

Items Approved by Education Council December 6, 2018

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Arts and Foundational Programs

CMNS 102 – 3 – 3 Communications for Viticulture

Rationale:

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

Calendar description:

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

Prerequisites:

Admission into the Viticulture Program

Course outline:

CMNS 102: Communications for Viticulture
<p>Course Description</p> <p>This course introduces students to communication skills used in the viticulture industry with emphasis on technical writing and speaking skills. Students will apply research techniques and documentation standards to produce memos, summaries, letters, proposals, progress reports, process and mechanism descriptions, and technical reports. Students will develop an awareness of audience, purpose, clarity and conciseness underpinning effective writing and speaking skills.</p> <p>Prerequisites: Admission into the Viticulture program.</p> <p>Course Outcomes</p> <p>Students Will:</p> <ol style="list-style-type: none"> 1. Develop research and writing skills relevant to the viticulture industry in order to produce clear, coherent, and concise prose 2. Collaborate professionally and collegially on written and oral projects

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

Required Readings

Custom CMNS 102 Communications for Viticulture course package

Course Requirements

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

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

Evaluation

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

9. Exercises & Quizzes & Participation		10%
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Assignment Details

Employment Portfolio

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

Process Description & Presentation

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

Midterm

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

Technical Process Instructions

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

Show & Tell Presentation

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

Exercises & Quizzes

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

Proposed course schedule

Week	Date	Topic	Readings and Assignments due
1		Introduction to the course	Student introductions
Module 1: Foundations of Technical Communication and Persuasive Strategies			
2		Introduction to Technical Communication <ul style="list-style-type: none">• Persuasive writing• How to write a summary Communication Ethics <ul style="list-style-type: none">• Professional ethics in digital media	Readings: Meyer (2010) Chapter 8: Persuasive Messages Readings: Searles (2011) Chapter 6: Summaries
3		Employment Portfolio <ul style="list-style-type: none">• Analyzing job postings• Writing cover letters• Writing resumes	Readings: Bovee, Thill & Scribner (2016): Chapter 13 Building Careers and Writing Resumes

4		<p>Employment Portfolio</p> <ul style="list-style-type: none"> • Draft Review Assignment #1 • Mock interviews • Utilizing various digital media platforms to showcase your work 	<p>Peer review process</p> <p>Readings: Bovee, Thill & Scribner (2016) Chapter 14 Applying and Interviewing for Employment</p>
5		<p>Foundational Rhetorical Patterns</p> <ul style="list-style-type: none"> • Technical definitions • Process Description • Mechanism description <p>Delivering oral presentations</p> <ul style="list-style-type: none"> • Presentation outline, tone, and voice • Understanding audience • Finding your voice • Professional delivery 	<p>Dule: Assignment #1</p> <p>Due: Assignment #2 Pitch to Employer</p> <p>Reading: Ewald (2014) Ch. 12, Technical Definitions and Descriptions</p> <p>Reading: Hanson & Hammond (2011) Oral Presentations: The counterintuitive speaker</p>
6		<p>The Writing Process</p> <ul style="list-style-type: none"> • Defining communication goals, audience, format • Stages in communication • Organizational communication skills • Draft review assignment #3 	<p>Readings: Luchuk (2013) Ch 1, Starting points in Business Communications</p> <p>Peer review process</p>
7		<p>Process description presentations</p> <ul style="list-style-type: none"> • Peer review feedback 	<p>Due: Assignment #3 PD</p> <p>Due: Assignment #4 PD</p> <p>Presentation</p> <p>Readings: Luchuk (2013) Chapter 7, Team Communication Projects</p>
Module 2: Collaborative Communication			
8		<p>Assignment 5 Midterm review</p> <p>Midterm</p> <ul style="list-style-type: none"> • In-class, timed 	<p>Peer review process</p> <p>Due: Assignment 5 Midterm</p> <p>Readings: Meyer (2010) Chapter 1, Getting the Message Across</p>
9		<p>Secondary research methods</p> <ul style="list-style-type: none"> • Library workshop <p>Writing progress reports</p>	<p>Library orientation</p> <p>Reading: Anderson (2012) Ch. 9, Types of Reports</p>
10		<p>Technical Process Instructions Workshop</p> <ul style="list-style-type: none"> • Manual components • Identifying quality/legitimate sources <p>Draft review assignment 6 Progress report</p>	<p>Readings: Ewald (2014) "Proposal Documents" "Formal Reports"</p> <p>Peer review process</p>
11		<p>Writing Instructions</p> <ul style="list-style-type: none"> • Visible structure • Framing knowledge <p>Collaborative communication</p> <ul style="list-style-type: none"> • Effective group communication 	<p>Readings: Searles (2011) Ch. 8, Instructions and Procedure Descriptions</p> <p>Due: Asssignment 6, Progress report</p>
12		<p>Draft review assignment 7: Technical process manual</p>	<p>Testing for usability</p> <p>Peer review process</p>
13		<p>Show and tell presentations</p>	<p>Due: Assignment 8 Team presentations</p>
14		<p>Show and tell presentations</p>	<p>Due: Assignment 7 Technical process manual</p>

Implementation date: September 4, 2019

Cost: N/A

Trades and Apprenticeship Programs

Automotive Service Technology Diploma

Rationale:

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

Calendar description:

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

Admission requirements:

BC secondary school graduation, or equivalent, or 19 years of age and out of secondary school for at least one year as of the first day of classes.

English 11 with minimum 50% or alternatives.

A minimum 50% in one of:

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

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

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

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

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

Graduation requirements:

Graduates must complete the 26 courses with a minimum passing grade of 60% in each course. Students must achieve an average grade of no less than 70% in each year. Graduates receive an Okanagan College Automotive Service Technology Diploma.

