the scheduled time**. In the event of exceptional circumstances, students must discuss their situation with the instructor as soon as possible. These circumstances may include:
 - Medical/Health: includes injury, hospitalization, communicable disease or continuing care. Written confirmation from a physician required.
 - Compassionate: includes death or serious illness of an immediate family member. Written confirmation or documentation required.
 - Legal Obligations: includes jury duty or court appearances. Written confirmation or documentation required.

- Extraordinary athletic competition: Written confirmation from sport coach required.

Elective health procedures are not normally considered exceptional. Family vacations and/or personal trips (e.g. concerts) are not considered exceptional.

- Final percent grades are not negotiable; this syllabus is the contract you agree to by registering for this course. The evaluation components are outlined above and any changes to these will be equally applied to all students. No 'extra' or additional assignments will be permitted to increase your grade at the end of the term. Grade appeals are subject to college policy; procedures are outlined in the College Calendar Okanagan College Grading Practices.
- Academic integrity is a cornerstone in the development and acquisition of knowledge. It is founded on values of trust, fairness, respect, honesty and responsibility. Academic integrity protects the quality of education at Okanagan College. It is expected that all students will adhere to these ethical values in all of their activities at the College. Students who are in doubt as to what constitutes a violation of academic integrity in any particular instance should consult their College professor. Further details are provided online at Academic Integrity Policy in the College Calendar

Methods of Instruction:

The learning experience will include a variety of teaching and learning methods, such as; lecture presentations, small and large group discussions, independent readings, reading questions and worksheets, online learning activities, student research – individual or small groups, oral presentations and written assignments.

The course is designed for face-to-face interaction in a classroom setting supported by online learning via Moodle. Successful students will attend class regularly and actively engage with resources available online. TurnItIn may be used to help students learn about and avoid plagiarism.

Course Readings and Resource List:

A variety of relevant multimodal resources will be curated for this course and be made available to students via the college bookstore, library services and Moodle (i.e. online learning management system). A reasonable attempt will be made to reduce course costs for students – open access materials may be substituted, where a suitable alternative can be identified.

Primary Textbook Readings:

Amonette, W.E., English, K.L., & Kraemer, W.J. (2016) *Evidence-based practice in exercise science: The six-step approach*. Champaign, IL: Human Kinetics

Jakubec, S.L. & Astle, B.J. (2017). *Research literacy for health and community practice*. Toronto, ON: Canadian Scholars.

Kowalski, K.C., McHugh, T.F. Sabiston, C.M. & Ferguson, L.J. (2018). *Research methods in kinesiology*. Don Mills, ON: Oxford University Press.

Other Readings and Resources:

Woodbury, M.G. & Kuhnke, J. (2014). Evidence-based Practice vs. Evidence-informed Practice: What's the Difference? *Wound Care Canada*. 12. 18-21.

Knudson, D., Eliot, B. & Ackland, T. (2012). Citation of evidence for research and application in kinesiology. *Kinesiology Review*, 1, 129 – 136. <https://doi.org/10.1123/kjrj.1.2.129>

Faulkner, G. Taylor, A, Ferrence, R. Munro, S. & Selby, P. (2006). Exercise science and the development of evidence-based practice: A “better practices” framework. *European Journal of*

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- Maher, C.G. Serrington, C., Elkins, M., Herbert, R.D. & Mosley, A.M (2004). Challenges for evidence-based physical therapy: Accessing and interpreting high-quality evidence on therapy. *Physical Therapy*, 84, 644-654.
- Dean, E. (2009) Physical therapy in the 21st century (Part II): Evidence-based practice within the context of evidence-informed practice, *Physiotherapy Theory and Practice*, 25 (5-6), 354-368, DOI: [10.1080/09593980902813416](https://doi.org/10.1080/09593980902813416)
- Government of Canada. Panel on Research Ethics. (2014) *TCPS2: CORE*. Course on Research Ethics [online tutorial]. Retrieved from www.pre.ethics.gc.ca
- First Nations Information and Governance Centre. (2020) *The First Nations Principles of OCAP®: Ownership, Control, Access and Possession*. Retrieved from <https://fnigc.ca/ocap>
- MacDonald, N. E., Stanwick, R., & Lynk, A. (2014). Canada's shameful history of nutrition research on residential school children: The need for strong medical ethics in aboriginal health research. *Paediatrics & Child Health*, 19(2), 64.
- McGregor, D., Restauole, J-P, & Johnston, R. (eds.) (2018). *Indigenous research: Theories, practices and relationships*. Toronto, ON: Canadian Scholars.
- Korownyk, C., Kolber, M.R., McCormack, J., Lam, V., Overbo, K., Cotton, C.,... Allan, G.M. (2014). Televised medical talk shows—what they recommend and the evidence to support their recommendations : A prospective observational study. *BMJ: British Medical Journal*, 349, 1-9. Retrieved from <https://www.bmj.com/content/bmj/349/bmj.g7346.full.pdf>
- Robledo, I., & Jankovic, J. (2017). Media hype: Patient and scientific perspectives on misleading medical news. *Movement Disorders*, (9), 1319. <https://doi.org/10.1002/mds.26993>
- Marshall, G. (2005) Critiquing a research article. *Radiography*, 11(1), 55-59. <https://doi.org/10.1016/j.radi.2004.09.001>
- Caldwell, K., Henshaw, L, & Taylor, G. (2011). Developing a framework for critiquing health research: An early evaluation. *Nurse Education Today*, 31(8), e1-e7. <https://doi.org/10.1016/j.nedt.2010.11.025>
- Couglan, M., Cronin, P., & Ryan, F. (2007). Step-by-step guide to critiquing research. Part 1: quantitative research. *British Journal of Nursing*, 16(11), 658-663. DOI: 10.12968/bjon.2007.16.11.23681
- Beck, C.T. (2009). Critiquing qualitative research. *AORN Journal*, 90(4), 543 – 554. <https://doi.org/10.1016/j.aorn.2008.12.023>
- Tracy, S.J. & Hinrichs, M.M. (2017). Big tent criteria for qualitative quality. *The International Encyclopaedia of Communication Research Methods*, 1-10. Retrieved <https://onlinelibrary.wiley.com/doi/full/10.1002/9781118901731.iecrm0016>
- Krane, B & Baird, S.M. (2005) Using ethnography in applied sport psychology, *Journal of Applied Sport Psychology*, 17(2), 87-107. DOI: 10.1080/10413200590932371
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time has come. *Educational Researcher*, 33(7), pp. 14-26. Research.
<https://doi.org/10.3102/0013189X033007014>

Shorten, A. & Smith, J. (2017) Mixed methods research: Expanding the evidence base. *Evidence Based Nursing*, 20(3), 74-75. <http://dx.doi.org/10.1136/eb-2017-102699>

Course Content and Syllabus:

	Course Content
Week 1	Evidence-based and Evidence-informed practice in Health & Exercise Science
Week 2	Epistemology, Paradigms, Knowledge and Evidence
Week 3	Research Ethics
Week 4	Reading and Interpreting Research Evidence
Week 5	Quantitative Methods
Week 6	Quantitative Methods
Week 7	Qualitative Methods
Week 8	Qualitative Methods
Week 9	Mixed Methods and Participatory Action Research
Week 10	Six-steps to Evidence-Based Practice
Week 11	Incorporating Evidence Into Practice
Week 12	Case Study Presentations
Week 13	Case Study Presentations

Technology in the classroom (i.e. personal student devices):

- Please avoid using electronic devices for communication (e.g. phone calls / text messages / emails) during class time. If there are exceptional circumstances, please discuss this with the instructor at the beginning of class.
- Students need permission from their instructor before taking any pictures and/or recording audio or video information during lecture and/or lab classes. Class materials have been posted for review on Moodle.
- The use of technology during class-time is supported when it is used to enhance your learning of the content that is being covered in that class. If the use of technology detracts from the learning environment for yourself or your classmates (e.g. running non-course related apps), you will be required to turn off your device.
- There is a zero tolerance policy for electronic communication/recording devices within examination areas. Students found with communication/recording devices on their person (whether or not they are in use) will be subject to sanctions. Please turn off all personal communication/recording devices (e.g. phones, watches, etc.) and store them safely during exams.

Implementation date: September 2021

Cost: N/A

Motion: That Education Council approves the new course: HKIN 215 Professionalism in Fitness and Recreation as recommended by the CPRC – STH:

HKIN 215 – 3 – 3

Professionalism in Fitness and Recreation

New course

Rationale:

Tier III Review Recommendation. Will increase preparedness for employment exits and provide alternative to research methods.

Calendar description:

This course introduces administrative processes and practices for entry-level professionals in the fitness and recreation industry. Topics include organizational models, scope of practice and instructor requirements, ethical and legal issues, program promotions, building partnerships, and securing resources for program sustainability.

Prerequisites:

- HKIN 103 or HKIN 105
- Second year standing

Course outline:

COURSE INFORMATION:	
Subject and course number:	HKIN 215
Section	O51
Course title:	Professionalism in Fitness and Recreation
Semester credits:	3
Contact hours per week:	3 lecture hours
Number of weeks per semester:	13
Transferability:	
Pre-requisite(s)	<ul style="list-style-type: none"> • HKIN 103 or HKIN 105 • Second year standing
Semester:	Fall 2021
Meeting times and location:	2 X 1.5 hours or 1 x 3 hour To be scheduled in regular academic course blocks.
INSTRUCTOR INFORMATION:	
<u>Note:</u> Curriculum Designer, Course Instructor TBD	
Name	Wendy Wheeler, M.Ed., M.Sc.
Office:	PC 236
Telephone:	250-492-4305 x 3265
Email:	wwheeler@okanagan.bc.ca
DEPARTMENT INFORMATION:	
Portfolio:	Science, Technology, Health and Social Development
Department:	Human Kinetics
Program:	Kinesiology Diploma
Course Proposal date:	January - 2020
Education Council Approval date:	

2020 04 02 Curriculum recommended to Education Council

Calendar Description:

This course introduces administrative processes and practices for entry-level professionals in the fitness and recreation industry. Topics include organizational models, scope of practice and instructor requirements, ethical and legal issues, program promotions, building partnerships, and securing resources for program sustainability.

