

## Items approved by Education Council December 7, 2017

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<b>Education Council:</b> C Newitt, D Marques

### Science Technology and Health Programs

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

#### Animation Diploma

##### Program revision:

- Addition of courses
- Program description
- Program outline

##### Rationale:

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

##### Program description:

The two-year Animation diploma program focuses on drawing, design and the principles and techniques of traditional and digital character animation. There is an optional Co-op work term offered between year 1 and year 2 of the program.

Features include a state of the art classroom in the new Innovation Centre in downtown Kelowna, the latest technology in the field of digital animation, and comprehensive drawing classes taught by industry professionals to develop artistic skills, technical dexter

Successful graduates will be able to demonstrate industry-focused demo reel showcasing design and digital animation skills, preparing them for a career in British Columbia's (B.C.'s) entertainment industry.

##### Program Goals:

Focus on applied learning: from pencil to digital, graduating animators and not just operators

Deliver a curriculum which balances artistic skills, industry techniques and applied technology

Maintain close relationships with the industry.

Train artists for a successful career in the industry.

**Program outline:**  
Animation Program Outline

Current	Proposed
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## Arts and Foundational Programs

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

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

Prerequisites

**Rationale:**

The rationale is the same for each of the revisions.

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

**Prerequisites:**

**Current**

**Proposed**

## Science Technology and Health Programs

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

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

### **SCMT 114 – 3 – 3 Sustainability and Ethics in Construction**

#### **Course revision:**

Description

Title – correct spelling error

#### **Rationale:**

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

#### **Calendar description:**

#### **Current:**

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

Also offered by Distance Education

#### **Proposed:**

Learners are introduced to the ethical foundations of sustainability for construction professionals, the various interpretations and applications of sustainability, and the role of technology in addressing sustainability issues. Learners explore the fundamental principles involved in making and implementing decisions in the midst of complex sustainability issues including intergenerational equity, social justice in the global community, interspecies respect and protection, and ecological economics. (3,0,0)

**Implementation date:** September 2018

**Costs:** n/a

### **SCMT 120 – 3 – 3 Procurement Procedures**

#### **Course revision**

Course description

#### **Rationale:**

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

#### **Calendar description:**

#### **Current:**

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

Also offered by Distance Education

#### **Proposed:**

Learners are introduced to the different procurement methods commonly used in construction projects. Learners gain knowledge in basic principles of procurement, the associated risks and benefits of varying procurement options, the efficient implementation of sustainability in each route and the effect of project delivery methods on sustainability objectives. (3,0,0)

**Implementation date:** September 2018

**Costs:** n/a

### **SCMT 124 – 3 – 3 Sustainability and the Built Environment**

#### **Course revision**

Course description

#### **Rationale:**

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

#### **Calendar description:**

#### **Current:**

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

Also offered by Distance Education

#### **Proposed:**

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

**Implementation date:** September 2018

**Costs:** n/a

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

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

### **SCMT 132 – 3 – 3 Sustainability and Ethics in Construction**

#### **Course revision:**

Description

#### **Rationale:**

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

#### **Calendar description:**

#### **Current:**

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

Also offered by Distance Education

#### **Proposed:**

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

**Implementation date:** September 2018

**Costs:** n/a

**SCMT 134 – 3 – 3      Green Building Principles**

**Course revision**

Course description

**Rationale:**

Correct and/or update the course description to reflect differe

**Rationale:**

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

This course provides a comprehensive overview of alternative energy sources, applications, technologies and strategies. Topics cover the latest developments relating to wind power systems, solar thermal heating and photovoltaic generation, geothermal heating, and electrical production, bio-fuels, waste-to-energy systems, energy storage, fuel cells, and hydroelectric power among others. Economic issues along with financial methodologies and incentives will also be considered. This course is offered as blended learning which includes face-to-face and online delivery. (2,1,0)

Also offered by Distance Education

**Proposed:**

This course provides a comprehensive overview of alternative energy sources, applications, technologies and strategies. Topics cover the latest developments relating to wind power systems, solar thermal heating and photovoltaic generation, geothermal heating, and electrical production, bio-fuels, waste-to-energy systems, energy storage, fuel cells, and hydroelectric power among others. Economic issues along with financial methodologies and incentives will also be considered. (2,1,0)

**Implementation date:** September 2018

**Costs:** n/a

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

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

**SCMT 234 – 3 – 3 Sustainable Design and Development**

**Course revision:**

Description

**Rationale:**

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

**Calendar description:**

**Current:**

Learners perform an advanced investigation into how the design and development procedures of construction projects can be improved to meet Owner Project Requirements (OPRs) and sustainability goals. Learners, drawing experience from previous courses, develop their own sustainable design course for development res





education and/or industry experience as a foundation for the program that will build their expertise in the area of sustainability. Graduates will play a leading role in the construction industry and will have the knowledge to deliver

## **Business and Commercial Aviation Programs**

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

**VITT 200          Viticulture Technician Co-op**

**Rationale:**

A vital component of the Viticulture Technician Diploma is the hands-on field experience in commercial vineyards.