Course additions:

ASTD 100 Workplace Safety-Related Functions

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

ASTD 101 Automotive Tools and Equipment

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

ASTD 102 Math for Automotive Systems

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

ASTD 103 Automotive Information Systems

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

ASTD 104 Automotive Electrical Systems I

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

ASTD 105 Technical Communication for Automotive Systems

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

ASTD 106 Automotive Driveline Systems I

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

ASTD 107 Automotive Body Components

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

ASTD 108 Automotive Chassis Systems I

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

ASTD 109 Automotive Brake Systems I

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

ASTD 110 Automotive Steering and Control Systems I

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

ASTD 111 Automotive Suspension and Control Systems I

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

ASTD 112 Automotive Maintenance

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

ASTD 200 Automotive Business Practices I

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

ASTD 201 Automotive Electronic Systems I

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

ASTD 202 Automotive Engine Systems

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

ASTD 203 Automotive Brake Systems II

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

ASTD 204 Automotive Chassis Systems II

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

ASTD 205 Automotive Driveline Systems II

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

ASTD 206 Automotive Electrical Systems II

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

ASTD 207 Automotive Engine Management

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

ASTD 208 Automotive Electronic Systems II

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

ASTD 209 Automotive Diesel Engine Systems

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

ASTD 210 Automotive Business Practices II

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

ASTD 211 Technical Writing for Automotive Systems

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

ASTD 212 Automotive Hybrid Electric Vehicle Systems

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

Implementation date: September 1, 2019

Cost: N/A

Science, Technology, and Health Programs

Associate of Science

Program revision:

- **Graduation requirements**

Rationale:

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

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

Graduation requirements:

Existing:

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

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

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

Proposed:

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

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

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

Implementation date: January 1, 2019

Cost: N/A

PHYS 290 – 3 – 3**Directed Studies in Physics & Astronomy****Rationale:**

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

Calendar description:

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

Prerequisites:

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

Course outline:

PHYS 290: Directed Studies in Physics and Astronomy

Professor Information:

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

Calendar Description:

PHYS 290-3 Directed Studies in Physics & Astronomy

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

Prerequisites:

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

Section Information:

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

Transfer Information:

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

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

Course Materials:

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

Course Content:

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

Learning Outcomes:

The following are anticipated learning outcomes of the course.

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

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

Course Evaluation:

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

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

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

Strategies for Success:

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

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

Department and Course Policies:

Calculator Policy

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

Final Exam Grade Policy

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

Implementation date: January 1, 2019

Cost: N/A

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

Two new Learning Outcomes:

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

Implementation date: January 1, 2019

Cost: N/A

PNSG 417

Consolidated Practice Experience (CPE) IV

Course revision:

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

Rationale:

Provincial Curriculum Revised therefore changes must be implemented

Calendar description:

Existing:

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

Proposed:

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

Content:

3 Learning Outcomes changes and 1 new Learning Outcome.

3 revised Learning Outcomes:

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

New Learning Outcome:

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

Implementation date: January 1, 2019

Cost: N/A

Practical Nursing Diploma

Program revision:

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

Rationale:

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

Admission requirements:

Existing:

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

English

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

Or

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

Proposed:

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

English

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

Or

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

Revision of courses:

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

Implementation date: January 1, 2019

Cost: N/A

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

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

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

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

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

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

1. SD67 will:

- a. provide a contact person for QC administration and student related issues ;
- b. market the program within the school district and community as needed;
- c. recruit, screen and provide a cohort of between 10 and 16 students, aged 16 and older;
- d. provide signed waivers from all parents/guardians to attend the Program on the Penticton campus;
- e. support students with Individual Education Plans, Behaviour Contracts or other agreements as they would normally receive from their school, including in-class supports where applicable and provide academic accommodations as outlined in the students' Individualized Education Plans and lead student discipline measures, as required;
- f. supply OC with the students personal information, needed to register them as OC students and provide contact information for a parent or guardian of the students to be used in the event of an emergency; and
- g. pay OC tuition costs as outlined in section 5.

2. OC will:

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

3. Program Overview:

- a. 17 weeks (120 hours) of instruction for the Program;
- b. 60 hours of IT Essentials and 60 hours of Coding;
- c. Program dates: Feb5 – June 13, 2019, Tue & Thu, 5:00 p.m. – 8:30 p.m.;
- d. No classes over Spring Break;
- e. Maximum of 10 and a maximum of 16 students;
- f. Students will be registered as OC students;
- g. Students will receive a participation certificate.

4. Timeframe and Costs

- a. This MOU will take effect from the date it is signed and remain in effect for the duration of the Program.
- b. The Program runs for 17 weeks.
- c. SD67 will pay OC the training fee of \$500 per student upon receipt of invoice.

5. Conflict Resolution

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

6. General

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

OKANAGAN COLLEGE
Director, Continuing Studies Kelowna Campus
1000 KLO Road,
Kelowna, B.C. V1Y 4X8
Fax: 250-862-5434

With a copy to

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

And

Superintendent
SCHOOL DISTRICT NO. 67
Board Office
425 Jermyn Ave Penticton, BC V2A 124
Fax: 250-770-7730

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

2019 – 2020 Schedules

1. Adult Special Education 2019 – 2020 Schedule

Fall 2019

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

2019

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

2020

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

Winter 2020

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

2020

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

2. Early Childhood Education Diploma 2019 – 2020 Schedule

Kelowna

2019

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

2020

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

3. Health Care Assistant Certificate 2019 – 2020 Schedule

Kelowna

Fall 2019

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

2020

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

Penticton, Vernon

Fall 2019

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

2020

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

Kelowna

Winter 2020

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

Summer 2020 (Kelowna and Salmon Arm)

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

4. Therapist Assistant Diploma

Kelowna

2019

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

2020

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