Course Learning Outcomes:

At the conclusion of this course, successful students will be able to:

23. Describe various models for program operations and delivery.
24. Plan for personal, program and organizational sustainability.
25. Explore opportunities to secure resources and build partnerships.
26. Explain how to operate within relevant ethical, legal, and regulatory frameworks.
27. Determine when it is appropriate to seek legal and/or other professional advice.

Grading of Student Performance:

Students will receive a final percent grade consistent with Okanagan College's Grading Practices. This grade will be determined upon completion of the following assessments.

Assessment Item	Relative Value
Preparation and Participation (Individual) – 1, 2, 3, 4, 5	20%
Weekly Online Quizzes (Individual) – 1, 2, 3, 4, 5	10%
Project and Presentation (Group) – 4	15%
Term Exam 1 (Individual) 1, 2, 3	15%
Term Exam 2 (Individual) 4, 5	15%
Final Exam (Individual) 1, 2, 3, 4, 5	25%
TOTAL	100%

- The course professor will specify assignments due dates and submission instructions. A failure to complete submission instructions, as specified, may result in grade deductions.
- Late assignments will be deducted 10% of the eligible assignment grade per day. Assignments will not be accepted for marking more than one (1) week past the due date. Assignment deadline extensions will only be considered under exceptional circumstances, when discussed with your course professor prior to the due date. It is the responsibility of the student to address individual circumstances at the earliest reasonable opportunity. When working with community partners and funding agencies, late submissions are not acceptable. In specific cases, late assignment may not be accepted for evaluation.
- Unless there are exceptional circumstances, **students are required to write all examinations at the scheduled time**. In the event of exceptional circumstances, students must discuss their situation with the instructor as soon as possible. These circumstances may include:
 - Medical/Health: includes injury, hospitalization, communicable disease or continuing care. Written confirmation from a physician required.
 - Compassionate: includes death or serious illness of an immediate family member. Written confirmation or documentation required.
 - Legal Obligations: includes jury duty or court appearances. Written confirmation or documentation required.
 - Extraordinary athletic competition: Written confirmation from sport coach required.

Elective health procedures are not normally considered exceptional. Family vacations and/or personal trips (e.g. concerts) are not considered exceptional.

- Final percent grades are not negotiable; this syllabus is the contract you agree to by registering for this course. The evaluation components are outlined above and any changes to these will be equally applied to all students. No 'extra' or additional assignments will be permitted to increase your grade at the end of the term. Grade appeals are subject to college policy; procedures are outlined in the College Calendar [Okanagan College Grading Practices](#).
- Academic integrity is a cornerstone in the development and acquisition of knowledge. It is founded on values of trust, fairness, respect, honesty and responsibility. Academic integrity protects the quality of education at Okanagan College. It is expected that all students will adhere to these ethical values in all of their activities at the College. Students who are in doubt as to what constitutes a violation of academic integrity in any particular instance should consult their College professor. Further details are provided online at [Academic Integrity Policy in the College Calendar](#)

Methods of Instruction:

The learning experience will include a variety of teaching and learning methods, such as; lecture presentations, small and large group discussions, independent readings, reading questions and worksheets, online learning activities, student research – individual or small groups, oral presentations and written assignments. The course is designed for face-to-face interaction in a classroom setting supported by online learning via Moodle.

Course Readings and Resource List:

A variety of relevant multimodal resources will be curated for this course and be made available to students via the college bookstore, library services and Moodle (i.e. online learning management system). A reasonable attempt will be made to reduce course costs for students – open access materials may be substituted, where a suitable alternative can be identified.

Readings will be selected from the following:

Bates, M., Spezzano, M. and Danhoff, G. (2020) Health Fitness Management. Champaign, IL: Human Kinetics.

Hurd, A.R., Barcelona, R.J., Zimmermann, J.A.M. and Ready, J. (2020). Leisure Services Management. Champaign, IL: Human Kinetics.

Course Content and Syllabus:

	Course Content
Week 1	Organizational Structures and Models of Program Delivery
Week 2	Scope of Practice and Instructor Requirements
Week 3	Contracts and Hiring Practices
Week 4	Securing Resources and Program Sustainability
Week 5	Professional Ethics
Week 6	Recreation and Fitness Law
Week 7	WorkSafeBC
Week 8	Preventing Abuse and Harassment
Week 9	Risk Management and Liability

Week 10	Documentation and Freedom of Information
Week 11	Program Promotions
Week 12	Communication and Conflict Resolution
Week 13	Building Partnerships and Collaborations

Technology in the classroom (i.e. personal student devices):

- Please avoid using electronic devices for communication (e.g. phone calls / text messages / emails) during class time. If there are exceptional circumstances, please discuss this with the instructor at the beginning of class.
- Students need permission from their instructor before taking any pictures and/or recording audio or video information during lecture and/or lab classes. Class materials have been posted for review on Moodle.
- The use of technology during class-time is supported when it is used to enhance your learning of the content that is being covered in that class. If the use of technology detracts from the learning environment for yourself or your classmates (e.g. running non-course related apps), you will be required to turn off your device.
- There is a zero tolerance policy for electronic communication/recording devices within examination areas. Students found with communication/recording devices on their person (whether or not they are in use) will be subject to sanctions. Please turn off all personal communication/recording devices (e.g. phones, watches, etc.) and store them safely during exams.

Implementation date: September 2021

Cost: N/A

Motion: That Education Council approves the new course: HKIN 250 Introduction to Health Behaviour Change as recommended by the CPRC – STH:

HKIN 250 – 3 – 3 Introduction to Health Behaviour Change

New course

Rationale:

Tier III Review Recommendation. Will increase direct transfer credit to UBCO - pending approval.

Calendar description:

This course explores recent developments in the behavioural sciences as it applies to changing health-related behaviours. There will be a focus on building interpersonal communication skills for one-on-one and small group exercise interventions. Evidence-informed techniques will help students develop foundational competencies for exercise counselling and/or lifestyle health coaching

Prerequisites:

All of HKIN 101, HKIN 103 and HKIN 150

Course outline:

COURSE INFORMATION:	
Subject and course number:	HKIN 250
Section	O51
Course title:	Introduction to Health Behaviour Change
Semester credits:	3
Contact hours per week:	3 lecture hours

Number of weeks per semester:	13
Transferability:	Articulation requests will be made for a similar courses: <ul style="list-style-type: none"> • UBCO HMKCN 2** (3) – under development
Pre-requisite(s)	HKIN 101, HKIN 103 and HKIN 150
Semester:	Fall 2021
Meeting times and location:	2 X 1.5 hours <u>or</u> 1 x 3 hour To be scheduled in regular academic course blocks.
INSTRUCTOR INFORMATION:	<u>Note:</u> Curriculum Designer; Course Instructor TBD
Name	Wendy Wheeler, M.Ed., M.Sc.
Office:	PC 236
Telephone:	250-492-4305 x 3265
Email:	wwheeler@okanagan.bc.ca
DEPARTMENT INFORMATION:	
Portfolio:	Science, Technology, Health and Social Development
Department:	Human Kinetics
Program:	Kinesiology Diploma
Course Proposal date:	January - 2020
Education Council Approval date:	

Calendar Description:

This course explores recent developments in the behavioural sciences as it applies to changing health-related behaviours. There will be a focus on building interpersonal communication skills for one-on-one and small group exercise interventions. Evidence-informed techniques will help students develop foundational competencies for exercise counselling and/or lifestyle health coaching.

Course Learning Outcomes:

At the conclusion of this course, successful students will be able to:

28. Ensure their own actions support the care, protection and well-being of others.
29. Relate to others' perspectives on health-related decisions and lifestyle behaviours.
30. Observe interactions between individual(s), group culture and interpersonal dynamics.
31. Select and implement appropriate brief lifestyle behaviour change techniques.
32. Enable others to change their behaviour to improve their own health and wellbeing.
33. Develop professional practices that promote self-care.

Grading of Student Performance:

Students will receive a final percent grade consistent with Okanagan College's Grading Practices. This grade will be determined upon completion of the following assessments.