**Calendar description:**

The Co-op placement will provide students with experience in th

<p>CMNS 112 Professional Writing I  CMNS 122 Professional Writing II  ENGL 100 University Writing  <b>Year 1 Summer</b></p> <p><b>Year 2 Fall</b>  VITT 210 Soil and Water Management for Vineyards  VITT 220 Grape Harvest and Sensory Principles  GEOG 206 Introduction to Soil Science  BUAD 123 Management Principles  One three-credit elective*</p> <p><b>Year 2 Winter</b>  VITT 250 Vineyard Management  VITT 270 Viticulture Capstone Project  BIOL 251 Vascular Plants  One of (not incl. course taken previously):  CMNS 112 Professional Writing I  CMNS 122 Professional Writing II  ENGL 100 University Writing  One three-credit elective*</p>	<p>CMNS 112 Professional Writing I  CMNS 122 Professional Writing II  ENGL 100 University Writing  <b>Year 1 Summer</b>  <b>Co-op work term (4 months)</b>  <b>Year 2 Fall</b>  VITT 210 Soil and Water Management for Vineyards  VITT 220 Grape Harvest and Sensory Principles  GEOG 206 Introduction to Soil Science  BUAD 123 Management Principles  One three-credit elective*</p> <p><b>Year 2 Winter</b>  VITT 250 Vineyard Management  VITT 270 Viticulture Capstone Project  BIOL 251 Vascular Plants  One of (not incl. course taken previously):  CMNS 112 Professional Writing I  CMNS 122 Professional Writing II  ENGL 100 University Writing  One three-credit elective*</p>
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**Implementation date:** September 2017

**Costs:** n/a

## Continuing Studies Programs

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

### **Education Assistant Certificate Program revision**

- Program description
- Program outline
- Revision of courses

### **Rationale:**

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

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

### **Program description:**

The 447-hour Education Assistant Program prepares learners to work as Education Assistants in schools as part of an educational team. Education Assistants work under the instructional supervision of classroom teachers and School Districts. The program is designed to provide students with the skills and knowledge necessary to work as Education Assistants in schools.

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

**CURRENT – NO CHANGES BEING PROPOSED**

Admission Requirements	<p>BC secondary school graduation, or equivalent, or 19 years of age and out of secondary school for at least one year as of the first day of classes.</p> <p>A minimum grade of 60% in Computer Fundamentals or equivalent.</p> <p>A minimum grade of 60% in one of English 12, English 12 First Peoples, Technical and Professional Communications (TPC) 12, or an equivalent Provincial Level ABE English course; or a minimum score of 24/40 (Level 4) on the Language Proficiency Index (LPI) test. Note: Communications 12 is not acceptable.</p> <p>A criminal record check clearance from the B.C. Ministry of Public Safety and Solicitor General’s Criminal Records Review Office. Okanagan College’s admission offices will provide applicants with instructions and forms for applicants to submit to the Solicitor General’s Office and a deadline for the College to receive the clearance letter. Applicants should only initiate their criminal record check when instructed by Admissions. Failure to provide a clearance letter by the deadline will result in a cancellation of the applicant’s admission application.</p>
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**PROPOSED**

Admission Requirements	Same as current.
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**CURRENT – NO CHANGES BEING PROPOSED**

Graduation Requirements

Learning  
Outcomes

By the end of this course students will be able to:

Identify characteristics of organizations.

Demonstrate an understanding of the organization and administration of the public school system.

Explain the role of the school in the community.

Demonstrate an understanding of interagency communication.

Explain the rights and responsibilities of Education Assistants.

Discuss the role of education assistant in the classroom.

Demonstrate an understanding of how students are identified for special education services and how the school based team functions with regard to identification and support.

Identify supporting community organizations and roles of these organizations with regard to students with exceptionalities.

Describe the various roles and m yuc





	<p>explain the types of supports and availability of supports to Education Assistants and how to access them.</p> <p>outline the common signs of distress and burn out among Education Assistants.</p> <p>identify some strategies that could be used to support their self-care as a professional.</p> <p>identify health and safety legislation that is relevant to the work of Education Assistants.</p>
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**CURRENT**



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<b>PROPOSED</b>	
Code	EA 121
Name	Issues in Education
Hours	12
Description	This course introduces key educational issues that can impact the role of the Education Assistant with an emphasis on the principles of inclusion.
Learning	





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

- 5) To increased access to comprehensive PeriAnesthesia education.

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

**Calendar description:**

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

**Admission requirements:**

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

**Program Requirements:**

Results of tuberculin testing done no more than six months before the date of application, with evidence of appropriate follow up if the test was positive.

Up-to-date Immunization Record based on vaccinations listed below. Please provide a photocopy of your completed immunization record; this record will be kept in your student file. Applicants are advised that, if they choose not to complete this recommended immunization schedule, any outbreak of an infectious disease can have serious implications for their practice experience because of a requirement by the Health Authority that all those not immunized remain outside of the practice area.

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

Students must pass the practicum and attain a minimum grade of





Categorize patients at risk for PONV

Formulate a plan of care to treat and prevent PONV by understanding the pathophysiology of PONV

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

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

**Learning Outcomes**

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

Explain, recognize and intervene in a respiratory emergency

Assess for and understand the causes for delayed awakening

Develop a thorough understanding of MH (malignant hyperthermia) and treatment

Interpret and intervene when evidence of alterations in hemodynamic status, including shock states

Employ knowledge of post-operative delirium and agitation to formulate a care plan for the perianesthesia client

**PAR 110 Specialty Populations - 21 hours / 3 weeks**

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

**Learning Outcomes**

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

Formulate Phase 1 care plans with considerations needed in the specialty populations including pediatrics, obstetrics, geriatric and bariatric clients.

Explain the elements of the Enhanced Recovery After Surgery Pathway(ERAS)

**PAR 111 Practicum - 225 hours / 6 weeks**

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

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

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

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

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

**Learning Outcomes**

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

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

**Costs to students:**

Under consideration

**Implementation date:** September 2018

**Costs:** Development costs – none provided