Assessment Item	Relative Value
Quizzes and Term Exams (Individual) – 1, 2, 3, 4	25%
Final Exam (Individual) – 1, 2, 3, 4	25%
Learning Portfolio (Individual): 1, 2, 3, 4, 5, 6 <ul style="list-style-type: none"> • Self-reflection: 	50%

<ul style="list-style-type: none"> ○ HBC competencies and areas for improvement. ○ Practices for self-care. ○ Reflect on client feedback for self-improvement. ● Professional Observation (group setting): <ul style="list-style-type: none"> ○ Attend a group physical activity training session. ○ Discuss observations about the individual(s), the group culture and interpersonal dynamics. ○ Document leader/client interactions that promote and/or detract from adherence to exercise programming. ● Provide a client service (one-on-one): <ul style="list-style-type: none"> ○ Complete and document a client intake interview and follow-up interactions. ○ Identify and implement appropriate brief lifestyle behaviour change techniques. ○ Document successes and challenges of working with a client to change health behaviour(s) over a period of time. ○ Receive client feedback. 	
TOTAL	100%

- The course professor will specify assignments due dates and submission instructions. A failure to complete submission instructions, as specified, may result in grade deductions.
- Late assignments will be deducted 10% of the eligible assignment grade per day. Assignments will not be accepted for marking more than one (1) week past the due date. Assignment deadline extensions will only be considered under exceptional circumstances, when discussed with your course professor prior to the due date. It is the responsibility of the student to address individual circumstances at the earliest reasonable opportunity. When working with community partners and funding agencies, late submissions are not acceptable. In specific cases, late assignment may not be accepted for evaluation.
- Unless there are exceptional circumstances, **students are required to write all examinations at the scheduled time**. In the event of exceptional circumstances, students must discuss their situation with the instructor as soon as possible. These circumstances may include:
 - Medical/Health: includes injury, hospitalization, communicable disease or continuing care. Written confirmation from a physician required.
 - Compassionate: includes death or serious illness of an immediate family member. Written confirmation or documentation required.
 - Legal Obligations: includes jury duty or court appearances. Written confirmation or documentation required.
 - Extraordinary athletic competition: Written confirmation from sport coach required.

Elective health procedures are not normally considered exceptional. Family vacations and/or personal trips (e.g. concerts) are not considered exceptional.
- Final percent grades are not negotiable; this syllabus is the contract you agree to by registering for this course. The evaluation components are outlined above and any changes to these will be equally applied to all students. No 'extra' or additional assignments will be permitted to increase your grade at the end of the term. Grade appeals are subject to college policy; procedures are outlined in the College Calendar Okanagan College Grading Practices.
- Academic integrity is a cornerstone in the development and acquisition of knowledge. It is founded on values of trust, fairness, respect, honesty and responsibility. Academic integrity protects the quality of education at Okanagan College. It is expected that all students will adhere to these ethical values in all of their activities at the College. Students who are in doubt as to what constitutes a

violation of academic integrity in any particular instance should consult their College professor. Further details are provided online at [Academic Integrity Policy in the College Calendar](#)

Methods of Instruction:

The learning experience will include a variety of teaching and learning methods, such as; lecture presentations, small and large group discussions, independent readings, reading questions and worksheets, online learning activities, student research – individual or small groups, oral presentations and written assignments. The course is designed for face-to-face interaction in a classroom setting supported by online learning via Moodle.

A personal learning portfolio will be used to assess learning and performance.

- Students will be responsible for identifying an exercise class to attend in a college or community setting – contact your course professor if you need assistance. Student will document observations before, during and after the class to discuss relevant class concepts with their peers and then include a summary of results in the portfolio.
- To create an authentic learning experience, students will be asked to work with a client on a common lifestyle health behaviour (e.g. eating more vegetables, getting enough sleep, drinking fewer sugary beverages, or starting an exercise program offered at the college or in the local community). This client will be recruited from the Okanagan College Community – fellow student or staff member. This experience will be supported by the course professor but will require significant personal initiative, responsibility and commitment. The client service will involve an interview and follow-up conversations to practice enabling others to change their behaviour to improve their own health and wellbeing. Professional ethics will be paramount to ensure client confidentiality and to ensure that students are not providing specific healthcare advice. All clients will be apparently healthy adults.

Course Readings and Resource List:

A variety of relevant multimodal resources will be curated for this course and be made available to students via the college bookstore, library services and Moodle (i.e. online learning management system). A reasonable attempt will be made to reduce course costs for students – open access materials may be substituted, where a suitable alternative can be identified.

Readings will be selected from references such as:

Abraham, C., & Michie, S. (2008) A taxonomy of behaviour change techniques used in interventions. *Health Psychology, 27*, 379–87.

Conn, V.S., Valentine, J.C., Cooper, H.M. (2002) Interventions to increase physical activity among aging adults: A meta-analysis. *Annals of Behavioral Medicine, 24*, 190–200

Danish, S.J. & Forneris, T. (2018) Enhancing Performance and Quality of Life. West Virginia University: FIT Publishing.

Dieticians of Canada (2005-2020). *Weight/Obesity Background: Weight Stigma*. Practice-based Evidence in Nutrition. Retrieved from www.pennutrition.com.

Dikareva, A. & Andersen, R.E. (2016). Physical activity programming for clients with obesity: Considerations for exercise professionals. *ACSM's Health & Fitness Journal, 20*(4), 21-27. Retrieved www.acsm-healthfitness.org

Gellman MD, Turner JR (2013) Encyclopaedia of Behavioral Medicine. New York: Springer.

Hardeman W, Griffin S, Johnston M et al. (2000) Interventions to prevent weight gain: a systematic review of psychological models and behaviour change methods. *International Journal of Obesity, 24*, 131-43.

- Inoue, S., Odagiri, Y., Wakui, S. et al. (2003) Randomized controlled trial to evaluate the effect of a physical activity intervention program based on behavioural medicine. *Journal of Tokyo Medical University*, 61, 154–65
- Kelly, M.P. and Barker, M. (2016). Why is changing health-related behaviour so difficult? *Public Health*, 136, 109-116.
- Michie S, Ashford S, Falko F et al. (2011) Refined taxonomy of behaviour change techniques to help people change their physical activity and healthy eating behaviours: The CALO-RE taxonomy. *Psychology and Health*, 28, 1–20
- Michie, S., West, R, Campbell, R, Brown, J, & Gainforth, H. (2014) ABC of Behaviour Change Theories: An essential resource for researchers, policy makers and practitioners. Silverback.
- National Health Service: Yorkshire and The Humber. (2010) *Prevention and lifestyle behaviour change: A competency framework*. Retrieved from www.makingeverycontactcount.co.uk.
- Newland, A. Newton, M. Stark, A., Podlog, L. and Hall, M. (2017). College students' perceptions of a caring climate in group physical activity classes. *Biomedical Human Kinetics*, 9, 99-106. DOI: 10.1515/bhk-2017-0015
- Pritchard, I. McLachlan, A.C., Lavis, T. and Tiggemann, M. (2018). The impact of different forms of #fitspiration imagery on body image, mood and self-objectification among young women. *Sex Roles*, 78, 789-798. DOI 10.1007/s11199-017-0830-3.
- Thaler R, Sunstein C (2008) *Nudge: Improving decisions about health, wealth, and happiness*. Connecticut: Yale University Press
- Williams SL, French DP (2011) What are the most effective intervention techniques for changing physical activity self-efficacy and physical activity behaviour – and are they the same? *Health Education Research*, 26, 308–22

Course Content and Syllabus:

	Course Content
Week 1	Introduction to Health Behaviour Change; Strengths-based approaches and Solutions-focused health interventions
Week 2	Exercise Counselling and Lifestyle Health Coaching – Key Competencies
Week 3	Behavioural Analysis – Individuals in a Social Context
Week 4	Behaviour Change Techniques
Week 5	Interpersonal Communication and Interviewing Techniques
Week 6	Motivational Climate
Week 7	Stigma and Shame
Week 8	Bias and Implicit Associations
Week 9	Empathy and Compassion
Week 10	Culture and Belonging
Week 11	Social Media and Body Image
Week 12	Autonomy and Self-efficacy
Week 13	Transitions and Self-care

Technology in the classroom (i.e. personal student devices):

- Please avoid using electronic devices for communication (e.g. phone calls / text messages / emails) during class time. If there are exceptional circumstances, please discuss this with the instructor at the beginning of class.
- Students need permission from their instructor before taking any pictures and/or recording audio or video information during lecture and/or lab classes. Class materials have been posted for review on Moodle.
- The use of technology during class-time is supported when it is used to enhance your learning of the content that is being covered in that class. If the use of technology detracts from the learning environment for yourself or your classmates (e.g. running non-course related apps), you will be required to turn off your device.
- There is a zero tolerance policy for electronic communication/recording devices within examination areas. Students found with communication/recording devices on their person (whether or not they are in use) will be subject to sanctions. Please turn off all personal communication/recording devices (e.g. phones, watches, etc.) and store them safely during exams.

Implementation date: September 2021

Cost: N/A

Motion: That Education Council approves the course revision: HKIN 152 Personal Wellness and Community Health as recommended by the CPRC – STH:

HKIN 152 – 3 – 3 Personal Wellness and Community Health

Course revision:

- **Title** – new title – **Health, Fitness and Lifestyle**
- **Course code** – new code – **HKIN 101**
- **Calendar description**

Rationale:

Calendar description:

Existing:

This course will critically examine contemporary health issues and health information. Students will study the determinants of health and wellness. Discussion will focus on changing human behaviours to build healthy lifestyles and prevent disease. The inter-relationship of individual, social and environmental factors will be explored in order to enhance personal wellness and community health. (3,0,0)

Proposed:

Formerly HKIN 152

This course will critically examine contemporary health issues and health information. Students study evidence-based determinants of health and well-being. Discussion focuses on changing human behaviours to build healthy lifestyles and prevent disease. Students with credit for HKIN 152 cannot take HKIN 101 for further credit (3,0,0)

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the course revision: HKIN 103 Active Health as recommended by the CPRC – STH:

HKIN 103 – 3 – 4

Course revision

- **Title** – new title – **Exercise Prescription for Health**
- **Calendar description**

Rationale:

This course is changing from fall year one to winter year one. The change in the course title and calendar description is to update the language for the discipline.

Calendar description:

Existing:

This course is designed to facilitate lifelong physical activity. Students will learn how to design basic fitness programs and develop fitness leadership skills. Students will experience a basic fitness appraisal and participate in a variety of exercise methods. The benefits of health-related fitness and the use of an exercise prescription will be explored. (2,2,0)

Proposed:

This course introduces the components of physical fitness. Students learn how to design basic fitness programs and develop fitness leadership skills. Students experience a basic health-related fitness appraisal and participate in a variety of exercise methods. (2,2,0)

Implementation date: January 2021

Cost: N/A

Motion: That Education council approves the course revision: HKIN 231 Sport and Exercise Psychology as recommended by the CPRC – STH:

HKIN 231 – 3 – 3 Sport and Exercise Psychology

Course revision:

- **Course code** – new code – **HKIN 150**
- **Calendar description**
- **Prerequisites**

Rationale:

This course is moving from Fall Year 2 to Fall Year 1. Renumbering is consistent with other post-secondary institutions. The course description was edited for consistency with other new course descriptions.

Calendar description:

Existing:

This course is based on the study of psychology as it applies to sport and exercise. Students will learn how to create productive sport and exercise environments that will enhance psychological growth and development. A variety of mental skills training techniques will be explored to improve sport performance, personal well-being and adherence to exercise programs. (3,0,0)

Proposed:

This course introduces psychological theories and research related to exercise behaviour and sport performance. A variety of evidence-informed topics and techniques will help students to improve leadership skills, sport performance, personal well-being and adherence to exercise programs. Students with credit for HKIN 231 cannot take HKIN 150 for further credit. (3,0,0)

Prerequisites:

Existing	Proposed
Second-year standing	-

Implementation date: September 2020

Cost: N/A

Motion: That Education Council approves the course revision: HKIN 275 Exercise Physiology as recommended by the CPRC – STH:

HKIN 275 – 3 – 4 Exercise Physiology

Course revision:

- **Course code** – new code – **HKIN 200**
- **Calendar description**
- **Prerequisites**
- **Content**
- **Contact hours**

Rationale:

Changes at UBCO require us add more labs to our Exercise Physiology Course. To strengthen and enhance students ability to transfer seamlessly into their Clinical Exercise Physiology Stream

Calendar description:

Existing:

How does the human body respond to the demands of exercise and sport performance? This lecture and laboratory course will examine the acute and chronic effects of exercise on the human body. Study will focus on the cardiovascular, respiratory and neuromuscular systems. This course requires vigorous physical activity. (3,1,0)

Proposed:

How does the human body respond to the demands of exercise and sport performance? This lecture and laboratory course examines the acute and chronic effects of exercise on the human body. The primary focus will be on the adaptations of the cardiovascular, respiratory and neuromuscular systems. Students with credit for HKIN 275 cannot take HKIN 200 for further credit (3,2,0)

Prerequisites:

Existing	Proposed
BIOL 133	BIOL 190 and BIOL 191

Content:

We are adding 5 additional labs. Currently the labs run every other week for a total of 5 - 2 hour labs. The proposed change would have labs run every week for a total of 10 - 2 hour labs.

Contact hours:

	Existing	Proposed
Lecture	3	3
Lab	1	2
Average weekly contact hours	4	5

Implementation date: September 2021

Cost: N/A

Motion: That Education Council approves the course revision: HKIN 173 Biodynamics of Strength and Conditioning as recommended by the CPRC – STH:

HKIN 173 – 3 – 4 Biodynamics of Strength and conditioning

Course revision:

- **Course title** – new title – **Science of Strength and Conditioning**
- **Course code** – new code – **HKIN 203**
- **Calendar description**
- **Prerequisites**

Rationale:

This course is moving from winter year 1 to fall year 2 - request to renumber. Prerequisites are changing for sequence and progression. It is also necessary to change the title to better reflect contemporary terminology in the field. Remove the industry statement and the physical activity statement from the course description. This information will be communicated to students on our department website and in class scheduling comments.

Calendar description:

Existing:

This course is designed to introduce students to biomechanical principles and qualitative analysis. Students will learn functional anatomy while exploring the movement capabilities of the human body. Active learning will involve observation and demonstration of a variety of common resistance training exercises, with a focus on proper technique and safety. This course will develop the competencies required for BC Recreation and Parks Association (BCRPA) Weight Training I registration. This course will require students to engage in vigorous physical activity. (2,2,0)

Proposed:

This course is designed to introduce students to biomechanical principles and qualitative analysis. Students learn functional anatomy while exploring the movement capabilities of the human body. Active learning will involve observation and demonstration of a variety of resistance training exercises, with a focus on proper technique and safety. Students with credit for HKIN 173 cannot take HKIN 203 for further credit. (2,2,0)

Prerequisites:

Existing	Proposed
HKIN 103	HKIN 103 and HKIN 110

Implementation date: September 2021

Cost: N/A

Motion: That Education Council approves the course revision: HKIN 241 Introduction to Athletic Injuries as recommended by the CPRC – STH:

HKIN 241 – 3 – 4 Introduction to Athletic Injuries

Course revision:

- Calendar description
- Prerequisites

Rationale:

HKIN Program Revision - Clarity of course descriptions. Removal of industry credential statement. Pre-requisite Change

Calendar description:

Existing:

This course provides students with the knowledge and practical skills to reduce the risk of athletic injury. Students will learn about the field of athletic therapy and about sport safety. Common sports injuries will be studied along with the practical skills in wrapping and taping associated with the care of these injuries. At the completion of this course, students may be eligible for Sports Aid certification through the Sports Medicine Council of British Columbia. (2,2,0)

Proposed:

This course provides students with the knowledge and practical skills to reduce the risk of athletic injury. Students will learn about the field of athletic therapy and about sport safety. Common sports and exercise-related injuries will be studied. Care of these injuries will include selected wrapping and taping techniques. (2,2,0)

Prerequisites:

Existing	Proposed
HKIN 173 or BIOL 133 Current Standard First Aid or approved alternate Current CPR Level C or approved alternate	HKIN 110

Implementation date: January 2022

Cost: N/A

Motion: That Education Council approves the course revision: HKIN 261 Health, Policy and Canadian Society as recommended by the CPRC – STH:

HKIN 261 – 3 – 3 Health, Policy and Canadian Society

Course revision:

- Prerequisites

Rationale:

KIN Program Revision - Pre-requisite Change. HKIN 161 no longer required course in program.

Prerequisites:

Existing	Proposed
HKIN 161	HKIN 101 Second year standing

Implementation date: January 2022

Cost: N/A

Motion: That Education Council approves the course revision: HKIN 273 Fitness Testing and Exercise Prescription as recommended by the CPRC – STH:

HKIN 273 – 3 – 4 Fitness Testing and Exercise Prescription

Course revision:

- Calendar description

- **Prerequisites**
- **Corequisites**

Rationale:

HKIN Program Revision - Pre-requisite Change. Remove industry Credential statement. Remove Exercise Statement. Clarify Course Description

Calendar description:

Existing:

This course is designed to provide core knowledge and applied skills necessary to become a personal trainer. The focus is on health-related counseling strategies, fitness appraisal and exercise prescription for apparently healthy adults. Students will discuss issues related to professionalism, liability and business practice. This course incorporates competency requirements for BC Recreation and Parks Association (BCRPA) registration, and is based on Canadian Society for Exercise Physiology - Canadian Physical Activity, Fitness and Lifestyle Approach (CSEP - CPAFLA). This course requires students to participate in vigorous physical activity. (2,2,0)

Proposed:

This course covers core knowledge and applied skills to become a personal trainer. The focus is on health-related counseling strategies, fitness appraisal and exercise prescription for apparently healthy adults. Students will integrate prior knowledge from exercise physiology and the science of strength and conditioning. (2,2,0)

Prerequisites and corequisites:

	Existing	Proposed
Prerequisites	HKIN 173 and HKIN 152	HKIN 200 and HKIN 203
Corequisites	HKIN 231 and HKIN 275	-

Implementation date: January 2022

Cost: N/A

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

Program revision:

- **Program name – new name – Kinesiology Diploma**
- **Program description**
- **Admission requirements**
- **Graduation requirements**
- **Addition of courses**
- **Revision of courses**
- **Program outline/ resequencing of courses**

Rationale:

This proposal is the first revision to the Human Kinetics diploma program since it started in 2008-09. It incorporates several recommendations from the Tier III review that was completed 2018-19. This renamed Kinesiology Diploma will (1) streamline options for students with greater clarity on the connection between academic programming and career/education pathways, (2) increase specific transfer credit to partner institutions, and (3) enhance career preparation with additional coursework and work-related experiences. Over the past several years, there have been a significant number of curriculum changes across the province. This proposal responds to (1) sector-wide changes from 6-credits to 9-credits of Introductory Anatomy and Physiology Coursework, (2) a shift away from sport specific Applied Methods Courses (1,3,0) to a more overall movement education experience course with Physical Literacy for Life (2,2,0) (3) enhanced work-integrated learning and applied projects to better prepare students for transition to employment in fitness, health science, recreation and education.

The program at the Penticton Campus has seen declines in domestic student enrolment over the past 2 years. This proposal renews curriculum by adding 6 new courses and re-sequences current courses. Degree-transfer and Career preparation options have been outlined for (1) Fitness and Health Science and (2) Recreation and Education. A general option is being maintained, similar to our current diploma, to maximize flexibility for students.

Currently, 80% of Human Kinetics Diploma graduates go on to further studies. Most have completed a Bachelors of Human Kinetics at UBC-Okanagan; a Bachelors of Science in Kinesiology at University of Victoria; a Bachelors of Athletic and Exercise Therapy at Camosun College or a Bachelors of Physical Education and Coaching at Douglas College. Many students have successfully completed Master's degrees in Rehabilitation Sciences to become physical and occupational therapists. Maintaining and enhancing alignment with Year 1 and 2 of Bachelor's Degree programs is paramount for on-going student recruitment and retention as well as keeping the overall costs of post-secondary education at a minimum for students. This proposal maintains courses with multiple transfer partners and maximizes transfer credit for students. This proposal specifically addresses a major revision to the UBCO Bachelors Degree program which is going to Senate this semester. Of greatest concern is the move from 12/20 to 17/20 required courses in Years 1 and 2. The revised Health Science Option will provide seamless transfer into 3rd year at the School of Health and Exercise Science - UBCO.

The development of practical skills for employment has always been integrated within the Human Kinetics diploma program. Accordingly, this proposal addresses gaps identified by students and local employers. The revised Fitness Option includes additional courses in Human Anatomy, Health Behaviour Change, Professionalism and a Co-op experience (optional). The new Recreation Option includes additional courses in Physical Literacy for Life, Professionalism, Community Program Planning and a Co-op experience (optional). This will help address shortages in recreation program leaders in our local communities.

Lastly, a revised Education Option maintains a pathway to becoming a teacher. This reflects a more general preparation for teacher's college, and develops a unique skill-set for promoting physical literacy in schoolchildren and comprehensive school health.

Program description:

Existing:

The Human Kinetics program provides students with a two-year, four-semester program of study. The program is based on a core of university transfer courses that allow students the option of transferring into Bachelor degree programs in Physical Education, Kinesiology or Human Kinetics at other post-secondary institutions in British Columbia and elsewhere.

The program includes a solid foundation of introductory study in the art and science of human movement. Students will learn principles, theories and practices in the areas of health and wellness, sport sociology, sport psychology, motor learning, biomechanics, exercise physiology, motor development, and human anatomy and physiology. The curriculum will reflect a growing need in society for practitioners skilled at supporting healthy lifestyle choices and/or leading quality sport programs for children and youth.

Integrated throughout the program, students will develop skills for general employability and academic success including information literacy, written and oral communication, numeracy and computer skills, critical and creative thinking, leadership and interpersonal skills, and professional skills.

To complete the program in two years, students will enroll in fifteen (15) credits for each of four semesters. Students may also choose to pursue part-time studies and complete the program over a longer period of time. Students will plan course selections based on their area of interest and future goals and will register for courses individually. Three streams are outlined below: Health and Fitness; Health and Physical Education; and, Kinesiology and Health Science.

At the completion of the program outlined for the Health and Fitness stream, students will be eligible to apply for industry credentials as a British Columbia Recreation and Parks Association (BCRPA) Registered Personal Trainer and/or a Canadian Society of Exercise Physiology (CSEP) Certified Personal Trainer. This will prepare students to lead fitness activities and provide fitness and lifestyle counselling services to apparently healthy individuals. Please note that students must apply to external agencies to obtain these industry credentials. External agencies may require students to complete additional written examinations and/or practical competency evaluations and pay additional fees.

Proposed:

Program overview:

Kinesiology is an academic discipline which involves the study of physical activity and its impact on health, society, and quality of life. It includes areas of study such as exercise science, athletic training, socio-cultural analyses of sports and society, sport and exercise psychology, fitness leadership, physical

education-teacher education, and pre-professional training for physical therapy, occupational therapy, medicine and other health related fields.

The *Kinesiology Diploma* program helps students build skills that they can apply to a variety of career options in fitness, recreation, sport, education and health. Course credits transfer towards Bachelor degree programs in British Columbia and elsewhere.

Students develop skills for general employability and academic success including information literacy, written and oral communication, numeracy and computer skills, critical and creative thinking, leadership and interpersonal skills, and professional skills.

Students may become eligible to apply for industry credentials during or after program completion. External agencies may require students to complete additional written examinations and/or practical competency evaluations and pay additional fees. The department website includes links to relevant agencies.

All students register for courses individually. The first semester includes five common courses. Students then follow the program outlined for one of the diploma options below:

- Kinesiology Diploma - Fitness Option ([hyperlink](#))
- Kinesiology Diploma - Health Science Option ([hyperlink](#))
- Kinesiology Diploma - Recreation Option ([hyperlink](#))
- Kinesiology Diploma - Education Option ([hyperlink](#))
- Kinesiology Diploma - General Studies Option ([hyperlink](#))

Students are responsible for confirming that all graduation requirements and residency requirements are met before graduation.

A Kinesiology Co-op option may be available between Year 1 and Year 2 (May - August) for eligible students. Please consult with an education advisor ([add contact or hyperlink](#)), cooperative education ([add contact or hyperlink](#)) and/or the department chair ([add contact or hyperlink](#)) to address any questions.

www.bctransferguide.ca

The **[Kinesiology Diploma - Health Science Option \(hyperlink\)](#)** is designed as a pathway to a Bachelor's Degree in Kinesiology, Human Kinetics or related field and subsequent application to a Master's Degree in Rehabilitation Sciences or other allied health profession. Select elective credits that will satisfy degree graduation and/or admission requirements.

The **[Kinesiology Diploma - Education Option \(hyperlink\)](#)** is designed as a pathway to a Bachelor's Degree in a related field and subsequent application to a Bachelor's Degree in Education. Select elective credits that will satisfy some of the requirements for teacher preparation.

[Kinesiology Pathway to the BBA \(hyperlink\)](#). Students can combine their interest in health, sport, recreation and fitness with business studies to prepare to work for government, non-profit and for-profit enterprise. Become a local leader working to improve the health and sustainability of our Okanagan community.

Kinesiology Diploma - Fitness Option

The program outlined is for students interested in completing a 2-year diploma to become a fitness program leader (e.g. certified personal trainer) to help develop and maintain the health of our community via participation in physical activity.

Program outline

Year One – Fall Semester

HKIN 101 Health, Fitness and Lifestyle

HKIN 110 Human Anatomy I for Kinesiology – NEW

BIOL 190 Human Physiology I for Kinesiology – NEW

HKIN 150 Sport and Exercise Psychology

ENGL 100 University Writing

Year One – Winter Semester

HKIN 103 Exercise Prescription for Health

BIOL 191 Human Anatomy and Physiology II for Kinesiology – NEW

2020 04 02 Curriculum recommended to Education Council

HKIN 230 Motor Learning and Control
HKIN 111 Health and Human Nutrition
3 credits of electives (BUAD, HKIN, Arts or Sciences)

Year Two – Fall Semester

HKIN 275 Exercise Physiology
HKIN 203 Science of Strength and Conditioning
HKIN 250 Introduction to Health Behaviour Change – NEW
HKIN 215 Professionalism in Fitness and Recreation – NEW
3 credits of electives (BUAD, HKIN, Arts or Sciences)

Year Two – Winter Semester

HKIN 284 Growth and Motor Development
HKIN 261 Health, Policy and Canadian Society
HKIN 273 Fitness Testing and Exercise Prescription
HKIN 241 Introduction to Athletic Injuries
3 credits of electives (BUAD, HKIN, Arts or Sciences)

Recommended electives options:

HKIN 121 Biomechanics
HKIN 220 Community Program Planning
BUAD 123 Management Principles
BUAD 116 Marketing
BUAD 111 Financial Accounting I
Psychology, Sociology, Anthropology or Indigenous Studies
Biology, Chemistry, Physics or Mathematics

Human Kinetics Diploma - Health Science Option

The program outlined can be used to transfer up to 60 credits towards a Bachelor's Degree in Kinesiology, Human Kinetics or related field. This option is for students interested in becoming a health professional such as a kinesiologist, clinical exercise physiologist, physiotherapist, or occupational therapist.

Program Outline

Year One – Fall Semester

HKIN 101 Health, Fitness and Lifestyle
HKIN 110 Human Anatomy I for Kinesiology – NEW
BIOL 190 Human Physiology I for Kinesiology – NEW
HKIN 150 Sport and Exercise Psychology
ENGL 100 University Writing

Year One – Winter Semester

HKIN 103 Exercise Prescription for Health
BIOL 191 Human Anatomy and Physiology II for Kinesiology – NEW
HKIN 230 Motor Learning and Control
HKIN 111 Health and Human Nutrition
3 credits of electives (BUAD, HKIN, Arts or Sciences)

Year Two – Fall Semester

HKIN 275 Exercise Physiology
HKIN 203 Science of Strength and Conditioning
HKIN 250 Introduction to Health Behaviour Change – NEW
HKIN 206 Research Methods in Kinesiology – NEW
3 credits of electives (BUAD, HKIN, Arts or Sciences)

Recommended electives options:

HKIN 241 Introduction to Athletic Injuries

2020 04 02 Curriculum recommended to Education Council

HKIN 205 Community Program Planning – NEW
STAT 121 Statistics
Psychology, Sociology, Anthropology or Indigenous Studies
Biology, Chemistry, Physics or Mathematics

Kinesiology Diploma - Recreation Option

The program outlined is for students interested in completing a 2-year diploma to become a recreation program leader to help develop and maintain physical literacy and lifespan wellbeing for everyone in our community.

Program outline

Year One – Fall Semester

HKIN 101 Health, Fitness and Lifestyle
HKIN 110 Human Anatomy I for Kinesiology – NEW
BIOL 190 Human Physiology I for Kinesiology – NEW
HKIN 150 Sport and Exercise Psychology
ENGL 100 University Writing

Year One – Winter Semester

HKIN 103 Exercise Prescription for Health
BIOL 191 Human Anatomy and Physiology II for Kinesiology – NEW
HKIN 230 Motor Learning and Control
HKIN 111 Health and Human Nutrition
HKIN 105 Physical Literacy for Life – NEW

Year Two – Fall Semester

HKIN 275 Exercise Physiology
HKIN 203 Science of Strength and Conditioning
HKIN 161 Physical Activity in Canadian Society
HKIN 215 Professionalism in Fitness and Recreation – NEW
3 credits of electives (BUAD, HKIN, Arts or Sciences)

Year Two – Winter Semester

HKIN 284 Growth and Motor Development
HKIN 261 Health, Policy and Canadian Society
HKIN 205 Community Program Planning – NEW
6 credits of electives (BUAD, HKIN, Arts or Sciences)

Recommended electives options:

HKIN 121 Biomechanics
BUAD 123 Management Principles
BUAD 116 Marketing
BUAD 111 Financial Accounting I
Psychology, Sociology, Anthropology or Indigenous Studies
Biology, Chemistry, Physics or Mathematics

Kinesiology Diploma - Education Option

The program outlined can be used to transfer up to 60 credits towards a Bachelor's Degree in a related field. This option is for students interested in becoming an education professional such as a teacher.

Program Outline

Year One-Fall Semester

HKIN 101 Health, Fitness and Lifestyle
HKIN 110 Human Anatomy I for Kinesiology – NEW
BIOL 190 Human Physiology I for Kinesiology – NEW
HKIN 150 Sport and Exercise Psychology

ENGL 100 University Writing

Year One – Winter Semester

HKIN 103 Exercise Prescription for Health
BIOL 191 Human Anatomy and Physiology II for Kinesiology – NEW
HKIN 230 Motor Learning and Control
HKIN 111 Health and Human Nutrition
HKIN 105 Physical Literacy for Life – NEW

Year Two – Fall Semester

HKIN 275 Exercise Physiology
HKIN 203 Science of Strength and Conditioning or Elective (see note 1)
HKIN 161 Physical Activity in Canadian Society
HKIN 206 Research Methods in Kinesiology – NEW
3 credits of electives (BUAD, HKIN, Arts or Sciences)

Year Two – Winter Semester

HKIN 284 Growth and motor Development
HKIN 261 Health, Policy and Canadian Society
HKIN 205 Community Program Planning – NEW
HKIN 121 Biomechanics or Elective (see note 1)
3 credits of electives (BUAD, HKIN, Arts or Sciences)

Recommended elective options for further studies in education such as:
English Literature; Canadian Studies; Laboratory Science; Mathematics
K-12 B.C. Teachable Subject Areas

Note 1: Only one of HKIN 203 Science of Strength and Conditioning or HKIN 121 Biomechanics is required for graduation. The other may be taken for elective credit.

General note: all elective credit must be from BUAD, HKIN, Arts or Sciences.

Kinesiology Diploma - General Studies Option

The program outlined provides maximum flexibility. Combine your studies in kinesiology with other courses in arts, science and business for added breadth.

Program outline

Year One – Fall Semester

HKIN 101 Health, Fitness and Lifestyle or Elective (see note 2)
HKIN 110 Human Anatomy I for Kinesiology – NEW
BIOL 190 Human Physiology I for Kinesiology – NEW
HKIN 150 Sport and Exercise Psychology
ENGL 100 University Writing

Year One – Winter Semester

HKIN 103 Exercise Prescription for Health
BIOL 191 Human Anatomy and Physiology II for Kinesiology – NEW
HKIN 230 Motor Learning and Control
6 credits of electives (HKIN, BUAD, Arts or Sciences)

Year Two – Fall Semester

HKIN 275 Exercise Physiology
HKIN 203 Science of Strength and Conditioning or Elective (see note 1)
HKIN 161 Physical Activity in Canadian Society
6 credits of electives (HKIN, BUAD, Arts or Sciences)

Year Two – Winter Semester
 HKIN 284 Growth and Motor Development
 HKIN 261 Health, Policy and Canadian Society or Elective (see note 2)
 HKIN 121 Biomechanics or Elective (see note 1)
 6 credits of electives (HKIN, BUAD, Arts or Sciences)

Note 1: Only one of HKIN 203 Science of Strength and Conditioning or HKIN 121 Biomechanics is required for graduation. The other may be taken for elective credit.

Note 2: Only one of HKIN 101 Health, Fitness and Lifestyle or HKIN 261 Health, Policy and Canadian Society is required for graduation. The other may be taken for elective credit.

Recommended electives options:

Human Kinetics
 Business
 Psychology, Sociology, Anthropology or Indigenous Studies
 Biology, Chemistry, Physics, Mathematics or Statistics

Graduation Requirements

Successful completion of the prescribed and elective courses as listed in the program outline. A minimum graduating grade average (GGA) of sixty percent (60%) for the courses taken at Okanagan College; used to satisfy the required 60 credits for the diploma.

Admission requirements:

Existing	Proposed
<p>Regular Applicants: Regular applicants have graduated from a secondary school or equivalent, or are currently enrolled in Grade 12.</p> <p>B.C. secondary school graduation, or equivalent. English 12 with minimum 60% or alternatives. Chemistry 11 or an equivalent Advanced Level ABE Chemistry.</p> <p>One of Biology 11, Life Sciences 11, Biology 12, Anatomy and Physiology 12, BIOL 122 or BIOL 124 or equivalent (Biology 12 or BIOL 122 is strongly recommended) or equivalent Advanced or Provincial Level ABE courses are acceptable.</p> <p>Math requirement:</p> <p>A minimum of 50% in any of: Pre-calculus Grade 11 Foundations of Mathematics Grade 11 Principles of Mathematics 11 Adult Basic Education MATH 011 Adult Basic Education MATH 084 and MATH 085 Adult Basic Education IALG 011</p> <p>Mature Applicants: Applicants who do not have secondary school graduation may apply as a mature student provided that they are at least 19 years of age and have not attended secondary school on a full-time basis for a minimum period of one year. Mature applicants will be subject to the</p>	<p>Regular Applicants: Regular applicants have graduated from a secondary school or equivalent, or are currently enrolled in Grade 12.</p> <p>B.C. secondary school graduation, or equivalent. English 12 with minimum 60% or alternatives. Chemistry 11 or an equivalent Advanced Level ABE Chemistry.</p> <p>One of Biology 11, Life Sciences 11, Biology 12, Anatomy and Physiology 12, BIOL 122 or BIOL 124 or equivalent (Anatomy and Physiology 12, Biology 12 or BIOL 122 is strongly recommended) or equivalent Advanced or Provincial Level ABE courses are acceptable.</p> <p>Math requirement:</p> <p>A minimum of 50% in any of: Pre-calculus Grade 11 Foundations of Mathematics Grade 11 Principles of Mathematics 11 Adult Basic Education MATH 011 Adult Basic Education MATH 085 or MATH 080 Adult Basic Education IALG 011</p> <p>Mature Applicants: Applicants who do not have secondary school graduation may apply as a mature student provided that they are at least 19 years of age and have not attended secondary school on a full-time basis for a minimum period of</p>

same course entrance requirements that apply to regular applicants. The above courses may be taken through Okanagan College's Adult Basic Education program, the Ministry of Education Correspondence Branch, or a secondary school studies program.

Additional Admission Requirements

All applicants must submit an Okanagan College Human Kinetics Verification of Experience Form documenting a minimum of one season of competitive sport participation or 50 hours of participation in regular physical activity, within the last 5 years.

All applicants must submit an Okanagan College Human Kinetics Medical Clearance Form, documenting medical clearance for participation in unrestricted physical activity or for participation in progressive physical activity with specific limitations or exclusions.

Applicants are advised that students in this program engage in vigorous physical activity as part of their laboratory practice and applied methods courses. Students will act both as physical activity leaders and participants. Students are expected to develop and maintain a good level of physical fitness throughout the program.

Students may be required to travel to off-campus fitness and recreation facilities in the local area, and will require appropriate transportation.

Several computer-based assignments are included throughout the program. It is recommended that students have basic computer skills before entering the program. Students who do not have personal computers will have access to computers in the college computer

one year. Mature applicants will be subject to the same course entrance requirements that apply to regular applicants. The above courses may be taken through Okanagan College's Adult Basic Education program, the Ministry of Education Correspondence Branch, or a secondary school studies program.

Additional Admission Requirements

All applicants must submit an Okanagan College Human Kinetics Verification of Experience Form documenting a minimum of one season of competitive sport participation or 50 hours of participation in regular physical activity within the last 5 years.

All applicants must submit an Okanagan College Human Kinetics Medical Clearance Form, documenting medical clearance for participation in unrestricted physical activity or for participation in progressive physical activity with specific limitations or exclusions.

Applicants are advised that students in this program engage in vigorous physical activity as part of their laboratory practice and applied methods courses. Students will act both as physical activity leaders and participants. Students are expected to develop and maintain a good level of physical fitness throughout the program.

Students may be required to travel to off-campus fitness and recreation facilities in the local area, and will require appropriate transportation.

Students with credit for both BIOL 131 and BIOL 133 or equivalent can contact the program chair.

Several computer-based assignments are included throughout the program. It is recommended that students have basic computer skills before entering the program. Students who do not have personal computers will have access to computers in the college computer laboratories and the library.

Co-operative Education: To become eligible for the co-operative education work term, students must complete all of the first year courses for one of the fitness, health science, recreation or education option with an overall GPA of 70%. The Co-op work experience is not available for students completing the general studies option.

Graduation requirements:

Existing	Proposed
The Human Kinetics Diploma is granted upon completion of sixty (60) credits of prescribed study	Successful completion of the prescribed and elective courses as listed in the program outline. A

<p>with a minimum grade average of 60 percent for all courses counting towards the diploma. The diploma course requirements are outlined below: Three (3) 100-level English credits: ENGL 100 University Writing Twenty-four (24) Human Kinetics credits: HKIN 103 Active Health HKIN 161 Physical Activity in Canadian Society HKIN 230 Motor Learning and Control HKIN 231 Sport and Exercise Psychology HKIN 275 Exercise Physiology HKIN 284 Growth and Motor Development One of: HKIN 173 Biodynamics of Strength and Conditioning or: HKIN 121 Biomechanics One of: HKIN 152 Personal Wellness and Community Health or: HKIN 261 Health, Policy and Canadian Society Six (6) Biology credits: BIOL 131 Human Anatomy and Physiology I BIOL 133 Human Anatomy and Physiology II Twenty-seven (27) credits of Human Kinetics, Business Administration, Arts or Science electives.</p>	<p>minimum graduating grade average (GGA) of sixty percent (60%) for the courses taken at Okanagan College; used to satisfy the required 60 credits for the diploma.</p>
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Addition of courses:

HKIN 105; HKIN 110; HKIN 205; HKIN 206; HKIN 215; HKIN 250

Revision of courses:

HKIN 152; HKIN 103; HKIN 231; HKIN 173; HKIN 241; HKIN 261; HKIN 273; HKIN 275.

Program outline/resequencing of courses:

Existing	Proposed
<p>Health and Fitness Stream Year One - Fall <u>ENGL 100</u> University Writing <u>BIOL 131</u> Human Anatomy and Physiology I <u>HKIN 103</u> Active Health <u>HKIN 161</u> Physical Activity in Canadian Society 3 credits of electives Year One - Winter <u>BIOL 133</u> Human Anatomy and Physiology II <u>HKIN 230</u> Motor Learning and Control <u>HKIN 173</u> Biodynamics of Strength and Conditioning <u>HKIN 152</u> Personal Wellness and Community Health 3 credits of electives Year Two - Fall <u>HKIN 231</u> Sport and Exercise Psychology <u>HKIN 275</u> Exercise Physiology <u>HKIN 273</u> Fitness Testing and Exercise Prescription 6 credits of electives Year Two - Winter <u>HKIN 284</u> Growth and Motor Development</p>	<p>Kinesiology Diploma - Fitness Option The program outlined is for students interested in completing a 2-year diploma to become a fitness program leader (e.g. certified personal trainer) to help develop and maintain the health of our community via participation in physical activity. Program outline Year One – Fall Semester HKIN 101 Health, Fitness and Lifestyle HKIN 110 Human Anatomy I for Kinesiology – NEW BIOL 190 Human Physiology I for Kinesiology – NEW HKIN 150 Sport and Exercise Psychology ENGL 100 University Writing Year One – Winter Semester HKIN 103 Exercise Prescription for Health BIOL 191 Human Anatomy and Physiology II for Kinesiology – NEW HKIN 230 Motor Learning and Control HKIN 111 Health and Human Nutrition 3 credits of electives (BUAD, HKIN, Arts or Sciences)</p>

HKIN 241 Introduction to Athletic Injuries
HKIN 111 Health and Human Nutrition
6 credits of electives

Health and Physical Education Stream

Year One - Fall

ENGL 100 University Writing
BIOL 131 Human Anatomy and Physiology I
HKIN 103 Active Health
HKIN 161 Physical Activity in Canadian Society
3 credits of electives

Year One - Winter

BIOL 133 Human Anatomy and Physiology II
HKIN 230 Motor Learning and Control

One of:

HKIN 121 Biomechanics

or:

HKIN 261 Health, Policy and Canadian Society
6 credits of electives

Year Two - Fall

HKIN 231 Sport and Exercise Psychology
HKIN 275 Exercise Physiology
9 credits of electives

Year Two - Winter

HKIN 284 Growth and Motor Development

One of:

HKIN 121 Biomechanics

or:

HKIN 261 Health, Policy and Canadian Society
9 credits of electives

Students must take at least six (6) credits of Human Kinetics applied methods courses from the following list:

HKIN 291 Applied Methods: Gymnastics and Dance

HKIN 295 Applied Methods: Basketball and Soccer

HKIN 292 Applied Methods: Triathlon

Note: Applied methods courses may be offered in alternating years. Please see Classfinder for details of this year's course offerings.

Kinesiology and Health Science Stream

Year One - Fall

ENGL 100 University Writing
BIOL 131 Human Anatomy and Physiology I
HKIN 103 Active Health
HKIN 161 Physical Activity in Canadian Society
3 credits of electives

Year One - Winter

BIOL 133 Human Anatomy and Physiology II
HKIN 230 Motor Learning and Control

One of:

HKIN 121 Biomechanics

or:

HKIN 261 Health, Policy and Canadian Society
6 credits of electives

Year Two – Fall Semester

HKIN 275 Exercise Physiology
HKIN 203 Science of Strength and Conditioning
HKIN 250 Introduction to Health Behaviour Change – NEW
HKIN 215 Professionalism in Fitness and Recreation – NEW
3 credits of electives (BUAD, HKIN, Arts or Sciences)

Year Two – Winter Semester

HKIN 284 Growth and Motor Development
HKIN 261 Health, Policy and Canadian Society
HKIN 273 Fitness Testing and Exercise Prescription
HKIN 241 Introduction to Athletic Injuries
3 credits of electives (BUAD, HKIN, Arts or Sciences)

Recommended electives options:

HKIN 121 Biomechanics

HKIN 220 Community Program Planning

BUAD 123 Management Principles

BUAD 116 Marketing

BUAD 111 Financial Accounting I

Psychology, Sociology, Anthropology or Indigenous Studies

Biology, Chemistry, Physics or Mathematics

Human Kinetics Diploma - Health Science Option

The program outlined can be used to transfer up to 60 credits towards a Bachelor's Degree in Kinesiology, Human Kinetics or related field. This option is for students interested in becoming a health professional such as a kinesiologist, clinical exercise physiologist, physiotherapist, or occupational therapist.

Program Outline

Year One – Fall Semester

HKIN 101 Health, Fitness and Lifestyle
HKIN 110 Human Anatomy I for Kinesiology – NEW
BIOL 190 Human Physiology I for Kinesiology – NEW
HKIN 150 Sport and Exercise Psychology
ENGL 100 University Writing

Year One – Winter Semester

HKIN 103 Exercise Prescription for Health
BIOL 191 Human Anatomy and Physiology II for Kinesiology – NEW
HKIN 230 Motor Learning and Control
HKIN 111 Health and Human Nutrition

<p>Year Two - Fall <u>HKIN 231</u> Sport and Exercise Psychology <u>HKIN 275</u> Exercise Physiology 9 credits of electives</p> <p>Year Two - Winter <u>HKIN 284</u> Growth and Motor Development One of: <u>HKIN 121</u> Biomechanics or: <u>HKIN 261</u> Health, Policy and Canadian Society 9 credits of electives Students must take at least twelve (12) credits of transferable courses in at least two (2) of the following four (4) areas: 100-level Biology (not 131 or 133) 100-level Chemistry, 100-level Physics, 100-level Mathematics or Statistics</p>	<p>3 credits of electives (BUAD, HKIN, Arts or Sciences)</p> <p>Year Two – Fall Semester HKIN 275 Exercise Physiology HKIN 203 Science of Strength and Conditioning HKIN 250 Introduction to Health Behaviour Change – NEW HKIN 206 Research Methods in Kinesiology – NEW 3 credits of electives (BUAD, HKIN, Arts or Sciences)</p> <p>Recommended electives options: HKIN 241 Introduction to Athletic Injuries HKIN 205 Community Program Planning – NEW STAT 121 Statistics Psychology, Sociology, Anthropology or Indigenous Studies Biology, Chemistry, Physics or Mathematics</p> <p>Kinesiology Diploma - Recreation Option</p> <p>The program outlined is for students interested in completing a 2-year diploma to become a recreation program leader to help develop and maintain physical literacy and lifespan wellbeing for everyone in our community.</p> <p>Program outline</p> <p>Year One – Fall Semester HKIN 101 Health, Fitness and Lifestyle HKIN 110 Human Anatomy I for Kinesiology – NEW BIOL 190 Human Physiology I for Kinesiology – NEW HKIN 150 Sport and Exercise Psychology ENGL 100 University Writing</p> <p>Year One – Winter Semester HKIN 103 Exercise Prescription for Health BIOL 191 Human Anatomy and Physiology II for Kinesiology – NEW HKIN 230 Motor Learning and Control HKIN 111 Health and Human Nutrition HKIN 105 Physical Literacy for Life – NEW</p> <p>Year Two – Fall Semester HKIN 275 Exercise Physiology HKIN 203 Science of Strength and Conditioning HKIN 161 Physical Activity in Canadian Society HKIN 215 Professionalism in Fitness and Recreation – NEW 3 credits of electives (BUAD, HKIN, Arts or Sciences)</p> <p>Year Two – Winter Semester HKIN 284 Growth and Motor Development HKIN 261 Health, Policy and Canadian Society HKIN 205 Community Program Planning – NEW</p>
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	<p>6 credits of electives (BUAD, HKIN, Arts or Sciences)</p> <p>Recommended electives options: HKIN 121 Biomechanics BUAD 123 Management Principles BUAD 116 Marketing BUAD 111 Financial Accounting I Psychology, Sociology, Anthropology or Indigenous Studies Biology, Chemistry, Physics or Mathematics</p> <p>Kinesiology Diploma - Education Option The program outlined can be used to transfer up to 60 credits towards a Bachelor's Degree in a related field. This option is for students interested in becoming an education professional such as a teacher.</p> <p>Program Outline</p> <p>Year One-Fall Semester HKIN 101 Health, Fitness and Lifestyle HKIN 110 Human Anatomy I for Kinesiology – NEW BIOL 190 Human Physiology I for Kinesiology – NEW HKIN 150 Sport and Exercise Psychology ENGL 100 University Writing</p> <p>Year One – Winter Semester HKIN 103 Exercise Prescription for Health BIOL 191 Human Anatomy and Physiology II for Kinesiology – NEW HKIN 230 Motor Learning and Control HKIN 111 Health and Human Nutrition HKIN 105 Physical Literacy for Life – NEW</p> <p>Year Two – Fall Semester HKIN 275 Exercise Physiology HKIN 203 Science of Strength and Conditioning or Elective (see note 1) HKIN 161 Physical Activity in Canadian Society HKIN 206 Research Methods in Kinesiology – NEW 3 credits of electives (BUAD, HKIN, Arts or Sciences)</p> <p>Year Two – Winter Semester HKIN 284 Growth and motor Development HKIN 261 Health, Policy and Canadian Society HKIN 205 Community Program Planning – NEW HKIN 121 Biomechanics or Elective (see note 1) 3 credits of electives (BUAD, HKIN, Arts or Sciences)</p> <p>Recommended elective options for further studies in education such as: English Literature; Canadian Studies; Laboratory Science; Mathematics</p>
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	<p>K-12 B.C. Teachable Subject Areas</p> <p>Note 1: Only one of HKIN 203 Science of Strength and Conditioning or HKIN 121 Biomechanics is required for graduation. The other may be taken for elective credit.</p> <p>General note: all elective credit must be from BUAD, HKIN, Arts or Sciences.</p> <p>Kinesiology Diploma - General Studies Option</p> <p>The program outlined provides maximum flexibility. Combine your studies in kinesiology with other courses in arts, science and business for added breadth.</p> <p>Program outline</p> <p>Year One – Fall Semester HKIN 101 Health, Fitness and Lifestyle or Elective (see note 2) HKIN 110 Human Anatomy I for Kinesiology – NEW BIOL 190 Human Physiology I for Kinesiology – NEW HKIN 150 Sport and Exercise Psychology ENGL 100 University Writing</p> <p>Year One – Winter Semester HKIN 103 Exercise Prescription for Health BIOL 191 Human Anatomy and Physiology II for Kinesiology – NEW HKIN 230 Motor Learning and Control 6 credits of electives (HKIN, BUAD, Arts or Sciences)</p> <p>Year Two – Fall Semester HKIN 275 Exercise Physiology HKIN 203 Science of Strength and Conditioning or Elective (see note 1) HKIN 161 Physical Activity in Canadian Society 6 credits of electives (HKIN, BUAD, Arts or Sciences)</p> <p>Year Two – Winter Semester HKIN 284 Growth and Motor Development HKIN 261 Health, Policy and Canadian Society or Elective (see note 2) HKIN 121 Biomechanics or Elective (see note 1) 6 credits of electives (HKIN, BUAD, Arts or Sciences)</p> <p>Note 1: Only one of HKIN 203 Science of Strength and Conditioning or HKIN 121 Biomechanics is required for graduation. The other may be taken for elective credit.</p>
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	<p>Note 2: Only one of HKIN 101 Health, Fitness and Lifestyle or HKIN 261 Health, Policy and Canadian Society is required for graduation. The other may be taken for elective credit.</p> <p>Recommended electives options: Human Kinetics Business Psychology, Sociology, Anthropology or Indigenous Studies Biology, Chemistry, Physics, Mathematics or Statistics</p>
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Implementation date: September 2020

Cost: N/A

Appendix 5.2

Registrar's motion: Course and program deletions

Motion: "That Education Council approves the deletion of the inactive courses and programs as presented."

Department	Subject	Course	Title
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Bachelor of Science in Nursing	NSGU	111	Health and Healing I
Bachelor of Science in Nursing	NSGU	112	Professional Practice I
Bachelor of Science in Nursing	NSGU	113	Relational Practice I
Biology	BIOL	231	Health Science I
Biology	BIOL	235	Health Science II
Biology	BIOL	263	Developmental Biology I
Continuing Studies	GISA	02	Programming and Automation
Continuing Studies	GISA	03	Advanced Arc/Info
Continuing Studies	IDR	01	Introduction to Dentistry
Continuing Studies	IDR	02	Dental Office Procedures
Continuing Studies	LSF	01	Intro-Interpersonal Relations
Continuing Studies	LSF	02	Group Skills
Continuing Studies	LSF	03	Career & Employment Counseling
Continuing Studies	LSF	04	Instructional Techniques
Continuing Studies	LSF	05	Intro to Life Skills Programmi
Continuing Studies	LSF	06	Life Skills Facilitation Tech
Continuing Studies	MSS	01	Interpersonal Skills for Super
Continuing Studies	MSS	02	Team Building
Continuing Studies	MSS	03	Performance Management Skills
Continuing Studies	PIM	07	Basics of Supply Chain Mgmt
Continuing Studies	SPD	11	Practicum
Continuing Studies	SPED	011	School Organization
Continuing Studies	SPED	012	Intro Exceptional School Child
Continuing Studies	SPED	013	Workshop I
Continuing Studies	SPED	014	Fieldwork I
Continuing Studies	SPED	015	Implementing and Integrating C
Continuing Studies	SPED	016	Computers in Special Education
Continuing Studies	SPED	021	Issues in Education
Continuing Studies	SPED	022	Exceptional School Children
Continuing Studies	SPED	023	Workshop II
Culinary	CA	202	Cold Kitchen II
Culinary	CA	203	Hot Kitchen II
Culinary	CA	204	Bakery II
Culinary	CA	206	Cook Level II Exam
Culinary	COOK	911	Cook Upgrading
ESL	ESLE	030	English Essentials Level III
ESL	ESLE	040	English Essentials Level IV
ESL	ESLE	050	English Essentials Level V
ESL	ESLE	060	English Essentials Level VI

ESL	ESLR	032	Reading for Meaning
ESL	ESLR	042	Intro to Reading for Acad Purp
ESL	ESLR	052	Reading for Academic Purposes
ESL	ESLR	062	Adv Reading for Acad Purposes
ESL	ESLW	031	Paragraph Production
ESL	ESLW	041	Composition Concepts
ESL	ESLW	051	Writing for Academic Purposes
ESL	ESLW	061	Adv Academic Writing Skills
Math	MATH	136	Mathematics for ACT
Math	MATH	149	Math for NTEN II
OADM	BACC	243	Payroll Administration
Welding	WELD	001	Welding Test: PWP1
Welding	WELD	003	Welding Test: PWP3
Welding	WELD	004	Welding Test: PWP4
Welding	WELD	005	Welding Test: PWP5
Welding	WELD	006	Welding Test: PWP6
Welding	WELD	007	Welding Test: PWP7
Welding	WELD	008	Welding Test: PWP8
Welding	WELD	009	Welding Test: PWP9
Welding	WELD	010	Welding Test: PWP10
Welding	WELD	011	Welding Test: PWP11

Program	Department
Accounting Assistant Certificate	OADM
Special Needs Worker Certificate	Continuing Studies

Appendix 5.3 Recommendation by the ARP committee

Motion: “That Education Council approves that the Entrance Testing policy and information be globally revised to note that:

- a. The LPI Test is no longer being offered after April 30, 2020;
- b. Okanagan College will continue to accept LPI Test results for two years from the date an applicant tested;
- c. Currently approved alternatives will be considered in place of the LPI Test.”

**Okanagan College Education Council
Academic Regulations & Policy Standing Committee
Meeting of Thursday, February 27, 2020 at 3:30
S 103B Boardroom**

Prepared by: Registrar's Office, Registrar, December 2019

For initial review by: Portfolios, International, Admissions, Dean's Forum

For review/approval by: EdCo consultation and approval processes under ARP

Background: Okanagan College has approved General Admission Requirements – All Applicants that includes **English Requirements**. Admissions policy identifies the **Entrance Testing** that is accepted to satisfy the English Requirements. Policy specifically addresses **Applicants Whose First Language Is Not English** and identifies the **Entrance Testing** that is accepted. In addition, the ENGLISH and Alternatives section of the admissions policy identifies the program specific English requirements and **Entrance Testing**.

Current English Requirement under the General Admission Requirements – All Applicants	English is the language of instruction and communication at Okanagan College. All applicants, including Canadian citizens, whose native or primary language is other than English, must demonstrate a command of English sufficient to meet the demands of classroom instruction and written assignments. See individual program listings for specific English requirements.
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Entrance Tests

One of the acceptable English entrance tests is the **Language Proficiency Index (LPI)** offered by Paragon Testing Enterprises. The LPI Test is being discontinued with no test sittings after April 30, 2020. Paragon will continue to make test results available for two years after the testing date.

At Okanagan College, the LPI Test is the only external test designed for domestic applicants. Other tests are for International/second language applicants. For the Winter 2017 through Fall 2019 application period, over 1,000 domestic applicants submitted LPI Test results.

Appendix 5.4

First call for nominations of Education Council chair and vice chair

Appendix 5.5

Standing Committee Reports

Appendix 6.0 Reports